

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

TEC 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, Grade 3, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://www.texas.gov/state-administrative-code)

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 saying “no” when privacy, personal boundaries, or personal space 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:

(D) create a personal safety plan.

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:

(B) explain the importance of seeking assistance in making decisions about personal safety; and
(C) define abuse and neglect.

CCISD Policy FFG (LEGAL)

CCISD Policy FFG (LOCAL)

CCISD Policy EHAA (LEGAL)

CCISD Policy EHAA (LOCAL)

CCISD Regulation EHAA (EXHIBIT A)

3rd Grade Home Connection

Essential Standards:

- The student is expected to identify refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected. (Health Education- Grade 3: 10)
- The student is expected to create a personal safety plan (Health Education-Grade 3: 11D)
- The student is expected to explain the importance of seeking assistance in making decisions about personal safety. (Health Education- Grade 3: 13B)
- The student is expected to define abuse and neglect. (Health Education- Grade 3: 13C)

ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –3RD GRADE UNIT

Learning Target:

- I can identify refusal skills and seek help from a trusted adult in situations involving personal safety. (Health Education- Grade 3: 10, 13B, 13C)

Evidence for Learning:

- Student can create a personal safety plan which includes refusal skills. (Health Education- Grade 3: 10, 11D) AND
- Student can define abuse and neglect and when to seek help from a parents or other trusted adults when making decisions about personal safety. (Health Education- Grade 3: 13B, 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

- **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:

- **Abuse:** when someone hurts, harms, or uses force on another person, which causes or could cause them injuries
- **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)
- **Neglect:** the ongoing failure to meet an individual’s basic physical, emotional, or educational needs

Resources / Materials:

- Safety plan
- 3rd Grade PowerPoint
- [FightChildAbuse.org K-3 Teacher - Fight Child Abuse](https://www.fightchildabuse.org/k-3-teacher-fight-child-abuse)
- [Recognize the Signs K-3 Video-Fight Child Abuse](https://www.fightchildabuse.org/k-3-video-fight-child-abuse)
- 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 previous academic vocabulary introduced in previous lessons with students. The vocabulary to be reviewed should include:
 - body alarm, body signal, and big problems
 - Say, *“These are words we’ve already learned in our other personal safety lessons.”* (Review vocabulary.)
 - Say, *“If you remember the word & definition give me a sneaky thumbs up as I read them.”* (or you could ask them to show you a yes thumb, no thumb, and kind of thumb if they remember the words and what they mean after you read them all.)
 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 how to recognize big problems about abuse, neglect, and being assertive.”*
 5. Say, *“We know from our previous lessons that we need to listen to our bodies because sometimes it tells us (sends us signals) when we are in an unsafe situation and when need to tell a trusted adult so we can get help.”*
 - Say, *“We called these body signals. Let’s review some of the body signals.”*
 - Use the graphic to review body signals and solicit additional signals if they think of any.
 6. Prepare the students to watch *Recognize the Signs* by the Barbara Sinatra Center.
 - Say, *“We are going to watch a short video about something serious. It is about a young person who was being hurt by someone else. Please know when someone is hurting you or anyone, it is a big problem, and you should ALWAYS tell a trusted adult.”*
 - Watch the video.
 - Say, *“Abuse is when someone hurts, harms, or uses force on another person which causes or could cause them injuries.”*
 - Say, *“We ALWAYS tell a trusted adult if we suspect someone (including ourselves) is being abused! Remember, you can use your unsafe or sticky situation questions to help you know what to do.”*
 - Say, *“Our sticky situation questions are: What does my body say? Can I make this decision on my own or do I need help from a trusted adult? And what would my trusted adult do?”*
 7. Say, *“Neglect is similar to abuse. Neglect is the repeated or ongoing failure to meet someone’s basic physical, emotional, or educational needs.”*
 - Say, *“We can use the same three sticky situation questions to help us decide if we are safe or unsafe.”*
 8. Students will participate in scenario practice. **** See Scenarios on page 5*****
 - Say, *“Let’s practice how we might handle a situation. We will read some scenarios. As we read the scenario, think about the three sticky situation questions and definitions of abuse and neglect.”*

- Say, “Remember, our sticky situation questions are: What does my body say? Can I make this decision on my own or do I need help from a trusted adult? And, what would my trusted adult do?”
 - Say, “At the end of each scenario decide if the situation is possibly abuse or neglect or neither. If you are unsure, tell a trusted adult.”
9. Say, “We are now going to work on your 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.”
- 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: FRIEND WITH A BROKEN ANKLE-possible neglect

My friend has had a purple and yellow ankle for a while. He cannot run or play at recess or during PE. He said his parents do not think he needs to see a doctor. They say it will heal in time.

Scenario 2: DINNER-neither

My mom made dinner. I don't like it. She said I can eat this or have nothing.

Scenario 3: MARKS- possible abuse

I noticed a student on the bus often has red, black, and blue marks on his arms and legs. Today I saw something that looks like a handprint on his arm.

Scenario 4: PLAYING WITH A FRIEND-neither

I want to go play at my friend's house. My parents said no. They never let me play with my friends unless it is the weekend.