

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

GRADE 3

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
<p>Right to Refuse (Negotiation Skills)</p> <ul style="list-style-type: none"> Everyone has the right to make choices to keep them safe. Everyone has the right to refuse a peer or an adult who suggests or demands that you do something that is not safe or does not feel safe. 	<p>Manipulated Peer Pressure Responsibility</p>	<p>Negotiation Skills Refusal Skills Rights</p>
<p>TEKS:</p> <p>3.3: 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) communicate needs, wants, and emotions in healthy ways (B) describe strategies for assessing thoughts and applying calming and self-management practices (D) distinguish between healthy and harmful influences of friends and others (H) demonstrate strategies for resolving conflicts</p> <p>3.5: Mental health and wellness—identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. <i>The student is expected to:</i> (E) describe the importance of acceptance of oneself and others</p> <p>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. Identify refusal skills such as the right to say “no” when privacy or personal boundaries are not respected.</p>		

Character Development		
Topic & Big Ideas	Vocabulary	
<p>Self-Regulation (Inner Strength)</p> <ul style="list-style-type: none"> Managing emotions can help empower a person to make healthy decisions in risky situations. Self-regulating helps a person develop protective factors. 	<p>Character Peer Pressure Risky Situation</p>	<p>Inner Strength Protective Factors Self-Regulation</p>
<p>TEKS:</p> <p>3.3: 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) communicate needs, wants, and emotions in healthy ways (B) describe strategies for assessing thoughts and applying calming and self-management practices</p> <p>3.5: Mental health and wellness— identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness.</p>		

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The student is expected to:

- (D) describe and practice healthy behaviors that reduce stress
- (E) describe the importance of acceptance of oneself and others

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:

- (A) describe how to effectively respond to bullying and cyberbullying of oneself or others
- (B) explain the importance of seeking assistance in making decisions about personal safety

Relationship Boundaries

Topic & Big Ideas	Vocabulary														
<p>Personal Relationship Boundaries (Circle of Trust)</p> <ul style="list-style-type: none"> ● Personal relationship boundaries can protect a person from being in an unhealthy relationship. ● People who show abusive behavior are not trustworthy. 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Abusive Behavior</td> <td style="width: 50%;">Circle of Trust</td> </tr> <tr> <td>Personal</td> <td>Relationship</td> </tr> <tr> <td>Relationship</td> <td>Trustworthy</td> </tr> <tr> <td>Boundaries</td> <td></td> </tr> <tr> <td>Respect</td> <td></td> </tr> <tr> <td>Unsafe/Tricky</td> <td></td> </tr> <tr> <td>Person</td> <td></td> </tr> </table>	Abusive Behavior	Circle of Trust	Personal	Relationship	Relationship	Trustworthy	Boundaries		Respect		Unsafe/Tricky		Person	
Abusive Behavior	Circle of Trust														
Personal	Relationship														
Relationship	Trustworthy														
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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 the right to say “no” when privacy or personal boundaries are not respected.

3.11: 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:

- (B) identify characteristics of safe home, school, and community environments

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:

- (A) describe how to effectively respond to bullying and cyberbullying of oneself or others
- (B) explain the importance of seeking assistance in making decisions about personal safety

Digital Safety

Topic & Big Ideas	Vocabulary										
<p>Digital Footprint (Online Privacy Safety)</p> <ul style="list-style-type: none"> ● Having digital safety rules helps to create a healthy digital community. ● A trusted adult can help guide someone to stay safe when communicating on a digital device. 	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Digital Citizen</td> <td style="width: 50%;">Digital Device</td> </tr> <tr> <td>Digital Footprint</td> <td>Digital Safety</td> </tr> <tr> <td>Posting</td> <td>Private</td> </tr> <tr> <td>Personal</td> <td>Social</td> </tr> <tr> <td>Information</td> <td>Networking</td> </tr> </table>	Digital Citizen	Digital Device	Digital Footprint	Digital Safety	Posting	Private	Personal	Social	Information	Networking
Digital Citizen	Digital Device										
Digital Footprint	Digital Safety										
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TEKS:

3.12: 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:

- (A) identify and discuss the need for safety awareness in a digital or online environment
- (B) identify appropriate ways to communicate in digital and online environments
- (C) discuss who is appropriate to communicate with and what is appropriate information to share in digital and online environments
- (D) explain consequences that result from cyberbullying and inappropriate digital and online usage

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.