

**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, Grades 7-8, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://www.texas.gov)

7-8.21 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:

- (F) describe how a healthy sense of self and making decisions regarding setting and respecting personal boundaries promote healthy dating/romantic relationships;
- (G) discuss and practice how refusal skills can be used to resist negative peer influences and reinforce personal boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships; and
- (H) explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact.

*CCISD Policy FFG (LEGAL)*

*CCISD Policy FFG (LOCAL)*

*CCISD Policy EHAA (LEGAL)*

*CCISD Policy EHAA (LOCAL)*

*CCISD Regulation EHAA (EXHIBIT B)*

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

**Essential Standards:**

- The student is expected to discuss and practice how refusal skills can be used to resist negative peer influences and reinforce boundaries to avoid dangerous situations and behaviors that increase sexual risk in dating/romantic relationships. (Health Education-Grades 7-8: 21G)
- The student is expected to explain the importance of clearly communicating and respecting personal boundaries and why individuals have the right to refuse sexual contact. (Health Education Grades 7-8: 21H)

**Learning Target:**

- I can use my personal safety plan to clearly communicate and respect personal boundaries for myself and others to promote healthy dating/romantic relationships. (Health Education- Grade 7-8: 21H)

**Evidence for Learning:**

- Student creates a personal safety plan. (Health Education- Grades 7-8: 12E); AND
- Student applies the use of the personal safety plan to set and respect personal boundaries and practice refusal skills relating to healthy dating/romantic relationships. (Health Education - Grades 7-8: 21G, 21H)

**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)

## ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –7TH GRADE UNIT

- **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:

- **Boundary:** sets limits and rules for ourselves and others within relationships. Boundaries could be but are not limited to:
  - Physical-touch
  - Emotional-words, thoughts, feelings
- **Healthy dating/romantic relationship:** a relationship based on a mutual respect based on communication, honesty, trust, safety, and respect of personal boundaries

### Resources / Materials:

- Safety plan
- Vocabulary game [Kahoot 7th grade academic vocabulary review](#)
- PowerPoint with Kahoot
- PowerPoint without Kahoot

### Learning Experience:

1. Start the lesson with the PowerPoint provided. If the instructor intends to use Kahoot, select that PowerPoint. If not using Kahoot, select the PowerPoint without Kahoot.
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.)

## ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –7TH GRADE UNIT

- Say, *“By the end of our discussion, you will have a personal safety plan and can apply use of it to set and respect personal boundaries and practice refusal skills relating to healthy dating / romantic relationships.”*
3. Review academic vocabulary and foundational from previous lessons with students. Vocabulary to be reviewed should include:
    - abuse, assertiveness, personal safety plan, personal space, privacy, red flag feelings, refusal skills, safe, situation (safe and unsafe), trusted adult, and unsafe.
    - Vocabulary review can be done as a game (Kahoot, etc.)
    - Say, *“Let’s review what you already know about personal safety”*
    - If using Kahoot say, *“We are going to review some vocabulary using Kahoot. Please use your laptop to scan the QR code to play a quick vocabulary review game.”*
    - (Click the light bulb to get the Kahoot to load. Once the page loads, select continue as guest and classic mode.) <https://create.kahoot.it/share/7th-grade-guidance/ac021b66-97cb-4b61-b753-33b2cc8c16d9>
    - If not using Kahoot, use the PowerPoint slide deck that says without Kahoot.
  4. After reviewing vocabulary, define healthy dating/romantic relationship. Say, *A healthy dating / romantic relationship is a relationship based on a mutual respect for communication, honesty, trust, safety, and respect for personal boundaries.”*
    - Say, *“What is a boundary?”*
    - Solicit answers.
    - Say, *“A boundary can be like a perimeter. In math we talk about perimeter as the distance around an object.”*
    - Say, *“How does that idea of boundaries relate to people?”*
    - Solicit answers.
    - Say, *“A boundary sets limits and rules for ourselves and others within relationships.”*
  5. Discuss physical boundaries.
    - Say, *“A physical boundary is crossed when someone stands too close to you that you feel uneasy or uncomfortable.”*
    - Say, *“A physical boundary might include your personal space, your right to be touched or not be touched, or your right to privacy.”*
    - Say, *“An example of boundary crossing might be:*
      - *Someone attempts to give you a hug when you do not want to be touched.*
      - *Someone wants you to give them your passwords to your phone or other personal accounts.*
      - *You received an inappropriate picture or message.*
    - Say, *“An example of maintaining positive physical boundaries might be:*
      - *Someone asks permission to give you a hug. If you decline, they respect that decision. If they do not respect that decision, you firmly say “NO” and walk away or turn away from them.*
      - *Someone asks you to give them your password, you say no. They respect that decision and stop asking. If they persist and ask again, firmly say “NO, I don’t share my passwords.”*
      - *You received an inappropriate picture or message, you let a trusted adult know without forwarding the message to anyone else.*
  6. Discuss emotional boundaries.

- Say, *“An emotional boundary is your right to have your own feelings and thoughts, to not have your feelings criticized or invalidated, and not have to take care of other people’s feelings.”*
  - Say, *“An example of an emotional boundary being crossed could be:*
    - *Everyone’s needs come before your own needs.*
    - *You spend less time friends because you are in a new relationship.*
    - *You allow a friend to tell you who you can be your friend.*
  - Say, *“But you can assert positive emotional boundaries by taking care of your physical and emotional needs first before caring for others.”*
  - Say, *“Remember back to elementary school. We taught you back then, you cannot pour from an empty cup. That is still true. You need to take care of yourself before you can help others.”*
  - Say, *“You decide where and with whom you spend your time.”*
  - Say, *“You pick your friends based off your own feelings and thoughts.”*
  - Say, *“At the beginning of this lesson we reviewed the definition of assertiveness. Assertiveness is confidently telling someone what you need.”*
  - Say, *“Being assertive means you stand tall, take a deep breath, look a person in the eye and speak up for yourself.”*
7. Teach students to be assertive in establishing their personal boundaries.
- Say, *“At the beginning of this lesson we reviewed the definition of assertiveness. Assertiveness is confidently telling someone what you need.”*
  - Say, *“Being assertive means you stand tall, take a deep breath, look a person in the eye and speak up for yourself.”*
8. Say, *“Let us look at the words on the screen. As group we will decide if each word is assertive or aggressive.”*
- The words: direct, calm, confident, clear, respectful, screaming, loud, firm, yelling, threatening, pushing, dominating, emphatic, forceful, kind, demanding
  - Solicit answers.
  - Say, *“Remember boundaries set limits and rules for ourselves and others within relationships. Boundaries keep us safe and keep you feeling comfortable.”*
9. Say, *“Now we are going to practice being assertive. In a minute, I will put some phrases up on the screen. Practice saying them assertively to a partner. Remember to stand tall, take a deep breath, look them in the eye and speak up for yourself. Be confident even if you do not feel that way.”*
10. Say, *“Take turns saying each phrase to your partner.”*
- *I am not comfortable doing that.*
  - *You are making me uncomfortable.*
  - *I understand you are upset, but it is not okay to speak to me that way.*
  - *I am going to need some time to think about this.*
  - *I respect your opinion, but this is my decision.*
  - *We are going to have to agree to disagree.*
  - *I am not talking about this anymore.*
  - *I need space.*
  - *“NO!”*
11. After all the students have had a chance to say the phrases assertively,

- Say *"What else can you do in addition to saying these phrases or others when you need to be assertive?"*
- Solicit student answers.
- Affirm appropriate responses such as: walk away, go to a trusted adult, and using your hand to signal stop.
- Say, *"Please don't ever forget, you can always go and report to a trusted adult if you know or are unsure if your boundaries are being crossed."*

12. Safety plan activity: Give students the safety plan activity document.

- Say, *"Now you are going to identify your own physical and emotional boundaries. Please take a few minutes to write down your thoughts using this document." (The document includes the following information: things that make you uncomfortable, what you would do if your boundary were crossed, and identify at least one trusted adult you could go to for help.)*

13. Scenario practice. Ask students, *"Using their own personal safety plan, how would you respond to the following scenario pertaining to a dating/romantic relationship showing assertiveness and respect."*

- Say, *"You are now going to use your own safety plan and think about how you would respond to the following scenario. The scenario pertains to a dating relationship showing assertiveness and respect."*
- Scenario: *You and a friend have been close friends since elementary school. They have been acting differently lately and have let you know that they would like to be more than friends and are interested in a dating relationship. You do not feel the same way and want to maintain your friendship as it currently is. What do you do?*
- Allow students to share quickly with their peers.

14. Say, *"Topics covered today include healthy relationships, emotional, and physical boundaries. Moving forward you need to know setting personal boundaries is a life skill that keeps you healthy and safe."*

**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.