

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

4.11 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 explain the importance of using refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected.

4.14 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:

- (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal issues; and
- (D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.

[CCISD Policy FFG \(LEGAL\)](#)

[CCISD Policy FFG \(LOCAL\)](#)

[CCISD Policy EHAA \(LEGAL\)](#)

[CCISD Policy EHAA \(LOCAL\)](#)

[CCISD Regulation EHAA \(EXHIBIT A\)](#)

4<sup>th</sup> Grade Home Connection

**Essential Standards:**

- The student is expected to explain the importance of using refusal skills such as saying “no” when privacy, personal boundaries, or personal space are not respected. (Health Education-Grade 4: 11)
- The student is expected to explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues. (Health Education- Grade 4: 14C)
- The student is expected to identify types of abuse and neglect and ways to seek help from a parent or another trusted adult. (Health Education- Grade 4: 14D)

**Learning Target:**

- I can use my personal safety plan in situations of suspected abuse and neglect. (Health Education- Grade 4: 12D)

**Evidence for Learning:**

- Student creates a personal safety plan. (Health Education- Grade 4: 12D); AND
- Student applies knowledge of types of abuse and neglect to seek help from a parent or other trusted adult. (Health Education- Grade 4: 12D, 14C, 14D)

**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
- **Emotional abuse:** when an adult hurts a child by always yelling at the child, threatening to leave, or saying mean things
- **Neglect:** the ongoing failure to meet an individual’s basic physical, emotional, or educational needs
- **Physical abuse:** when an adult hurts a child by hitting, shaking, choking, burning, pinching, beating, or any other action that causes pain or injury and it’s not an accident

**Resources / Materials:**

- Safety plan
- 4<sup>th</sup> Grade PowerPoint
- [FightChildAbuse.org 4-6 Teacher - Fight Child Abuse](https://www.fightchildabuse.org/4-6-teacher-fight-child-abuse)
- [Can’t Go Home Video Link](#)
- 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. My job is to keep you safe. As get older, you can help keep yourself and others safe more and more. I teach you these lessons because I want you to know what to do if you ever feel like you are in an unsafe situation.”
  - Say, “When you feel unsafe or unsure about what you should do, it’s important to have a plan.”

3. Briefly review the personal safety lessons from Kinder through 3<sup>rd</sup> grade using the PowerPoint provided and highlighted bullet points.
4. Review previous academic vocabulary introduced in previous lessons with students. Vocabulary to be reviewed should include:
  - Safe situations, unsafe situations, privacy, boundaries, personal space, and trusted adults
  - Say, *“These are words we’ve already learned in our other personal safety lessons.”*
  - 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.)
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.”*
6. Prepare students to watch the video, *Can’t Go Home* by the Barbara Sinatra Center.
  - Say, *“Today we are going to watch a short video about a student who can’t go home because of abuse.”*
  - 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?”*
  - Say, *“As we watch the video, it is your job to identify the body signals Darius might have felt that could help them know if the situation was unsafe.”*
  - Share the Barbara Sinatra Children’s Center video, *Can’t Go Home* (<https://youtu.be/OVNOoo9SSrE>) with the students.
  - Say, *“What body signals do you think Darius experienced during the video that let them know something unsafe has happened?”*
  - Say, *“Who did Darius seek guidance from?”*
  - Say, *“What other trusted adults could he have gone to get help for this safe situation?”*
7. Say, *“In the video, there were two types of abuse that were discussed. They are called physical abuse and emotional abuse.”*
  - Say, *“Physical abuse is when someone hurts a child that causes pain or injury and it’s not an accident.”*
  - Say, *“Emotional abuse is when someone hurts a child by always yelling at the child, threatening to leave, or saying mean things.”*
  - Say, *“These are some warning signs for physical and emotional abuse and questions you can use to check to see if you are in a safe or unsafe situation.”*
    - *Physical Abuse Warning Signs*
      - *Injured (Am I getting hurt?)*
      - *Wanting to hide injuries or hide what is happening (Am I being told to, or do I want to keep what is happening a secret?)*

- *Fear of going somewhere because you might be hurt again (Do I feel scared to go back to...(where I'm being hurt?)*
  - *Emotional Abuse Warning Signs*
    - *Low Self-esteem (Do I feel unwanted?)*
    - *Wanting to hide what is happening (Do I feel scared to tell others what is happening? Or Am I being told to keep what is happening a secret?)*
    - *Fear of going somewhere because of the danger (Do I feel scared to go somewhere because I will be hurt?)*
  - *Say, "If your answer is yes, you may be in an unsafe situation. You should ALWAYS tell a trusted adult if you think you or someone else is being abuse or if you are unsure."*
8. *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."*
    - *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?*
9. *Say, "Remember, you are always able to use your refusal skills, as a part of your safety plan. For small problems like when something is on your mind or bothering you, but no one is hurt and you aren't scared/in danger, you can say "NO" (or some version of that like "stop, I don't like it when you..." in your BIG/assertive voice. If the person does not listen to you, say "NO again" & GO (which means get away from them) & find a trusted adult."*
- *Say, "HOWEVER, if it's a BIG problem because someone isn't safe and the problem needs to be taken care of right now like what we saw today in our video, you should say "NO" and immediately GO, and find a trusted adult to TELL."*
  - *Emphasize—Say, "Big problems are a BIG deal and ALWAYS need a trusted adult to intervene. If the problem keeps happening after you tell a trusted adult, KEEP telling. Say it with me (get them to repeat it after you) "If I need to, I will TELL and TELL and TELL until I get help!"*
10. *Students will participate in scenario practice. (\*\*See 11, 12, 13) Students will ask themselves the three questions to decide if the situation is safe or unsafe.*
- *Say, "We are now going to practice what we have learned together. As we read each scenario, I want you to listen to what is happening. Think, is this safe or unsafe, and think how I would be feeling (what signals would my body be giving me)?"*
11. *Read the following scenario: A friend tells you they are being abused but is scared that telling will make it worse. They ask you to promise that you will not tell anyone. What should you do to help friend?*
- *Say, "Is this a safe or unsafe situation?"*
  - *Say, "How would you be feeling if you were the friend being abused? (What body signals might be happening that tell you this situation is unsafe & a BIG deal?)*
  - *Say, "How would you be feeling if you were the friend listening and trying keep the secret? (What body signals might be happening?)*
  - *Say, "You might feel like this is a sticky situation, but even if you promised to keep it a secret, someone getting abused should never be kept a secret. It's not a safe secret because someone*

*is getting hurt. You need to tell a trusted adult so they can step in and help stop your friend from getting hurt more.”*

- Say, “Repeat this after me: “It’s **NOT** safe, to keep a secret if someone is getting hurt!”
12. Read the following scenario: *Your friend has a black eye. He told the teacher it was from baseball practice, but later he admitted to you that it was his dad. Your friend got in trouble for not cleaning his room and his dad punched him. Even though it might make your friend mad, you told your counselor.*
- Say, “Is this a safe or unsafe situation?”
  - Say, “How would you be feeling if your friend told you this? (What body signals might be happening to tell you that this situation is unsafe and a big deal?)
  - Say, “Why do you think your friend lied to the teacher about how his eye got bruised? Is it safe to keep this a secret?”
  - Say, “Was it the right decision to tell the counselor? Why?”
  - Say, “What other trusted adults could they have told?”
  - Say, “Remember, someone getting abused should never be kept a secret. It’s not a safe secret because someone is getting hurt. You need to tell a trusted adult so they can step in and help stop your friend from getting hurt more.”
  - Say, “Repeat this after me: It’s never my fault if someone hurts me, it doesn’t matter who it is!”
13. Read the following scenario: *Your friend told to you that someone keeps giving them hugs that make them feel uncomfortable. They made you promise you would never tell anyone. You are worried about them, but you always keep your promises, so you don’t tell anyone.*
- Say, “Is this a safe or unsafe situation?”
  - Say, “How would you be feeling if your friend told you this? (What body signals might be happening to tell you that this situation is unsafe and a big deal?)
  - Say, “Why do you think your friend doesn’t want you to tell? Is it safe to keep this a secret?”
  - Say, “Remember, even if you promised to keep it a secret, someone getting abused should never be kept a secret. It is not a safe secret because someone is getting hurt. You need to tell a trusted adult so they can step in and help stop your friend from getting hurt more.”
  - Say, “Repeat this after me: Abuse is **NOT** a “kid-sized problem, that I can handle on my own!”
14. Say, “It’s important to have a plan so that you can help keep yourself safe and know what to do when you are faced with an unsafe or sticky situation. Each year we want you to leave your personal safety lesson with a plan that you can use and each year we ask you to grow your plan a little more. This year, I want you to think about:
- Why is it important to say no? (b/c your unsafe and it is a big problem)
  - When do I tell or ask for help– (when you’re unsafe or have big problem or I’m unsure)
  - Who to tell (trusted adults)- within their immediate family and outside of their home
  - Ways to tell (call, text, talk face to face, write a note)
  - Ways to start those conversations
    - “Can we talk alone about a big problem”
    - “I need help with a big problem”
  - 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: A friend tells you they are being abused but is scared that telling will make it worse. They ask you to promise that you will not tell anyone. What should you do to help friend?

Scenario 2: Your friend has a black eye. He told the teacher it was from baseball practice, but later he admitted to you that it was his dad. Your friend got in trouble for not cleaning his room and his dad punched him. Even though it might make your friend mad, you told your counselor.

Scenario 3: Your friend told you that someone keeps giving them hugs that make them feel uncomfortable. They made you promise you would never tell anyone. You are worried about them, but you always keep your promises, so you don't tell anyone.