

Requirements for Anti-victimization / Personal Safety Lessons and TEKS Supporting Information

Sec. 38.004. CHILD ABUSE REPORTING AND PROGRAMS. EDUCATION code Chapter 38. health and safety. (2015, September 1). <https://statutes.capitol.texas.gov/SOTWDocs/ED/htm/ED.38.htm>

Texas Secretary of State. (n.d.). Texas Administrative Code. [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=115&sch=A&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=115&sch=A&rl=Y)

Health Education, Kindergarten, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://www.texas.gov/education/teks)

K.9 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) identify roles and characteristics of a trusted adult
- (B) identify and role play refusal skills such as saying “no” to protect personal space and to avoid unsafe situations

K.12 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) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

CCISD Policy FFG (LEGAL)

CCISD Policy FFG (LOCAL)

CCISD Policy EHAA (LEGAL)

CCISD Policy EHAA (LOCAL)

CCISD Regulation EHAA (EXHIBIT A)

Kindergarten Home Connection

Essential Standards:

- The student is expected to identify roles and characteristics of a trusted adult. (Health Education- Grade K: 9A)
- The student is expected to identify and role play refusal skills such as saying “no” to protect personal space and to avoid unsafe situations. (Health Education- Grade K: 9B)
- The student is expected to explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person. (Health Education- Grade K: 12D)

Learning Target:

- I can identify a trusted adult and what to do, including whom to seek out, in unsafe situations. (Health Education- Grade K: 9A, 9B, 12D)

Evidence for Learning:

- Student creates a safety plan which includes refusal skills (Health Education- Grade K: 9B, 12D); AND
- Student can name at least one trusted adult. (Health Education- Grade K: 9A)

Academic Vocabulary for Anti-victimization / Personal Safety (K-12):

- **Abuse:** when someone hurts, harms, or uses force on another person, which causes or could cause them injuries
 - physical abuse-when someone hurts a child that causes pain or injury and it's not an accident
 - emotional abuse-when someone hurts a child by always yelling at the child, threatening to leave, or saying mean things
- **Assertiveness:** confidently telling someone what I need (Big Voice)
- **Big problems:** people are not safe, and the problem needs to be taken care of now (do not wait—tell the closest trusted adult)
- **BIG voice:** when you stand tall, take a deep breath, look them in the eye and speak up for yourself
- **Body alarm:** warning signals from our body that helps us know when we are feeling unsafe
- **Body signal:** clues from our body about our feelings
- **Boundary:** sets limits and rules for ourselves and others within relationships. (an invisible "bubble" between yourself and others that protects personal space)
 - boundaries could be but are not limited to:
 - physical-touch
 - emotional-words, thoughts, feelings
- **Healthy Dating/Romantic Relationship:** a relationship based on communication, honesty, trust, safety, and respect for personal boundaries
- **Neglect:** the ongoing failure to meet an individual's basic physical, emotional, or educational needs
- **No-Go-Tell:** a method to teach students assertiveness so that when our body signals a "red flag" feeling, we "Say NO," Go (leave or get out of the situation), and "Tell" (report the situation to a trusted adult)
- **No-Go-Tell-Motions:**
 - say, "NO!" -hand motion is two Stop Hands extended in front of your body
 - say, "Go!"-hand motion is both hands make a thumbs up pointing backward over the shoulders
 - say, "TELL!"—hand motion is hands cupping mouth like shouting
- **Personal safety plan:** knowledge and actions an individual needs to take to stay safe and get out of dangerous situations (a tool you create to keep yourself safe)
- **Personal space:** the space around your body that belongs to you

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- **Privacy:** the right to choose not to be seen or bothered by others
- **Private parts:** areas of our bodies covered by a bathing suit
- **Red flag feelings:** unsafe feelings that are individualized and based on experience
- **Refusal skills:** being able to say no to unsafe, unwanted, or uncomfortable situations. ex) using words such as “No” or “Stop. I don’t like that” and/or gestures asserting physical boundaries such as moving away from an individual or putting up a hand to signal stop
- **Safe:** to feel protected; will not be harmed, hurt, or in danger (people, places, things, situations)
- **Safe situation:** a location or condition where you will not likely be harmed, hurt, or in danger.
- **Situation:** location; condition; state of affairs
- **Small problems:** something is on your mind or bothering you; no one is hurt, and you are not scared
- **Sticky situation:** situation that can be a little dangerous or unsafe, but where it’s not super clear or obvious what to do
- **Trusted Adult:** a grownup whose words and actions make you feel safe
- **Unsafe:** unprotected; could be harmed, hurt, or in danger (people, places, things, situations)
- **Unsafe situation:** a location or condition where you could be harmed, get hurt, or be in danger

Lesson Vocabulary:

- **BIG voice:** when you stand tall, take a deep breath, look them in the eye, and speak up for yourself
- **Personal safety plan:** a tool you create to keep yourself safe
- **Personal space:** the space around your body that belongs to you
- **Refusal skills:** being able to use your Big Voice to say no to unsafe, unwanted, or uncomfortable situations
- **Safe:** To feel protected, and feel like you will not be harmed, hurt, or in danger
- **Safe situation:** a location or condition where you will not likely be harmed, hurt, or in danger
- **Trusted Adult:** A grownup whose words and actions make you feel safe
- **Unsafe Situation:** A location where you could be harmed, get hurt, or be in danger

Resources / Materials:

- Safety plan
- *Sophie’s BIG Voice* by Dr. Becky Bailey
- NO-GO-TELL (posters and color sheets)

Learning Experience:

1. Introduce the topic of personal safety by saying, *“Today we are going to talk about Personal Safety. When you feel unsafe, it’s very important for you to have a plan.”*
 - Say, *“Being safe means you feel protected. Another way to say that is you feel like you will not be harmed or hurt or in danger.”*
 - Say, *“Are there people in our lives who make us feel safe? Who can raise their hand and tell me person that makes them feel safe?” Solicit answers from a few students.*
 - Say, *“Adults that make us feel safe are called trusted adults.”*
 - *(Trusted adult—drawing upon knowledge of people that make you feel safe, comfortable, etc. Trusted adults can be likened to what the student knows*

about community helpers.)

2. Say, “Today we are going to read a book about safety called *Sophie’s BIG Voice* by Dr. Becky Bailey. In the story, you will meet a character named Sophie who will learn about her personal space.”
 - Say, “Personal space is the space around your body that belongs to you.” If your students mentioned personal bubbles, reaffirm the idea of personal space is the same as the personal bubble.
 - (Personal space—drawing upon knowledge from the beginning of school instruction about staying in your own personal bubble etc.)
 - Say, “While I am reading, it is your job to listen and find what things Sophie does or learns to keep herself safe.”
3. Read the book.
4. After reading the book aloud, lead a discussion about what the students recall Sophie did or learned to keep herself safe. See the discussion points below:

Mommy (Sophie screams and Mommy comes to help; Sophie called Mommy):

- Ask students, “Why do you think Sophie called Mommy?”
 - Lead students to realize (if they don’t on their own) Mommy is a trusted adult for Sophie.
- Ask students, “How do you know Sophie thought Mommy was a trusted adult?” Affirm their answers.
- Ask students, “Can any of you name a trusted adult?” Solicit a few answers.
- Say, “In a little bit you will write down the name of your trusted adult.”

Saying Stop / No (Mommy taught Sophie how to use a BIG voice to say STOP or NO when she feels she is in an unsafe situation):

- Ask students, “What did Sophie do and say when something was unwanted, uncomfortable, or unsafe?” (She called Mommy.)
- Say, “Shubert was not respecting Sophie’s personal space and she felt uncomfortable.”
- Ask students, “Can you tell me what personal space is?”
- Ask students, “Were there any other unsafe situations in the story?” Solicit answers.
- Follow up with each situation by asking, “How did Sophie get help? Whom did she ask?”

Stop Hand (Mommy taught Sophie how to use a stop hand):

- Ask students, “What did Sophie learn to do with her body to let Shubert know she wanted him to stop?” (Sophie learned to put up her stop hand.)
- Ask students, “What did Sophie do with her voice?” (She said STOP and matched Mommy’s voice). (Strong and confident.)

Close this section of the lesson by asking students, “What would you do to stop someone who made you feel unsafe?”

5. Say, “Sophie learned to say “No”, and go tell an adult when she needs help. (Show or point to a No-Go-Tell poster.) Let’s learn some hand motions to help us remember No, Go-Tell”.
 - Say, “NO!” -Hand motion is two Stop Hands extended in front of your body.
 - Say, “Go!” -Hand motion is both hands make a thumbs up pointing backward over shoulders.
 - Say, “TELL!”—Hand motion is hands cupping mouth like shouting.

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- Say, *“When we are telling, we are using our BIG Voice.”*
 - Say, *“Now let’s all practice.”* And complete motions together.
6. Say, *“Now let’s practice NO-GO-TELL as a song. It goes to the tune of If You’re Happy and You Know It*
- *When you use your BIG VOICE, stand up tall.*
 - *When you use your BIG VOICE, take a deep breath.*
 - *Look them in in the eye and use your stop hand.*
 - *When you use your BIG VOICE, say NO, go and tell.*
7. Show and share the Personal Safety Plan activity sheet.
- Say, *“Each person is going to create their own Personal Safety Plan. A personal safety plan is a tool you create to keep yourself safe. Your plan is for you and may not be the same as your friends.”*
 - Ask students *“What do you notice about the Personal Safety Plan activity sheet?”* (It has a stop hand.)
 - Say, *“This hand is going to remind us how to tell someone to stop doing something when we feel unsafe and who we can ask for help.”*
 - Say, *“Earlier I asked you if you have a trusted adult. Remember a trusted adult is a person who makes us feel safe and we can ask for help. Now you are going to write the name of your trusted adult on your safety plan.”*
 - Demonstrate to students where they will write/draw the name of their personal trusted adult.
 - Draw the student’s attention to the NO-GO-TELL side of the personal safety plan.
 - Say, *“Please make sure that you write or trace the words NO-GO-TELL to remind you of the actions to take when they feel unsafe.”* Emphasize Sophie kept telling!
8. When students have completed their Personal Safety Plan, say, *“When you use your BIG Voice (use TELL Hands when you say BIG Voice), stand up tall, take a deep breath, look the person in the eye and say No!”*
9. The Counselor will roleplay the following scenarios. Have the students use their BIG Voice and use NO-GO-TELL to respond. At the end of each scenario, ask students *“Whom they are going to tell?”*
- Scenario: *Someone is shoving you on the playground.*
 - Scenario: *Someone is teasing you at lunch and won’t stop.*
 - Scenario: *You are playing with friends outside and someone takes your ball and won’t give it back.*
10. Say, *“Let’s sing the song one more time, to remind us how to NO-GO-TELL.”* Sing the song.
11. Closing – Say, *“Today we identified our trusted adults, how to use our stop with a BIG Voice and tell our trusted adult when we feel unsafe. When you go home, please share with your family about what we learned.”*

Home Connection: Counselors are required to send anti-victimization/personal safety information via the District Home Connection letter the day the lesson is completed. Counselors must use the District Home Connection letter.