

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

GRADE 6 - SCIENCE

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
<p>Personal Rights and Responsibilities (Accountability)</p> <ul style="list-style-type: none"> ● All individuals have rights and responsibilities that can help to play a part in protecting them from exploitation. ● Exploitation violates an individual by making them do something against their human rights. 	<p>Exploitation Responsibility Violate</p>	<p>Human Rights Rights Vulnerable</p>
<p>TEKS:</p> <p>6.3: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. <i>The student is expected to:</i> (A) demonstrate healthy methods for communicating emotions in a variety of scenarios (D) describe methods for communicating important issues with and understanding perspectives of parents and peers (E) discuss and demonstrate how to listen and respect others' feelings and perspectives in a variety of scenarios</p> <p>6.5: Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. <i>The student is expected to:</i> (B) relate physical environmental factors such as school climate and availability of resources to individual, family, and community health</p> <p>6.13: Injury and violence prevention and safety—digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. <i>The student is expected to:</i> (F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication</p> <p>6.23: Reproductive and sexual health—anatomy, puberty, reproduction, and pregnancy. The student analyzes adolescent development, the process of fertilization, and healthy fetal development. <i>The student is expected to:</i> (I) explain how laws protect victims of sexual harassment, sexual abuse, and sexual assault</p>		

Character Development		
Topic & Big Ideas	Vocabulary	
<p>Self-Confidence (Inner Strength)</p> <ul style="list-style-type: none"> ● An individual who uses positive self-talk generally has a positive attitude, has more self-confidence, and can have better control of their life. ● A self-confident individual has a positive attitude about their abilities. 	<p>Assertive Non-Verbal Communication Self-Doubt</p>	<p>Character Self-Confidence Self-Talk Vulnerable</p>

TEKS:

6.3: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.

The student is expected to:

- (A) demonstrate healthy methods for communicating emotions in a variety of scenarios
- (D) describe methods for communicating important issues with and understanding perspectives of parents and peers
- (E) discuss and demonstrate how to listen and respect others’ feelings and perspectives in a variety of scenarios

6.4: Mental health and wellness –developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept.

The student is expected to:

- (A) identify how physical and social changes impact self-esteem

6.6: Mental health and wellness—identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness.

The student is expected to:

- (D) describe healthy and unhealthy self-management strategies for stress, anxiety, depression, trauma, loss, and grief
- (G) explain the role of a healthy self-concept in avoiding self-harming behaviors that can occur when someone is struggling to manage overwhelming emotions

6.21: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

- (A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse
- (B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking
- (D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult

Relationship Boundaries

Topic & Big Ideas	Vocabulary	
Consent Boundaries (Being Assertive) <ul style="list-style-type: none"> ● Every individual can have consent boundaries. ● When consent boundaries are crossed, an individual has the right to use assertive communication to avoid being exploited. 	Assertive Exploitation Perpetrators Vulnerable	Consent Boundaries Grooming Relationship

TEKS:

6.3: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.

The student is expected to:

- (A) demonstrate healthy methods for communicating emotions in a variety of scenarios

(D) describe methods for communicating important issues with and understanding perspectives of parents and peers

6.13: Injury and violence prevention and safety—digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments.

The student is expected to:

(A) discuss appropriate personal digital and online communication boundaries

6.14: 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) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school

(C) analyze the impact that bullying has on both victims and bullies

(D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual

(E) discuss ways to seek the input of parents and other trusted adults in problem-solving issues relating to violence and bullying

6.20: Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships.

The student is expected to:

(A) define and distinguish between friendship, infatuation, dating/romantic relationships, and marriage

(B) describe how friendships provide a foundation for healthy dating/romantic relationships

(C) list healthy ways to express friendship, affection, and love

(D) describe characteristics of healthy dating or romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility

(E) explain that each person in a dating/romantic relationship should be treated with dignity and respect

(F) describe how healthy marriages or committed relationships can contribute to healthy families and communities

6.21: Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual harassment, sexual abuse, and sexual assault.

The student is expected to:

(A) identify that physical, emotional, and sexual abuse and exploitation are all forms of abuse

(B) identify the social and emotional impacts of sexual harassment, sexual abuse, sexual assault, and sex trafficking

(C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation

(D) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult

(E) explain how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships

(F) identify communication and refusal skills and how they can be applied in dating/romantic relationships

(G) explain the importance of clearly communicating and respecting personal boundaries and using refusal skills related to physical intimacy such as holding hands, hugging, and kissing

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Digital Safety		
Topic & Big Ideas	Vocabulary	
<p>Safe Posting (Negative and Positive Consequences)</p> <ul style="list-style-type: none"> Using social media has both positive and negative consequences. Posting or reposting anything on the internet becomes part of a person’s digital footprint. 	<p>Consequences</p> <p>Digital Device</p> <p>Digital Safety</p> <p>Social Networking</p>	<p>Consent</p> <p>Digital Footprint</p> <p>Posting</p>
<p>TEKS:</p> <p>6.13: Injury and violence prevention and safety—digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments.</p> <p><i>The student is expected to:</i></p> <p>(A) discuss appropriate personal digital and online communication boundaries</p> <p>(B) develop strategies to resist inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography</p> <p>(C) discuss and analyze consequences resulting from inappropriate digital and online communication such as social media posts, sending and receiving photos, sexting, and pornography</p> <p>(D) discuss strategies and techniques for identity protection in digital and online environments</p> <p>(E) identify how technology is used to recruit or manipulate potential victims of sex trafficking</p> <p>(F) identify the current legal consequences of cyberbullying and inappropriate digital and online communication</p> <p>6.14: 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.</p> <p><i>The student is expected to:</i></p> <p>(B) assess healthy and appropriate ways of responding to and discouraging bullying and cyberbullying, including behavior that takes place at school</p> <p>(C) analyze the impact that bullying has on both victims and bullies</p> <p>(D) identify strategies for prevention and intervention of all forms of bullying and cyberbullying such as emotional, physical, social, and sexual</p> <p>(E) discuss ways to seek the input of parents and other trusted adults in problem solving issues relating to violence and bullying</p>		

Additional Information and Resources
<ul style="list-style-type: none"> Link to Parent Guides to teach your kids about human trafficking For more information on how a parent can review lesson resources and/or acquire their own set of curriculum, please contact A21.org’s Facilitator Support at facilitator@a21.org.