



COUNSELING GUIDANCE LESSON

Home Connection

2

GRADE

As part of the Texas Comprehensive School Counseling Program (FFEA(LEGAL)), all school counselors provide guidance lessons to students throughout the school year. Today, your student received an anti-victimization/personal safety lesson in the classroom with our school counselor as part of their required guidance curriculum. Your student participated in this lesson because their teacher received a signed "District Request for Parent Consent Regarding Elementary Prevention Lessons" or written documentation opting your student into this lesson as required by FFEA(LEGAL) and FFEA(LOCAL).

We encourage you to talk with your student about the safety plan they created and the refusal skills that they learned about. Please feel free to use the information below to help guide your conversations in addition to talking with them about the importance of seeking guidance from parents and other trusted adults, how to contact those adults, as well as three questions to help them make decisions about personal safety.

WHAT WAS THE LESSON BASED ON?

This lesson was based on the following Health Education, Grade 2 Texas Essential Knowledge and Skills (TEKS):

- 2.10 Injury and violence prevention and safety – healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:
 - (A) demonstrate refusal skills to protect personal space and avoid unsafe situations; and
 - (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
- 2.13 Injury and violence prevention and safety – interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:
 - (C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.

WHAT DID MY CHILD LEARN?

The Second-Grade lesson focused on helping students demonstrate **refusal skills**, discuss the importance **telling a parent** or another trusted adult, and explain why obtaining assistance, especially from parents or another trusted adult **can be helpful**. Students will learn how to stay safe in sticky situations by asking themselves **three questions**; what does my body say, can I make this decision on my own or do I need help from a trusted adult, and what would a trusted adult do? After this lesson, each student should be able to do the following:

- Students can create a safety plan which demonstrates the use of refusal skills (Health Education - Grade 2: 10A).
- Students can explain why seeking assistance from parents or other trusted adults can be helpful when making decisions about personal safety (Health Education - Grade 2: 10B and 13C).

my safety plan: Ask your parents or guardians to help you write down the names & phone numbers of 4 trusted adults. At least 2 of the trusted adults need to be people outside of your immediate family. All of these adults are people that you and your parents agree you can go to if you're ever in an unsafe or sticky situation.

This is how I can start a tough conversation with a trusted adult.

Thank you for your continued partnership in the safety, care, and education of your student. If you have any questions about this lesson, please feel free to contact your campus counselor.