

HS 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://texas-sos.appianportalsgov.com/rules-and-meetings?chapter=115&interface=VIEW_TAC&part=2&title=19

Health Education, High School, Texas Essential Knowledge and Skills (TEKS) (Effective August 1, 2022) [Texas Administrative Code \(state.tx.us\)](https://texas-administrative-code.state.tx.us)

Health I.18 Reproductive and sexual health--healthy relationships. The student understands the characteristics of healthy romantic relationships. The student is expected to:

(A) analyze how friendships provide a foundation for healthy dating/romantic relationships

Health I.19 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:

(D) analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships

Health II.20 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) discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk

CCISD Policy FFG (LEGAL)

CCISD Policy FFG (LOCAL)

CCISD Policy EHAA (LEGAL)

CCISD Policy EHAA (LOCAL)

CCISD Regulation EHAA (EXHIBIT B)

High School Home Connection

Essential Standards:

- The student is expected to analyze how friendships provide a foundation for healthy dating/romantic relationships. (Health Education- High School Health I: 18A)
- The student is expected to analyze how a healthy sense of self and making and respecting decisions about safe boundaries and limits promote healthy dating/romantic relationships. (Health Education-High School Health I: 19D)
- The student is expected to discuss how refusal skills can be used to set limits and boundaries to avoid behaviors that increase sexual risk. (Health Education-High School Health II: 20C)

ANTI-VICTIMIZATION / PERSONAL SAFETY LESSON –HIGH SCHOOL UNIT

Learning Target:

- I can use my personal safety plan to assertively maintain boundaries that keep my friendships and dating/romantic relationships healthy. (Health Education-High School Health I: 18A,19D)

Evidence for Learning:

- The learner has a personal safety plan that outlines the steps he/she will take to maintain personal boundaries in friendships and dating/romantic relationships. (Health Education-High School Health I: 18A,19D; Health II: 20C)

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:

- **Assertiveness:** confidently telling someone what I need
- **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 communication, honesty, trust, safety, and respect of personal boundaries
- **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

Resources / Materials:

- Safety plan
- [Building Healthy Relationships \(For Teens\) - YouTube](#)
- [Healthy vs. Unhealthy/Abusive Sort Activity](#)
- PowerPoint
- HS Anti-Vic ICAN Scenarios 2026-2027

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 will outline the steps you can take to maintain personal boundaries in friendships and dating/romantic relationships."*
3. Review academic vocabulary and foundational information from previous lessons with students. Vocabulary to be reviewed should include:
- assertiveness, boundary, healthy dating/romantic relationships, and refusal skills.
- Foundational information to be reviewed should include Relationship Spectrum (via sort activity)
- Say, *"Let's review what you already know about personal safety."*
 - Say, *"First, we are going to review some vocabulary."*
 - Say, *"Now let's do this activity together to see what we remember about the Relationship Spectrum and what behaviors are considered healthy and unhealthy/abusive."*
 - Use the [Healthy vs. Unhealthy/Abusive Sort Activity](#).
 - As a group or by giving the students the link to the activity, have the students sort the behaviors as a review.
4. After reviewing vocabulary and the Relationship Spectrum, say, *"We are going to watch a short video about building healthy relationships. While watching, please make a note about warning signs/body alarms/red flag feelings in the relationship shown and examples of what the characters could do to maintain their boundaries."*
- Play video. [Building Healthy Relationships \(For Teens\) - YouTube](#)
 - Review warning signs / red flags and what can be done to help maintain the boundaries.
 - Warning signs- angry, mean when talking to friends, taking phone calls, jealous, feeling trapped, upset.
 - Help maintain boundaries-trust your gut, say no, distance yourself, talk to a trusted adult.
5. Say, *"Over the years, you have been learning about personal safety and identifying, communicating, and asserting your boundaries. Today, we are going to focus on how to navigate and maintain our boundaries when people cross them."*
- Say, *"Today, I want you to learn the acronym ICAN. ICAN stands for Identify, Communicate, Assert, and Navigate. ICAN is the four-step process we use to establish and maintain our boundaries. "*
 - Say, *"Let's start with I-Identify. For this step, you name your boundary. For example, I put my phone on DND (Do Not Disturb) at 10 PM every night."*
 - Say, *"For C-Communicate, I clearly communicate my personal boundary to my friend or the other person, if you call or text me after 10 PM, I will not respond."*
 - Say, *"Assert or A is next. It sounds like, 'I will not answer your calls or texts after 10 PM."*
6. Say, *"Now for N-Navigate. To navigate means to direct carefully and safely."*
- Say, *"When we are talking about our personal boundaries, we are carefully directing ourselves to safety."*
 - Say, *"The strategies we employ are internal/personal to us. They are things only we can do for ourselves. Navigating our boundaries requires direct action from us."*
 - Say, *"An example is to say to the person who is always trying to communicate with you after 10 PM, 'I have blocked you because you don't respect my boundary."*

- Say, *“For someone who is violating your personal space, it can also sound like, ‘My body is personal. Do NOT touch me!’ and go get help.”*
 - Say, *“When people forcibly cross our boundaries, it increases our risk of harm. This can include behaviors that are physically, verbally, and emotionally abusive as well as behaviors that increase sexual risk.”*
 - Say, *“When dealing with people who repeatedly cross or violate our personal boundaries, the whole nature of the relationship may need to change.”*
7. Say, *“Now you are going to have an opportunity to practice maintaining your boundaries by using ICAN.”*
- Distribute the Personal Safety Plan document to the students. One side is the activity, and the other side is a list of things a person can do to navigate/maintain their personal boundaries.
 - Say, *“Setting and maintaining healthy boundaries with people, especially people we care about, can be difficult at times. We need to be clear about our expectations for ourselves and others and what we are and are not comfortable with in specific situations.”*
 - Say, *“You will select a scenario from the ones listed here and work through ICAN on your Personal Safety Plan.”*
 - You tell someone clearly that a behavior makes you uncomfortable. They apologize but repeat the same behavior again.
 - You confide something personal to a friend, and they share it with others “as a joke.”
 - A group of students divides responsibilities at the start of a project. Each person chooses tasks that match their strengths, and they agree on communication times so no one feels pressured to respond late at night.
 - A friend insists that you keep your location sharing on at all times. When you turn it off, they accuse you of hiding something.
 - In the hallway, a student asks others not to hug them or touch their backpack without permission. Their peers adjust how they greet them.
 - Someone asks a classmate to “just do their homework this once.” The classmate politely declines and offers to explain the assignment instead.
 - A friend says they’re not ready to talk about a conflict yet. The other person gives them space instead of pushing for an immediate conversation.
 - You can use the HS Anti-Vic ICAN Scenarios to help guide students who are struggling with each step.
8. Conclusion
- Say, *“Today you have an opportunity to briefly practice setting and maintaining healthy boundaries. Please remember, our communication around boundaries needs to convey assertiveness and clarity.”*
 - Say, *“Clarity can be achieved through clear and straightforward communication. State what you need or request in terms of what you’d like, rather than what you don’t like or want.”*
 - Say, *“And remember, when dealing with people who repeatedly cross or violate our personal boundaries, the whole nature of the relationship may need to change.”*

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.