



## Stand Strong • Stay Safe- Elementary Curriculum Overview

### Overview

Stand Strong • Stay Safe offers a classroom-based Elementary School curriculum that promotes personal safety by teaching children how to set boundaries and be assertive. Using interactive presentations, skills practice, and role-play, this program helps children develop skills to stay safe from physical abuse, sexual abuse, emotional abuse, and bullying.<sup>1</sup> As the core skill of this curriculum, assertiveness forms a foundation for students to stand up for themselves and others and to get help from a trusted adult. Students learn that they have:

- the right to be safe and respected,
- the power to make safe choices by being assertive,
- the capability to seek help when they feel unsafe, and
- the responsibility to contribute to the safety of their community.

### Skills-Based Strategy

ChildBuilders' personal safety strategy is driven by the belief that every person has the right to be treated with respect. We cannot prevent all adverse childhood experiences, nor can we expect that school-based programs stop every instance of abuse. Instead, we arm children with skills that can reduce their risk of experiencing traumatic events, increase their resilience when trauma cannot be prevented, and increase their awareness of their own rights and responsibilities when it comes to keeping themselves and their communities safe.

Our strategy is informed by research showing that children can learn these skills.<sup>2</sup> Stand Strong • Stay Safe focuses on building skills that are universally applicable to situations requiring self-protection: assertiveness, setting and respecting boundaries, emotional control, conflict resolution, and getting help. Consistent with research showing the effectiveness of school-based programs focusing on skill development,<sup>3</sup> Stand Strong • Stay Safe achieves the following outcomes:

- Students will recognize unsafe situations.
- Students will learn skills to make safe choices.
- Students will be assertive and stand up for themselves and others, both in everyday interpersonal situations and in potentially unsafe situations.
- Students will identify trusted adults and be able to report abuse.

Assertiveness skills form a foundation on which students can build positive relationships with peers and adults. When children use assertiveness skills, they behave in a way that engenders respect by asking for what they need, saying “no” when they are uncomfortable, getting help, and standing up for their rights and the rights of others.<sup>4</sup>

Confident, assertive children who have a strong social support network and know how to get help are more likely to use self-protection skills in unsafe situations.<sup>5</sup> Researchers agree that both sexual predators and perpetrators of bullying are more likely to target children who appear unlikely to stand up for themselves or get help,<sup>6</sup> preferring passive victims to assertive victims.<sup>7</sup>

Stand Strong • Stay Safe aims to change the social dynamics within schools and classrooms by increasing the value placed upon kindness and empathy. Students are encouraged to stand up for their own rights as well as the rights of others. They discuss the idea that by doing their part, each member of the community will feel safe and respected. By emphasizing kindness, empathy, and community, schools become places where students thrive and get help rather than places where they feel threatened.<sup>8</sup>

Central to the safety message presented by this program are the following concepts and skills: boundaries, consent, emotional control, and the role of personal power in decision making. Discussions of boundaries and consent emphasize the importance of bodily autonomy. Students learn that they decide how they wish to be treated, while also recognizing that they have a responsibility to respect the decisions that other people make for themselves. By respecting boundaries and valuing consent, students avoid becoming victims or perpetrators of abuse as they move into adolescence.

Emotional control is a key skill in the prevention of bullying and abuse. Often, negative emotions such as anger, resentment, and fear lead to aggression, a common factor in child abuse and bullying.<sup>9</sup> While aggression can lead to the perpetration of abuse, researchers have also found that children who react explosively to being bullied (e.g., crying or angry outbursts) are at risk for repeated victimization.<sup>10</sup> Teaching students to be aware of and in control of their emotions by practicing stress management strategies helps to prevent escalation and bullying while promoting communication and problem solving.

### Stand Strong Superpowers/4S Safety Code

The core concepts provide the backbone of each lesson in Stand Strong • Stay Safe. If students walk away with nothing else, the repetition of the core concepts throughout the program will ensure they know that they deserve to be treated with respect, they have the right to be safe, they have the power to make a safe choice, and they can always talk to a trusted adult when they need help. In the Elementary program, the core concepts describe beliefs and attitudes that can guide students’ decision-making when faced with dangerous situations. The core concepts are referred to as Stand Strong Superpowers throughout the Lower Elementary edition and as the Stand Strong • Stay Safe (4S) Safety Code throughout the Upper Elementary edition, and are as follows:

- I deserve respect.
- I have the right to be safe.
- I have the power to choose.
- I will get help.

## References

- 1 Finkelhor & Dzuiba-Leatherman (1995); National Center for Missing and Exploited Children (1999); National Sexual Violence Resource Center (2011)
- 2 Rispen, et al. (1997)
- 3 e.g., National Sexual Violence Resource Center (2011)
- 4 Bailey (2000); Olson (2009)
- 5 Brassard (2015); National Center for Missing and Exploited Children (1999)
- 6 Rispen, et al. (1997) 7 Dominguez (2013); Ragozzino & O'Brien (2009)
- 8 Bailey (2000); Beck & Malley (2003); Dominguez (2013); Gordon (2009); Szalavitz & Perry (2010)
- 9 Andreou, Vlachou, & Didaskalou (2005); Francis & Wolf (2008)
- 10 Ragozzino & O'Brien (2009)

# Alignment with New Health TEKS / Adopted 11- 2020

Stand Strong • Stay Safe – Lower Elementary

## Objectives Gr. TEKS

<p><i>Lesson 1: Be Assertive</i></p> <ul style="list-style-type: none"> <li>• <i>Demonstrate assertive behavior.</i> <ul style="list-style-type: none"> <li>• <i>Describe and differentiate between assertive, aggressive, and passive responses to a situation.</i></li> </ul> </li> <li>• <i>Explain how assertive behavior contributes to safer classrooms and communities.</i></li> <li>• <i>Use Stop, Breathe, and Think to maintain emotional control.</i></li> </ul>	2nd	(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:	(A) communicate needs, wants, and emotions in healthy ways;
			(B) describe and practice calming and self-management strategies;
			(F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others.
		(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations;
			(B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
		(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.
	3rd	(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:	(A) communicate needs, wants, and emotions in healthy ways;
			(B) describe strategies for assessing thoughts and applying calming and self-management practices;
			(F) describe the value of respectful communication;
			(H) demonstrate strategies for resolving conflicts.
		(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	(D) describe and practice healthy behaviors that reduce stress.
		(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	

**Lesson 2: Boundaries & Consent**

- Explain the concept of personal boundaries.
- Identify own personal boundaries.
- Explain how respecting each other's boundaries creates safe communities.
  - Describe and demonstrate consent.

	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(B) explain the importance of seeking assistance in making decisions about personal safety.
2nd	(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:	(A) communicate needs, wants, and emotions in healthy ways; (B) describe and practice calming and self-management strategies; (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others; (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations; (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.
3rd	(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:	(A) communicate needs, wants, and emotions in healthy ways; (E) describe the characteristics of healthy and unhealthy friendships; (F) describe the value of respectful communication.
	(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student will develop and use appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	(D) describe and practice healthy behaviors that reduce stress.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	

### Lesson 3: Physical Abuse

- Define abuse.
- Distinguish between discipline and physical abuse.
- Use the Stand Strong Superpowers to respond to physically abusive situations.

2nd	(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	(E) describe the qualities of a good friend;
		(F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others;
		(G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations;
	(B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.	
(11) 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:	(A) describe unsafe situations, including interacting with strangers;	
	(D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.	
(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(A) describe consequences for the bully and the impact of bullying on the victim;	
	(B) describe the difference between reporting and tattling;	
	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.	
3rd	(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:	(A) communicate needs, wants, and emotions in healthy ways;
		(D) distinguish between healthy and harmful influences of friends and others;
		(G) discuss how others may experience situations differently than oneself.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(11) 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:	(B) identify characteristics of safe home, school, and community environments;
	(D) create a personal safety plan.	
(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(A) describe how to effectively respond to bullying and cyberbullying of oneself or others;	
	(B) explain the importance of seeking assistance in making decisions about personal safety;	
	(C) define abuse and neglect.	

**Lesson 4: Sexual Abuse**

- *Identify red flags of grooming.*
- *Identify and practice safety rules about sexual abuse.*
- *Use Stand Strong Superpowers to respond to grooming and sexually abusive situations.*

2nd	(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:	(G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations; (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
	(11) 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:	(A) describe unsafe situations, including interacting with strangers; (D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.
	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.
3rd	(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:	(A) communicate needs, wants, and emotions in healthy ways; (D) distinguish between healthy and harmful influences of friends and others; (E) describe the characteristics of healthy and unhealthy friendships.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(B) explain the importance of seeking assistance in making decisions about personal safety; (C) define abuse and neglect.

## Lesson 5: Emotional Abuse

- Define and recognize emotionally abusive situations, including bullying.
- Explain how kind words contribute to emotionally safe communities.
- Use Stand Strong Superpowers to respond when experiencing or witnessing emotionally abusive situations.

2nd	(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:	(A) communicate needs, wants, and emotions in healthy ways; (D) explain the effect of peer influence on an individual's social and emotional health; (E) describe the qualities of a good friend; (F) describe and demonstrate respectful ways to communicate with family members, peers, teachers, and others; (G) identify the feelings and perspectives of others by interpreting their verbal and nonverbal cues; (H) identify ways to prevent and repair broken friendships.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to:	(A) demonstrate refusal skills to protect personal space and avoid unsafe situations; and (B) discuss the importance of telling a parent or another trusted adult when privacy or personal boundaries are not respected or when the student is made to feel unsafe.
	(11) 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:	(A) describe unsafe situations, including interacting with strangers; (D) identify two trusted adults not part of the immediate family and recall their phone numbers as part of a personal safety plan.
	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain why obtaining assistance, especially from parents or other trusted adults, can be helpful when making decisions about personal safety.
3 <sup>rd</sup>	(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:	(A) communicate needs, wants, and emotions in healthy ways; (B) describe strategies for assessing thoughts and applying calming and self-management practices; (D) distinguish between healthy and harmful influences of friends and others; (E) describe the characteristics of healthy and unhealthy friendships; (F) describe the value of respectful communication; (G) discuss how others may experience situations differently than oneself; (H) demonstrate strategies for resolving conflicts.
	(10) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to identify refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(13) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(A) describe how to effectively respond to bullying and cyberbullying of oneself or others; (B) explain the importance of seeking assistance in making decisions about personal safety; (C) define abuse and neglect.

Objectives Gr. TEKS

**Lesson 1: Safe Relationships**

- Identify characteristics of safe and unsafe relationships.
- Demonstrate assertiveness skills.
- Set, respect, and defend personal boundaries.
- Recognize ways relationships influence us.

4 <sup>th</sup>	(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) identify positive and negative characteristics of social groups;
		(E) explain the importance of being a positive role model;
		(H) explain the difference between assertive behavior and aggressive behavior.
	(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
(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:	(C) identify strategies that can be used to promote safety in homes, schools, and communities.	
(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues.	
5 <sup>th</sup>	(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:	(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups.
	(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:	(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.
	(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:	(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking;
		(C) identify safety procedures that can be used in various situations, including violence in the home, school, and community.
	(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:	(C) identify refusal skills such as saying "no" to any unwanted touch that violates personal boundaries in relationships;  (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.

## Lesson 2: Emotional Control to Stay Safe

- Recognize stress in oneself and others.
- Understand the consequences of stress.
- Identify and use safe stress management strategies.

4 <sup>th</sup>	(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:	(A) analyze how thoughts and emotions influence behaviors; (B) describe the importance of identifying and reframing thoughts and applying calming and self-management strategies when dealing with strong emotions, including anger; (G) identify verbal, physical, and situational cues that indicate how others may feel.
	(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	(B) differentiate between positive and negative stress; (C) define sources of stress, including trauma, loss, and grief; (E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.
	(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(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:	(C) identify strategies that can be used to promote safety in homes, schools, and communities.
	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues.

### Lesson 3: Handling Conflict

- Understand how power affects relationships and conflict.
- Differentiate between the concepts of conflict and violence.
- Apply the steps of effective conflict resolution.

5 <sup>th</sup>	(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:	(B) practice and apply strategies for calming and self-management.
	(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:	(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.
	(6) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	(C) examine ways to reduce the impact of stress, trauma, loss, and grief;  (F) discuss healthy alternatives to harming oneself, others, or property and the importance of telling a parent or another trusted adult when someone is struggling to manage overwhelming emotions or lacks support.
4 <sup>th</sup>	(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:	(A) analyze how thoughts and emotions influence behaviors;  (D) identify positive and negative characteristics of social groups;  (G) identify verbal, physical, and situational cues that indicate how others may feel;  (H) explain the difference between assertive behavior and aggressive behavior.
	(5) Mental health and wellness--identifying and managing mental health and wellness concerns. The student develops and uses appropriate skills to identify and manage conditions related to mental health and wellness. The student is expected to:	(E) identify ways to express and manage overwhelming emotions without harming oneself, others, or property such as calming strategies or talking to a parent or another trusted adult.
	(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(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:	(C) identify strategies that can be used to promote safety in homes, schools, and communities.
	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues.
	5 <sup>th</sup>	(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:
(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:		(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.

## Lesson 4: Stopping Abuse

- Define abuse.
- Recognize different types of abuse, including physical abuse, sexual abuse, emotional abuse, and bullying.
- Know how to stay safe from abuse.
  - Explain how bystanders can contribute to safe communities by being assertive.

	(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:	(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking;  (C) identify safety procedures that can be used in various situations, including violence in the home, school, and community.
	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(A) identify methods available to report bullying;  (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior.
4 <sup>th</sup>	(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:	(A) analyze how thoughts and emotions influence behaviors;  (D) identify positive and negative characteristics of social groups;  (G) identify verbal, physical, and situational cues that indicate how others may feel;  (H) explain the difference between assertive behavior and aggressive behavior.
	(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(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:	(C) identify strategies that can be used to promote safety in homes, schools, and communities.
	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(B) describe the negative impact bullying, including cyberbullying, has on both the victim and the bully;  (C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues;  (D) identify types of abuse and neglect and ways to seek help from a parent or another trusted adult.
5 <sup>th</sup>	(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:	(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups;  (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others;  (F) describe ways to engage in and promote positive interactions when conflict arises.
	(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:	(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.
	(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:	(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking;  (C) identify safety procedures that can be used in various situations, including violence in the home, school, and community.

**Lesson 5: Staying Safe Online**

- *Demonstrate strategies to stay safe online, including understanding the digital footprint and online etiquette.*
- *Discuss the consequences of making risky online decisions.*
- *Involve parents or other trusted adults to develop a personal online safety plan.*

	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(A) identify methods available to report bullying; (B) identify ways to advocate for self and others to prevent bullying and cyberbullying behavior; (C) explain the impact of abuse and neglect and the importance of reporting abuse and neglect.
	(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:	(A) define sexual harassment, sexual abuse, sexual assault, and sex trafficking; (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; (D) discuss and explain the importance of making decisions regarding setting personal boundaries and respecting the boundaries of others.
4 <sup>th</sup>	(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:	(H) explain the difference between assertive behavior and aggressive behavior.
	(11) Injury and violence prevention and safety--healthy relationships and conflict-resolution skills. The student differentiates between healthy and unhealthy relationships and demonstrates effective strategies to address conflict. The student is expected to explain the importance of using refusal skills such as saying "no" when privacy, personal boundaries, or personal space are not respected.	
	(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:	(C) identify strategies that can be used to promote safety in homes, schools, and communities; (D) create a personal safety plan.
	(13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:	(A) differentiate between appropriate and inappropriate ways to communicate in digital and online environments; (C) discuss the consequences of cyberbullying and inappropriate digital and online communication in relation to home and school environments.
	(14) Injury and violence prevention and safety--interpersonal violence. The student understands the impact of interpersonal violence and the importance of seeking guidance and help to maintain personal safety. The student is expected to:	(C) explain the importance of seeking guidance from parents and other trusted adults on critical personal safety issues.
5 <sup>th</sup>	(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:	(C) explain ways of maintaining healthy relationships and resisting negative peer influence in social groups; (D) analyze how to identify perspectives and respectful ways to communicate disagreement with friends, family, teachers, and others; (F) describe ways to engage in and promote positive interactions when conflict arises.
	(5) Mental health and wellness--risk and protective factors. The student recognizes the influence of various factors on mental health and wellness. The student is expected to:	(A) identify factors such as school climate and safety measures that affect an individual's physical, emotional, and social health.

(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:

(A) explain strategies for avoiding violence, gangs, and weapons and define human trafficking;

(C) identify safety procedures that can be used in various situations, including violence in the home, school, and community;

(D) create a personal safety plan.

(13) Injury and violence prevention and safety--digital citizenship and media. The student understands how to be a safe and responsible citizen in digital and online environments. The student is expected to:

(A) distinguish between appropriate and inappropriate boundaries for digital and online communication and research;

(C) analyze the consequences of cyberbullying and inappropriate digital and online communication in relation to home, school, and community environments.