

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 th	(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 th	(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 th	(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 th	(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 th	(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 th	(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; (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.

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 th	(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 th	(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 th	(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 th	(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.