

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

GRADE 1

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
Rights and Responses (Being Respectful) <ul style="list-style-type: none"> Everyone has rights. Everyone has a responsibility to respect others' thoughts, feelings, and beliefs. 	Inappropriate Respond Rights	Respectful Responsibility Threaten
TEKS: 1.9: Injury and violence prevention and safety– safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. <i>The student is expected to:</i> (A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911 1.13: 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. <i>The student is expected to:</i> (D) Identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person		

Character Development		
Topic & Big Ideas	Vocabulary	
Self-Awareness (Inner Voice) <ul style="list-style-type: none"> A person's inner voice can help protect and warn dangerous situations. Being self-aware of personal feelings is one of the first steps toward recognizing healthy ways to respond to unwanted, threatening situations. 	Character Inner Peace Personal Space	Dangerous Inner Voice Response
TEKS: 1.3: 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) identify their own feelings and emotions (B) discuss and explain how emotions can interrupt thinking and the self-management process (C) describe and practice calming and self-management strategies (F) identify ways to respectfully communicate verbally and nonverbally 1.11: Injury and violence prevention and safety–healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment. <i>The student is expected to:</i> (A) describe the difference between safe and unsafe environments 1.13 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:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

Relationship Boundaries

Topic & Big Ideas	Vocabulary	
Personal Body Boundaries (Safe and Unsafe Touch) <ul style="list-style-type: none"> Personal body boundaries provide a person with privacy, protection, and comfort. Personal space and privacy are rights that need to be respected and protected. 	Personal Body Boundaries Private Parts Safe Touch Unsafe Touch	Personal Space Privacy Relationship Uninvited Touch

TEKS:

1.5: 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:

(B) identify situations that can create positive stress and positive emotions

1.10: 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) practice refusal skills to protect personal space and avoid unsafe situations

1.11: Injury and violence prevention and safety—healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment.

The student is expected to:

(A) describe the difference between safe and unsafe environments

1.13 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:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

Digital Safety

Topic & Big Ideas	Vocabulary	
Safe Sharing (Private Personal Information) <ul style="list-style-type: none"> Private personal information should never be shared with anyone online. Practicing netiquette while using digital devices helps to show respect for others online. 	Digital Device Netiquette	Digital Safety, Private Personal Information

TEKS:

1.11: Injury and violence prevention and safety—healthy home, school, and community climate. The student understands that individual actions and awareness can impact safety, community, and environment.

The student is expected to:

(A) describe the difference between safe and unsafe environments

1.12 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 demonstrate how to get help from a teacher, parent, or other trusted adult when made to feel bullied, uncomfortable, or unsafe in a digital or online environment.

1.13 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:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person

Additional Information and Resources

- [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.