

# 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.