

**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, 1<sup>st</sup> Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022)  
[Texas Administrative Code \(state.tx.us\)](https://www.texas.gov/state-administrative-code)

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
- (B) identify appropriate personal boundaries, privacy, and space

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.

*CCISD Policy FFG (LEGAL)*

*CCISD Policy FFG (LOCAL)*

*CCISD Policy EHAA (LEGAL)*

*CCISD Policy EHAA (LOCAL)*

*CCISD Regulation EHAA (EXHIBIT A)*

1<sup>st</sup> Grade Home Connection

**Essential Standards:**

- The student is expected to practice refusal skills to protect personal space and avoid unsafe situations. (Health Education- Grade 1: 10A)
- The student is expected to identify appropriate personal boundaries, privacy, and space. (Health Education- Grade 1: 10B)
- The student is expected to identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person. (Health Education- Grade 1: 13D)

## ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –1ST GRADE UNIT

### Learning Target:

- I can practice using refusal skills to protect personal boundaries, privacy, and space including whom to seek out for help. (Health Education- Grade 1: 10A, 10B, 13D)

### Evidence for Learning:

- Student can create a safety plan which includes refusal skills (Health Education- Grade 1: 10A) AND
- Student can identify appropriate personal boundaries, privacy, and space and how to get help when made to feel uncomfortable (Health Education- Grade 1: 10B, 13D)

### 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

## ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –1ST GRADE UNIT

- **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
- **Boundary:** an invisible “bubble” between yourself and others that protects personal space
- **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 shoulders
  - say, “TELL!”—Hand motion is hands cupping mouth like shouting
- **Personal space:** the space around your body that belongs to you
- **Privacy:** the right to choose not to be seen or bothered by others
- **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 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 or condition where you could be harmed, get hurt, or be in danger

### Resources / Materials:

- *Body Boundaries Make Me Stronger* by Elizabeth Cole (number the pages and add flags for pgs. 9 & 18)
- Safety plan

**Learning Experience:**

1. Before you begin the lesson, be sure to flag /mark the end of the text on pages 9 & 18.
2. 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.”*
3. Review academic vocabulary and foundational from previous lessons with students. The vocabulary to be reviewed should include:
  - BIG Voice, NO-GO-TELL motions, personal space, trusted adults, refusal skills, safe and unsafe situations. (All of the vocabulary is introduced in the kindergarten lesson.)
4. Prepare to read *Body Boundaries Make Me Stronger* by Elizabeth Cole.
  - Say, *“Now it’s time to listen and learn from Body Boundaries Make Me Stronger and learn about using our refusal skills like BIG Voice to protect our personal boundaries.”*
5. Read pages 1-9. Note the flag previously marked at the end of page 9. After reading the last sentence, pause.
  - Say, *“Remember, personal space is the space around your body that belongs to you... Who was in Nick’s personal space?”*
  - Say, *“Was Nick comfortable? How do you know? What were your clues?”*
  - Say, *“Do you think he wanted his personal space to be invaded? How did it make him feel?”*
  - Say, *“Our boundaries are an invisible “bubble” between yourself and others that protects personal space.”*
6. Continue to read pages 11-18. Note the flag previously marked at the end of page 18. After reading the last sentence, pause.
  - Say, *“Who is on your safety team, or who are your trusted adults?”*
  - Say, *“Do you have trusted adults at home? At school? In the community (clubs, sports, etc.)” Solicit a few answers.*
  - Say, *“I want you to think in your head the name of two trusted adults that you know by name.”*
7. Continue reading the book to the end. (DO NOT review My Body Safety Rules with the students.)
  - Say, *“Did Nick learn to use his BIG voice and let others know about his boundaries? How do you know?”*
  - Ask students to give examples of how he uses his BIG voice and let others know about his boundaries?
    - Nick asked Auntie for high fives.
    - Nick refused touches that seemed not quite right.
  - Ask students, *“Who did Nick tell when he felt uncomfortable?” “Who could you tell at school and at home if you feel uncomfortable?”*

8. Turn back to pages 1 & 2 of the book.
  - Say, *“Now that Nick has learned how to use his BIG Voice, what would he do if someone made him feel uncomfortable, like on the slide?”*
  - Review NO-GO-TELL and hand 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 backwards over shoulders.
    - Say, *“TELL!”*—Hand motion is hands cupping mouth like shouting.
  - Have students practice using their BIG Voice (Stand up tall, take a deep breath, look them in the eye, and give it a try) and NO-GO-TELL with a peer.
  
9. Now practice some scenarios with students saying:
  - *“This time Nick did a wonderful job at using his BIG Voice. Let’s pretend it is next week, and Nick is in line for recess. His friend is walking so close to him that he keeps bumping into Nick. Nick feels uncomfortable. Nick feels his friend is in his personal space. What can he do? (Students can say, “Stop! I don’t like that! I feel like you are too close!” Nick says, “NO!” and moves to another spot in line, etc.). His friend stops bumping into him.”*
  - *“The next day, Nick is playing outside, and his neighbor comes out to throw the football and keeps tackling him. Nick says, “Stop! I don’t like that!” But his neighbor does it again. Nick says, “NO! That hurts,” but his neighbor won’t stop. What should Nick do?”*
  - Have students practice NO-GO-TELL motions from above.
  
10. Say, *“Now you are going to work on your personal safety plan.”*
  - Review the safety plan worksheet and give students time to work on it.
  - Remind students that the stop hand on their personal safety plan reminds us how to tell someone to stop doing something when we feel unsafe and whom we can ask for help.
  - Remind students it is good to have people on their safety team / trusted adults at home, school, and in the community.
  - Encourage students to share their safety plan with their parents/guardians.

**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.