

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=B&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=5&ti=19&pt=2&ch=115&sch=B&rl=Y)

Health Education, Grade 6, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](http://Texas Administrative Code (state.tx.us))

6.20 Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

- (B) describe how friendships provide a foundation for healthy dating/romantic relationships.
- (C) list healthy ways to express friendship, affection, and love.

6.21 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 harassment, sexual abuse, and sexual assault. The student is expected to:

- (C) list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation.

CCISD Policy FFG (LEGAL)

CCISD Policy FFG (LOCAL)

CCISD Policy EHAA (LEGAL)

CCISD Policy EHAA (LOCAL)

CCISD Regulation EHAA (EXHIBIT B)

6th Grade Home Connection

Essential Standards:

- The student is expected to describe how friendships provide a foundation for health dating/romantic relationships. (Health Education- Grade 6: 20B)
- The student is expected to list healthy ways to express friendship, affection, and love. (Health Education- Grade 6: 20C)
- The student is expected to list the characteristics of unhealthy or harmful relationships, including anger, controlling behavior, jealousy, manipulation, and isolation. (Health Education Grade 6: 21C)

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Learning Target:

- I can identify characteristics of a healthy relationship versus an unhealthy relationship. (Health Education-Grade 6: 20C, 21C)

Evidence for Learning:

- Student creates a personal safety plan that includes ways to clearly communicate expectations within a healthy relationship. (Health Education – Grade 6: 20B)

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
- **Deflection / excuses:** avoiding responsibility for one's actions, thoughts, or feelings by blaming someone or something else
- **Expectations:** the feeling or belief that something will or should happen
- **Healthy conflict:** respecting and listening to others' ideas even when you disagree
- **Healthy Dating/Romantic Relationship:** a relationship based on communication, honesty, trust, safety, and respect for personal boundaries
- **Isolation:** the lack of connection to people outside the relationship
- **Manipulation:** when someone tries to shape your behavior and feelings in order to get what they want from you
- **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

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- say, “TELL!”—hand motion is hands cupping mouth like shouting
- **Open communication:** telling someone how you feel without fear of retaliation
- **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
- **Possessive:** demanding someone’s total attention
- **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
- **Relationship:** how we relate to others
- **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:

- **Relationship:** how we relate to others
- **Expectations:** the feeling or belief that something will or should happen
- **Healthy conflict:** respecting and listening to others’ ideas even when you disagree
- **Possessive:** demanding someone’s total attention
- **Deflection / excuses:** avoiding responsibility for one’s actions, thoughts, or feelings by blaming someone or something else
- **Manipulation:** when someone tries to shape your behavior and feelings in order to get what they want from you
- **Isolation:** the lack of connection to people outside the relationship
- **Open communication:** telling someone how you feel without fear of retaliation

Resources / Materials:

- Safety plan
- PowerPoint
- [Healthy Boundaries in Relationships--YouTube](#)
- [Ad for a Friend Activity—Western Health’s Healthy Relationships Tool Kit pp. 20-22](#)
- Ad of a Friend Directions
- Paper and pen/pencil (one per group)

Learning Experience:

1. Start the lesson with the PowerPoint provided.
2. Set up lesson and norms for the class discussion.
 - Say, *“Today we are going to talk about our relationships with people.”*
 - Say, *“No one will share personal stories.”*
 - Say, *“If any part makes you feel uncomfortable, please remember, as counselors, we are always here to support you. And you can always ask to see a counselor if you need one.”* (Remind students how they can access counselors on this campus.)
 - Say, *“By the end of our discussion, you will have a personal safety plan that includes ways to clearly communicate expectations with a healthy relationship.”*
3. Review academic vocabulary from previous lessons with students. Vocabulary to be reviewed should include abuse, body alarm, and boundary.
 - Say, *“Let’s review some vocabulary you learned in elementary school. A boundary sets limits and rules for ourselves and others within a relationship. In elementary school, we talked about it as a bubble between yourself and others that protects your personal space. We set physical boundaries, like touch. We set emotional boundaries like words we will allow people to use around us, thoughts, and feelings.”*
 - Say, *“You learned about body alarms. A body alarm is a warning signal from your body that helps you to know when you are feeling unsafe.”*
 - Say, *“You also learned about abuse. Abuse is when someone hurts, harms, or uses force on another person, which causes or could cause them injuries. This can be done physically or emotionally.”*
 - Say, *“I bring up these words because we are talking about relationships. A relationship is how we relate or connect to others. It is important to know how we feel in any relationship whether it is at school, home, or with our friends, or families. We are always striving or working to feel safe and comfortable in our relationships with others.”*
4. Say, *“We will divide into small groups and create an advertisement or want ad for a friend. As a small group, you will agree about what qualities or characteristics a person should have in a healthy relationship. Each group should select five qualities and make an advertisement including them. You can draw your advertisement or write it out. You will have 10 minutes to complete this activity.”*
 - Divide the students into small groups to complete the “Ad for a Friend” activity. Provide each group with the Ad for a Friend Directions, a piece of paper and a pen/pencil.
 - Give students approximately 10 minutes to work in small groups and create the advertisement.
 - Ask a few of the groups to share their ads. Provide positive feedback for each group sharing their ad.
5. Say, *“Remember, a relationship is how we relate or connect to others. Name someone you have a relationship with.”*
 - Have students offer suggestions.
 - Provide examples if students are struggling. (Friends, parents, co-workers, teammates, neighbors, teachers, etc.)
 - Say, *“I want you to think about all these relationships that you have with others. In each relationship, you and the other person work within rules or boundaries set by both of you. We are going to watch a video about how to set and stick to healthy boundaries in a relationship.”*

- Play the video [Healthy Boundaries in Relationships--YouTube](#)
6. Say, *“Think back to our activity a few minutes ago where we picked qualities of a friend. Let’s look at the relationship continuum to see where the characteristics you mentioned are located.”*
 - Say, *“The continuum is divided into three major categories...healthy, unhealthy, and abusive.”*
 - Say, *“We will look closer at each category.”*
 7. Say, *“Let’s look at healthy. A healthy relationship means both you and the other person have open communication, boundaries / privacy, honesty, trust / loyalty, equality, independence, shared responsibility, mutual choices, healthy conflict, and personal time.”*
 - Click to advance/highlight the definition of open communication.
 - Say, *“Open communication is telling someone how you feel without fear of retaliation.”*
 - Click to advance/highlight the definition of healthy conflict.
 - Say, *“Healthy conflict is respecting and listening to others’ ideas even when you disagree.”*
 8. Say, *“Now we are going to look at characteristics of unhealthy relationships.”*
 - Say, *“You may be in an unhealthy relationship if one person demonstrates any of the following: breaks in communication, inconsiderate or disrespectful behaviors, dishonesty, jealousy or betrayal, an imbalance of power, possessiveness, struggling for control, pressure, deflection or excuses, and only wanting to spend time together and with no one else.”*
 - Say, *“Who can tell me what possessiveness is?”*
 - Solicit a few answers.
 - Click to advance/highlight the definition of possessiveness.
 - Say, *“Possessiveness is demanding someone’s total attention.”*
 - Say, *“Who knows what deflection is?”*
 - Solicit a few answers.
 - Click to advance/highlight the definition of deflection.
 - Say, *“Deflection is avoiding responsibility for one’s actions, thoughts, or feelings by blaming someone or something else.”*
 - Say, *“An example might sound like, ‘Well, maybe you are too sensitive if you can’t handle that.’”*
 - Say, *“All the behaviors we are talking about today, healthy, unhealthy, and abusive, occur along a continuum. A continuum is something that keeps on going and changes slowly over time. Sometimes, unhealthy behaviors may start to appear. When we experience unhealthy behaviors, we may feel body alarms going off, such as an upset stomach, sweating, etc. Remember, the body alarms are warning signs telling us we feel unsafe. Unhealthy behaviors within relationships will often continue to increase and change in how often they happen and how strong to where the relationship can become abusive.”*
 9. Say, *“Let’s look at signs of an abusive relationship. Abuse is occurring in a relationship when one person demonstrates or is taking part in being mean or using abusive communication, has violent outbursts or behaviors, is belittling or name calling, is making accusing or threatening comments, is controlling, is isolating one person from others, manipulating, using force to get their way, or blaming.”*
 - Click to advance/highlight the definition of isolation.
 - Say, *“Isolation is the lack of connection to people outside of your relationship.”*
 - Click to advance/highlight the definition of manipulation.
 - Say, *“And manipulation is when someone tries to shape your behavior and feelings in order to get what they want from you.”*

- Say, *“Remember, we often see abusive behaviors increase in intensity and frequency.”*
10. Say, *“Most relationships are healthy relationships because there is understanding from everyone involved about the expectations. An expectation is the feeling or belief that something will or should happen. It is important that you set your relationship expectations and boundaries. To do that you need to know your wants, fears, and limits.”*
- Say, *“For example you may need to ask yourself, ‘What kind of physical affection do I want from this person?’”*
 - Say, *“How frequently do I want communication? What am I unwilling to share?”*
 - Say, *“Our wants, fears, and limits will be different for every relationship.”*
11. Say, *“Now we are going to work independently on our own personal safety plan. You will think about a relationship you have with anyone you want. Keep that person in mind and complete your safety plan.”*
- Say, *“Just like you listed expectations in your advertisement for a friend, think about the expectations you have for the person you are thinking about. You are asked to list your three most important expectations. And then you are asked to write an ‘I want’ statement as to how you would communicate that expectation or boundary with that person.”*
 - Give the students a few minutes to work on the safety plan.
12. Conclusion. Say, *“Today we spent time understanding expectations and creating statements about how to clearly communicate your expectations in any relationship. I encourage you to go home and share what you learned with your 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.