



Stand Strong • Stay Safe- Early Childhood Curriculum Overview

Overview:

Stand Strong • Stay Safe offers a classroom-based early childhood curriculum that promotes antivictimization through assertiveness skill building. Four lessons use interactive presentations, skills practice, and role play (Finkelhor & Dziuba-Leatherman, 1995; NSVRC, 2011) to teach children how assertiveness can keep them safe from bullying, emotional abuse, physical abuse, sexual abuse, and neglect. Follow-Up Activities, including

Skills-Based Strategy

This curriculum is informed by research showing that even young children can learn skills to keep themselves safe (Rispen, Aleman, & Goudena, 1997). Stand Strong • Stay Safe focuses on building assertiveness skills, which are universally applicable to situations requiring self-protection. Assertiveness theory draws on the belief that every person has the right to be treated with respect. 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 when they need it, and confidently standing up for their rights and the rights of others (Davies, 2007).

Consistent with research showing the effectiveness of school-based programs focusing on skills (e.g., NSVRC, 2011), Stand Strong • Stay Safe facilitates the development of assertiveness skills with the following intended outcomes:

- Students will have increased knowledge of how others should treat them, including being able to identify physically and emotionally unsafe situations.
- Students will develop personal safety skills and be able to use them in real-world situations to prevent victimization.
- Students will be more open to discussing physical and sexual abuse, thus improving disclosure rates.

content-relevant literature recommendations, allow for ongoing practice and repetition to increase retention of the skills (Rispen, Aleman, & Goudena, 1997). Home Connections and a Parent Guide involve parents in ensuring their children’s personal safety, and support children’s retention of the material through repetition at home (Kenny, Wurtele, & Alonso, 2012).

- In cases where victimization occurs, the duration will be shortened due to students’ self-protection skills.
- Students will have higher levels of confidence and be able to assertively ask for what they need, both in everyday interpersonal situations and in potentially unsafe situations.

Assertiveness skills provide students with a foundation for building positive relationships with other students and adults. Confident, assertive children who have a strong social support network and know how to get help are undesirable victims (NCMEC, 1999). Sexual predators are more likely to target children who seem like they will not stand up for themselves and will not get help (Rispen, Aleman, & Goudena, 1997). Bullies also prefer passive victims to assertive victims (Dominguez, 2013).

In addition to building students’ assertiveness skills, Stand Strong • Stay Safe aims to change the social dynamics within schools and classrooms by increasing the value placed upon kindness and empathy. Thus, through the presentations in this program, students are exposed to the importance of empathy and practice the power of kind words to promote a positive sense of community and improve interpersonal relationships in the classroom. When a school emphasizes kindness, empathy, and community, that school becomes a place where students thrive and get help rather than a place where they feel threatened.

Alignment with New Health TEKS / Adopted 11- 2020

<i>Objectives</i>	<i>Grade</i>	<i>TEKS</i>	<i>TEKS / Student Expectations</i>
<p><i>Lesson 1:</i> <i>Assertiveness</i></p> <ul style="list-style-type: none"> ✓ <i>Demonstrate assertive body language and tone of voice</i> ✓ <i>Identify trusted grown-ups when you need help</i> ✓ <i>Recognize when to tell another trusted grown-up until you get the help you need</i> ✓ <i>Recognize that it is not your fault if someone hurts you</i> 	K	(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) demonstrate respect and communicate appropriately with individuals; (F) identify and practice ways to solve conflicts with a friend.
		(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911.
		(9) 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:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.
	1st	(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:	(F) identify ways to respectfully communicate verbally and nonverbally.
		(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) practice refusal skills to protect personal space and avoid unsafe situations.
		(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:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.

Lesson 2: The Power of Kind Words

- ✓ *Recognize that hurtful words are not safe*
- ✓ *Use kind words to make others feel included*
- ✓ *Demonstrate assertive body language and tone of voice*
- ✓ *Identify trusted grown-ups when you need help*
- ✓ *Recognize when to tell another trusted grown-up until you get the help you need*
- ✓ *Recognize that it is not your fault when someone hurts you*

K	(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) demonstrate respect and communicate appropriately with individuals; (F) identify and practice ways to solve conflicts with a friend.
	(4) Mental health and wellness--developing a healthy self-concept. The student develops the capacity for self-assessment and evaluation, goal setting, and decision making in order to develop a healthy self-concept. The student is expected to:	(A) describe positive social skills and personal qualities such as truth, kindness, reliability, and respectfulness.
	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911.
	(9) 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:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.
	(12) 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) describe appropriate actions to take in response to bullying such as telling a parent or another [a] trusted adult; (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
1st	(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:	(F) identify ways to respectfully communicate verbally and nonverbally; (H) identify and practice ways to solve conflicts with friends and peers.
	(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) practice refusal skills to protect personal space and avoid unsafe situations.

Lesson 3:

Inappropriate Touch

- ✓ *Identify the private parts of the body*
- ✓ *Recognize the only time someone may touch or look at the private parts of the body is when:*
 - *you need help*
 - *it is not a secret*
- ✓ *Demonstrate assertive body language and tone of voice*
- ✓ *Identify trusted grown-ups when you need help*
- ✓ *Recognize when to tell another trusted grown-up until you get the help you need*
- ✓ *Recognize that it is not your fault if someone touches your private parts*

	(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:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
K	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911.
	(9) 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:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.
	(12) 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:	(D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
1st	(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:	(F) identify ways to respectfully communicate verbally and nonverbally.
	(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) practice refusal skills to protect personal space and avoid unsafe situations.
	(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 ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.

Lesson 4: Neglect and Physical Abuse

- ✓ Distinguish between spanking and physical abuse
- ✓ Demonstrate assertive body language and tone of voice
- ✓ Identify trusted grown-ups when you need help
- ✓ Recognize when to tell another trusted grown-up until you get the help you need
- ✓ Identify emergency contact information, including 9-1-1
- ✓ Recognize that it is not your fault when someone hurts or leaves you home alone

	(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:	(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
K	(8) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:	(A) discuss and demonstrate procedures for responding to emergencies, including reporting to a parent or another trusted adult or contacting 911.
	(9) 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:	(B) identify and role play refusal skills such as saying "no" to protect personal space and to avoid unsafe situations.
	(10) 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) recall personal home address as part of a personal safety plan.
	(12) 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) describe appropriate actions to take in response to bullying such as telling a parent or another [a] trusted adult; (D) explain and practice how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.
1st	(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:	(F) identify ways to respectfully communicate verbally and nonverbally.

(9) Injury and violence prevention and safety--safety skills and unintentional injury. The student identifies and demonstrates safety and first aid knowledge to prevent and treat injuries. The student is expected to:

(A) discuss and demonstrate strategies to keep self and others safe by staying away from dangerous situations and reporting to a parent or another trusted adult or contacting 911.

(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) practice refusal skills to protect personal space and avoid unsafe situations;
(C) recall parents'/caregivers' phone numbers as part of a personal safety plan.

(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 ways to avoid weapons and harming oneself or others by staying away from dangerous situations and reporting to a parent or another trusted adult.

(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:

(D) identify how to get help from a parent or another trusted adult when made to feel uncomfortable or unsafe by another person.