

A21 Human Trafficking Prevention Education Curriculum Overview with TEKS Alignment

GRADE 5

Rights & Responsibilities		
Topic & Big Ideas	Vocabulary	
<p>Point of View Liberties (Right to Share)</p> <ul style="list-style-type: none"> Positive assertion can provide healthy opportunities for individuals to share their different points of view. A person may not agree with another’s point of view, but everyone has the right to share their view and be respected. 	<p>Assertion Influence Responsibility</p>	<p>Control Point of View Rights</p>
<p>TEKS:</p> <p>5.3: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.</p> <p><i>The student is expected to:</i></p> <p>(A) analyze how thoughts and emotions influence behaviors</p> <p>(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups</p> <p>(D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others</p> <p>(F) describe ways to engage in and promote positive interactions when conflict arises</p> <p>5.5: Mental health and wellness—risk and protective factors. The student recognizes the influence of various factors on mental health and wellness.</p> <p><i>The student is expected to:</i></p> <p>(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health</p> <p>5.14: 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>(A) identify methods available to report bullying</p> <p>(B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior</p>		

Character Development		
Topic & Big Ideas	Vocabulary	
<p>Self-Esteem (Being Courageous)</p> <ul style="list-style-type: none"> Emotional abuse can damage a person’s self-esteem and make them more vulnerable to harmful situations. Using refusal skills to set healthy boundaries can help a person demonstrate courage. 	<p>Character Emotional Abuse Self-Esteem</p>	<p>Courageous Refusal Skills</p>
<p>TEKS:</p> <p>5.3: Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships.</p> <p><i>The student is expected to:</i></p> <p>(A) analyze how thoughts and emotions influence behaviors</p> <p>(B) practice and apply strategies for calming and self-management</p>		

- (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups
- (F) describe ways to engage in and promote positive interactions when conflict arises

5.4: 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 strategies to help build self-esteem for self, friends, and others

5.6: 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:

- (F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to cope with uncomfortable emotions or lacks support

5.14: 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:

- (A) identify methods available to report bullying
- (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior

5.21: 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 abuse and harassment.

The student is expected to:

- (B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult
- (C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships
- (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others

Relationship Boundaries

Topic & Big Ideas	Vocabulary	
Respect Boundaries (Refusal Shield Skills) <ul style="list-style-type: none"> ● Respect Boundaries create shields of protection that help protect individuals from various types of harm. ● A victimized person is one who receives cruel and unjust treatment and has been preyed upon or been taken advantage of in a relationship. 	Bystander Prey Respect Boundaries Victimized	Predator Relationship Self-Blame

TEKS:

5.3: 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:

- (C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups
- (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others
- (F) describe ways to engage in and promote positive interactions when conflict arises

5.6: 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:

- (F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to cope with uncomfortable emotions or lacks support

5.14: 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:

- (A) identify methods available to report bullying
- (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior

5.20: Reproductive and sexual health—healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to identify characteristics of healthy dating or romantic relationships and marriage, including sharing, kindness, honesty, respect, trust, patience, communication, and compatibility.

5.21: 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 abuse and harassment.

The student is expected to:

- (B) identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult
- (C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships
- (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others

Digital Safety

Topic & Big Ideas	Vocabulary	
<p>Online Grooming Safety (Virtual Gaming)</p> <ul style="list-style-type: none"> ● Practicing digital safety can provide additional protective factors against online grooming and exploitation. ● Online gaming with strangers carries the additional risk of a person being groomed without their knowledge. 	<p>Digital Device Exploitation Online Predator Webcam</p>	<p>Digital Safety Online Grooming Victim</p>

TEKS:
5.13: 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) distinguish between appropriate and inappropriate boundaries for digital and online communication and research

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(B) explain the benefits of identity protection in digital and online environments
(C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments

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.