



COUNSELING GUIDANCE LESSON

Home Connection

3

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, as well as how to identify types of abuse and neglect.

WHAT WAS THE LESSON BASED ON?

This lesson will be based on the following Health Education, Grade 3 Texas Essential Knowledge and Skills (TEKS):

3.10 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 identify refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected.

3.13 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:

- (B) explain the importance of seeking assistance in making decisions about personal safety; and
- (C) define abuse and neglect.

WHAT DID MY CHILD LEARN?


The Third-Grade lesson focused on helping students identify the importance of using **refusal skills**, explained the importance of **seeking guidance** from **parents** and other **trusted adults**, as well as how to **identify types of abuse and neglect**. Students watched the video *Recognize the Signs* from the Barbara Sinatra Center. Students then practiced using the three sticky situation 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 to identify if the situation needs the help of a trusted adult? After this lesson, each student should be able to do the following:

- Students can create a personal safety plan (Health Education - Grade 3: 11D).
- Students can define abuse and neglect as well as when to seek help from a parent or other trusted adult (Health Education - Grade 3: 13B and 13C).

NAME: _____ DATE: _____

MY SAFETY PLAN


WRITE THE NAMES AND PHONE NUMBERS OF FOUR TRUSTED ADULTS YOU CAN CALL OR TALK TO FOR HELP



USING THE SCENARIOS BELOW, FINISH THE SENTENCE YOU WOULD SAY TO A TRUSTED ADULT TO GET HELP FOR A FRIEND.


1. My friend has had a purple and yellow ankle for a while. He cannot run or play on it. He said his parents don't think needs to go to the doctor.

I am worried about my friend because _____	I think my friend needs help because _____
--	--



2. I noticed a student on the bus has red, black, and blue marks on his arms and legs. Today I saw something that looks like a handprint on his arm.

I have a big problem because _____	I think my friend has a big problem because _____
------------------------------------	---



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.