

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, 2nd Grade, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://www.texas.gov)

2.10 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) demonstrate refusal skills to protect personal space and avoid unsafe situations; and
- (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.

2.13 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:

- (C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.

CCISD Policy FFG (LEGAL)

CCISD Policy FFG (LOCAL)

CCISD Policy EHAA (LEGAL)

CCISD Policy EHAA (LOCAL)

CCISD Regulation EHAA (EXHIBIT A)

2nd Grade Home Connection

Essential Standards:

- The student is expected to demonstrate refusal skills to protect personal space and avoid unsafe situations. (Health Education- Grade 2: 10A)
- The student is expected to discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe. (Health Education- Grade 2: 10B)
- The student is expected to explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety. (Health Education- Grade 2: 13C)

ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –2ND GRADE UNIT

Learning Target:

- I can demonstrate using refusal skills to protect personal space and avoid unsafe situations including whom to seek out for help. (Health Education- Grade 2: 10A, 10B, 13C)

Evidence for Learning:

- Student can create a safety plan which includes demonstrating the use of refusal skills. (Health Education- Grade 2: 10A) AND
- Student can explain why seeking assistance from parents or other trusted adults can be helpful when making decisions about personal safety. (Health Education- Grade 2: 10B, 13C)

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 problems:** people are not safe, and the problem needs to be taken care of now (do not wait—tell the closest trusted adult)
- **Body alarm:** warning signals from our body that helps us know when we are feeling unsafe
- **Body signals:** clues from our body about our feelings
- **Small problems:** something is on your mind or bothering you; no one is hurt and you are not scared
- **Sticky situation:** situations that can be a little dangerous or unsafe, but where it’s not super clear or obvious what to do

Resources / Materials:

- Safety plan
- 2nd Grade PowerPoint
- Body alarm / warning signals graphic
- Scenarios

Learning Experience:

1. Start the lesson with the PowerPoint provided.
2. Introduce the topic of personal safety:
 - Say, “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 introduced in previous lessons with students. Vocabulary to be reviewed should include:
 - personal space, refusal skills, BIG voice, trusted adult, safe situation, unsafe situation, NO-GO-TELL motions.
 4. Introduce new lesson vocabulary words without giving the definitions. The definitions will be presented throughout the lesson.
 - Say, *“Today we are going to learn about sticky situations, body alarms, body signals, BIG problems and small problems.”*
 5. Say, *“We are going to learn how to stay safe in ‘sticky situations.’”*
 - Say, *“The older you get, the more freedom you get, and you are more likely to run into sticky situations. What are sticky situations?”*
 - Say, *“Sticky situations are situations that can be a little dangerous or unsafe, but where it’s not super clear or obvious what to do.”*
 Say, *“If you make the wrong choice, you could get stuck. Sticky situations are kind of like yellow flags in that it is a little red (because it may be a little dangerous or unsafe) and you’re unsure about what to do. It is difficult; you cannot just say “yes” because it’s a green flag situation or “no” because it is a red flag situation, you need to PAUSE and think before you decide what to do so that you choose the best decision. The best decision is the one that keeps you and others safe.”*
 6. Say, *“In sticky situations there are three important questions you need to ask yourself to make sure you make the safe choice.”*
 - Say: *“Most of the time we are in situations where we ARE safe, remember safe situations are those times were you likely going to be harmed by what’s going on, aren’t getting hurt, and aren’t in danger. If you ever DO find yourself in an unsafe situation where you could be harmed, get hurt or be in danger OR if you’re in a STICKY SITUATION where you’re just not sure if you’re safe or unsafe or what to do, you can use these 3 questions to help you decide what to do.”*
 - *What does my body say?*
 - *Can I make this decision on my own or do I need help from a trusted adult?*
 - *What would a trusted adult do?*
 7. Say, *“Let’s look more closely at ‘What does my body say?’”*
 - Say, *“Our bodies give us clues about how we feel all day long. We call that a body signal.”*
 - Say, *“Sometimes the clues can feel like laughing when we are having fun or enjoying an activity. Sometimes the clues can feel like a warning, like my eyes want to cry. This is all part of our body alarm. These types of clues are warning signals from our body to let us know when we are feeling unsafe.”*
 - Say, *“Let’s look at this picture and see other types of warning signals or alarms our body may give us.”* Review the other alarms on the graphic. Ask students if they can think of other warning signals that are not listed.

- If the students cannot think of anything, ask students to give you a thumbs up if they have ever had a tummy ache because they were nervous.
 - Ask students if they have ever had sweaty hands before a spelling test or talking in front of a group.
 - Say, *“Remember, if a situation is unsafe, our bodies will give us a warning signal or an alarm so that we know to protect ourselves.”*
 - Say, *“How can we protect ourselves? –NO GO TELL.”*
8. Say, *“Now let’s look more at the 2nd question—Can I make this decision on my own or do I need help from a trusted adult?”*
- Say, *“When we need to make a decision, we are solving a problem. Some problems are small problems, and some are big problems. How do you know the difference? Look at this chart so we can figure it out together.”*
 - Review the definitions of big problems and small problems along with the examples.
 - Big problems--People are not safe, and the problem needs to be taken care of now. Do not wait— tell the closest trusted adult
 - Examples
 - Some threatened to hurt you, or someone is hurting you.
 - Someone on the bus has a knife or said they are going to bring a knife.
 - Small problems--Something is on your mind or bothering you. No one is hurt and you are not scared.
 - Examples
 - I need help making friends
 - I miss my old school
 - I didn’t get invited to a birthday party.
9. Say, *“The third question we ask ourselves to decide if a situation is safe or unsafe is, what would a trusted adult do?”*
- Say, *“Think about the trusted adults in your life. Imagine what they would do in the situation.”*
10. Students will participate in scenario practice. *
- Say, *“We will read some scenarios. As we read the scenario, let start from safe/thumbs up, as the scenario continues, if you start to get anybody signals or feel any body alarms move your thumb according to how safe you feel the situation is changing. (thumbs up or green for safe, thumbs to the side or no card for unsure, and red or thumbs down for unsafe).”*
 - Say, *“At the end of each scenario ask yourself the three questions.*
 - *What does my body say?*
 - *Can I make this decision on my own or do I need help from a trusted adult?*
 - *What would a trusted adult do?*
 - Say, *“Once you have answered them in your head, decide if the way the person in the scenario handled the situation was safe, unsafe, or unsure of the decision. situation is safe, unsure, or unsafe.”*
 - Say, *“If you experience a body alarm, please share it with the group.”*
 - Say, *“Please explain why you believe the situation is safe or unsafe or unsure.”*
 - Say, *“If you decide the decide the action was unsure or unsafe, tell us how we could make it safe.”* (Student could possibly wordsmith it.)

11. Say, *“We are now going to work on their personal safety plan. This safety plan asks you to identify at least two adults that are not in your immediate family and know their phone numbers, that you can talk to about a sticky situation.”*
 - Say, *“Let’s practice how we might start that tough conversation. What would you say to your trusted adult at home or your trusted adult at school if you need to talk about something really important?”*
 - If they don’t have any suggestions, you can offer the following:
 - I need to talk. It’s really important.
 - I have an emergency.
 - Can I talk to you in private / with no one around?
 - I could say to my teacher, I need to talk to the counselor as soon as possible. It’s really important.
 - Encourage students to share their safety plan with their parents / guardians and ask for assistance in filling in any sections they did not complete at school.

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.

***Scenarios are listed below and embedded in the provided PowerPoint.**

Scenario 1: You’re home alone waiting for your mom to get home from work. Someone knocks on the door and says she’s your mom’s friend. She wants to come in and wait for your mom to get home.

Scenario 2: Someone you don’t know invites you to play with them when you’re on your favorite computer game. They say they can help you get an even higher score. You know that it’s not safe to play with strangers online.

Scenario 3: You have been chatting with someone you don’t actually know using an app on your phone. They said they are a 10-year-old girl that lives in your neighborhood and goes to a different school. They ask you to meet up at a park to hang out. You agree to go since it will be a public space.

Scenario 4: You got a really bad headache when you were at your friend’s house. Her 12-year-old sister offers you some medicine from her bathroom to help.

Scenario 5: Someone hit your bottom and then everyone laughed. It’s a new thing a bunch of kids have been doing. You don’t think it’s funny and it makes you uncomfortable, but you don’t want anyone to know you are.

Scenario 6: Your uncle offered to help you with math, so you’ve been spending a lot of extra time with him, just the two of you. He’s been so nice. He even gives you special gifts and tells you to keep it secret. Lately he’s been hugging you in a way that just doesn’t feel right.