

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

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/education)

7-8.3 Mental health and wellness—social and emotional health. The student identifies and applies strategies to develop socio-emotional health, self-regulation, and healthy relationships. The student is expected to:

(D) demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships.

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:

(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)

8th Grade Home Connection

Essential Standards:

- The student is expected to demonstrate perspective-taking and communication skills for building and maintaining healthy relationships and determining when and how to end unhealthy relationships. (Health Education-Grades 7-8: 3D)

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- 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: 3D, 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

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- **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:

- **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:

- PowerPoint
- Safety Plan

Learning Experience:

1. Set up lesson and norms for the class discussion.
 - Say, “Today we are going to talk about asserting our boundaries in relationships.”
 - Say, “No one will share personal stories.”
 - Say, “While your parents gave us permission for you to participate today, 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 and will be able to use of it to set and respect personal boundaries and practice refusal skills relating to healthy dating / romantic relationships.”
2. Review academic vocabulary from previous lessons with students. Vocabulary to be reviewed should include:
 - Assertiveness, boundary, healthy dating/ romantic relationship, and refusal skills
3. Say, “Boundaries are rooted in clear communication. The more precise you can express your boundaries, the more likely your boundaries will be respected.”
4. Unhealthy / healthy relationships scenario Identification: Students decide if the scenario is unhealthy or healthy for any type of relationship (dating, friend, etc.) and why they came to that conclusion. Could be thumbs up or down, or Kahoot or poll.

Scenarios:

 - Someone asks you to send them a picture of you with no clothes on.
 - You’re in the bathroom and your friend offers you a vape.
 - Someone you like asks if they can text you.
 - A friend wants to date your ex and asks you for permission.
 - Your friend tells you not to talk to another person because they are in an argument.
 - You get into a new relationship, but you still spend time with your friends.
 - Your boyfriend/girlfriend asks you to lie to your parents.
 - Your boyfriend/girlfriend makes fun of your opinions or interest or destroys something that belongs to you.
 - You and your boyfriend/girlfriend give each other space to hang out with friends and family.
 - You and your boyfriend / girlfriend disagree in a respectful way.

Additional scenarios if needed:

- Someone asks you to sneak out to meet them in the middle of the night.
- Someone grabs you by the arm and it leaves a bruise.
- You’re on a date and they ask if they can share your drink.
- Someone texts or calls you at 1:00 AM.
- Your friend gets invited to a party, but you do not, and you tell them they cannot go.
- You get into a new relationship and no longer talk to any of your old friends.
- Your partner breaks up with you and threatens to send photos you have sent them in private if you date anyone else.
- Someone asks you to take a picture of someone changing in the locker room.
- You and your boyfriend are disagreeing. You both take time to understand what the other might be feeling.

5. Say, “Now let’s look at an unhealthy scenario and brainstorm together some phrases we could use to assert healthy boundaries.”
 - Read the scenario: Your friend tells you that you are not allowed to be friends with someone they are arguing with.
 - Say, “How would you assert healthy boundaries? What key phrases could you use?”
 - Solicit suggestions from the large group. Affirm appropriate suggestions.
 - Appropriate suggestions could include:
 - I respect your opinion, but mine is different.
 - I’m not open to that.
 - That makes me uncomfortable.
 - No.
 - I need some time to think about that.
 - I’m done talking about this subject.

6. Say, “Let’s look back at the unhealthy scenarios from earlier. Turn and talk or in a small group discuss how to assert a healthy boundary with scenarios listed, using a refusal skill to assert the boundary.”
 - Display the following unhealthy scenarios:
 - Someone asks you to send a picture of you with no clothes on.
 - You are in the bathroom and your friend offers you a vape.
 - Your boyfriend / girlfriend asks you to lie to our parents.
 - Your boyfriend / girlfriend makes fun of your opinions / interests or destroys something that belongs to you.

7. Safety plan activity: Give students the safety plan activity document.
 - Say, “You may notice this safety plan looks like the one you created in 7th grade. This year, we are going to add to your plan by asking you to take a few minutes and write some examples of assertive communication to help set healthy boundaries and identifying an additional trusted adults you could talk to if your personal boundaries are tested.”
 - Remind students trusted adults can change over time. Additionally, students will be reminded they can report through CCISD Anonymous Alerts.

8. Conclusion
 - Say, “Like the invisible perimeter fence around a yard protects a dog from running into the street, boundaries protect you from overextending your mental and emotional well-being. The dog must be trained not to cross that line. They must understand where their yard begins and ends. It takes time, repetition, and patience.”
 - Say, “Remember boundaries are rooted in clear communication. Do your best to be very explicit when defining your boundaries.”

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.