

**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 5, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://state.tx.us)

5.12 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

5.14 Injury and violence prevention and safety—interpersonal violence. The student understands the impact of impersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:

(C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect.

5.21 Reproductive and sexual health—personal safety, limits, and boundaries. The student understands how to set and respect personal boundaries to reduce the risk of sexual abuse and harassment. The student is expected to:

(B) Identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or another trusted adult

(C) Identify refusal skills such as saying “no” to any unwanted touch that violates personal boundaries in relationships

*CCISD Policy FFG (LEGAL)*

*CCISD Policy FFG (LOCAL)*

*CCISD Policy EHAA (LEGAL)*

*CCISD Policy EHAA (LOCAL)*

*CCISD Regulation EHAA (EXHIBIT A)*

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

## ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –5TH GRADE UNIT

### Essential Standards:

- The student is expected to explain the impact of abuse and neglect. (Health Education- Grade 5: 14C)
- The student is expected to explain the importance of reporting abuse and neglect. (Health Education- Grade 5: 14C)
- The student is expected to identify ways of reporting suspected sexual abuse involving self or others such as telling a parent or trusted adult. (Health Education- Grade 5: 21B)
- The student is expected to identify refusal skills such as saying “no” to any unwanted touch that violates personal boundaries in relationships. (Health Education- Grade 5: 21C)

### Learning Target:

- I can use my personal safety plan in situations of suspected abuse and neglect. (Health Education- Grade 5: 12D)

### Evidence for Learning:

- Student creates a personal safety plan. (Health Education- Grade 5: 12D); AND
- Student applies use of the personal safety plan in situations of suspected abuse and neglect. (Health Education- Grade 5: 12D, 14C, 21B, 21C)

### 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:**

- **Private parts:** areas of our bodies covered by a bathing suit

**Resources / Materials:**

- Safety plan
- 5<sup>th</sup> Grade PowerPoint
- FightChildAbuse.org
- Tell [Video Link](#)
- Safe and Unsafe Touch [Video Link](#)

**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. 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 4<sup>th</sup> grade using the PowerPoint provided and highlighted bullet points.
  - Say, *“Let’s review what we have been learning since Kindergarten.”*
  - Say, *“In kindergarten, we learned how to be assertive, and use No-Go-Tell. We also learned about telling a trusted adult when we are in an unsafe situation.”*
  - Say, *“In first grade, we learned how to say No to protect our personal space and avoid or stay away from unsafe situations.”*
  - Say, *“In second grade, we learned when to get help from a trusted adult when a situation is unsafe or sticky.”*
  - Say, *“In third grade, we focused on protecting privacy, personal boundaries, and personal space and we learned the definitions of abuse and neglect.”*
  - Say, *“In fourth grade, we expanded what we learned about abuse and neglect and learned about physical and verbal abuse. Additionally, we learned how to ask for help from a trusted adult in situations of abuse or neglect.”*
4. Review previous academic vocabulary introduced in previous lessons with students. Vocabulary to be reviewed should include:
  - Unsafe situations, No-Go-Tell, refusal skills, trusted adults, and body alarm,
  - 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, *“In 3<sup>rd</sup> and 4<sup>th</sup> grades, we learned about abuse and neglect in our personal safety lessons. Remember, abuse is when someone hurts, harms, or uses force on another person, which causes or could cause them injuries.”*
  - Say, *“And neglect is the repeated or ongoing failure to meet someone’s basic physical, emotional or educational needs.”*
  - Say, *“Think about big problems. Remember, big problems are when people are not safe. The problem needs to be taken care of now. Do not wait! Tell the closest adult.”*
  - Say, *“How do big problems impact feelings?”*
  - (Allow students time to reflect and answer). Ensure students know abuse and neglect are big problems.
6. 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 we need to tell a trusted adult for help.”*

7. Prepare students to watch the video, *Safe and Unsafe Touch* by the Barbara Sinatra Center.
  - Say, “We are going to watch a short video about abuse, specifically about unsafe touches on the private parts of a person’s body.”
  - Say, “Private parts are the areas of our bodies covered by a bathing suit.”
  - Watch the video, *Safe and Unsafe Touch*. (<https://youtu.be/zNTUMNKSJwk>)
  - Say, “Remember, abuse, especially unsafe touches, are BIG problems and should ALWAYS be reported to a trusted adult.”
  
8. Prepare students to watch the video, *Tell* by the Barbara Sinatra Center.
  - Say, “Now we are going to watch another video. This video shares a difficult story of abuse by a basketball coach. The goal of this video is to not make you feel mistrust of teachers or coaches, but to help you trust your body alarm if you see something that you know just isn’t right.”
  - Say, “When you are watching the video, make a mental note of the body alarms you may feel. Also, see if the young person used a safety plan.”
  - Watch the video *Tell* (<https://youtu.be/GWqTzeITGLY>).
  - Ask students to make connections between the video, definition of abuse, body alarms, No-Go-Tell, and safety plans.
  - Say, “How did Jamal respond to his body alarm? What other options could Jamal use? What did Darius do in response to having a body alarm? What other options could Darius use? (Be sure to address refusal skills and seeking help.)
  
9. Continue the conversation by allowing student to have an opportunity to construct their own safety plan. Elements of the safety plan must include names and phone numbers for parents/caregivers; names and phone numbers for at least two trusted adults who are not family members, when and how to call 9-1-1; when and how to reach out safely to a trusted adult in an emergency.
  - Say, “It is now time for you to create your own safety plan.”
  - Say, “There are 5 important parts to your safety plan. They include the names and phone numbers of parents/caregivers and names and phone numbers for at least two trusted adults; when to call 911; ways to reach out to your parent/trusted adult; and reasons why you should talk to a parent/trusted adult for help.”
  - Say, “Let’s take a few minutes to work on our personal safety plans. You will take this safety plan home and a home connection letter to share with your parents.”

**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.