

Dear Family,

As you know, we are using the *Second Step* program in your child's learning environment. The *Second Step* program teaches children important skills for getting along with others and doing well in school. It also helps our school be a safe and supportive place where everyone can learn.

To help our school be even more safe and supportive, we are also going to use the *Second Step* Child Protection Unit. In these lessons, children will learn three types of skills:

- **Personal Safety.** Children will learn important safety rules, such as safety with guns, sharp tools, and fire, and when riding on wheels or in cars. They will also learn ways to help them decide if something is safe or not.
- **Touching Safety.** Children will learn about safe, unsafe, and unwanted touches, and rules about touching private body parts. They'll also learn to say no to unsafe or unwanted touches, and to tell a grown-up if someone breaks rules about touching private body parts.
- **Assertiveness.** These lessons will also give children a chance to practice asking a grown-up for help, telling a grown-up about an unsafe situation, and being assertive to get out of unsafe situations.

Your child will bring home simple, fun activities called Home Links that will help you understand what he or she is learning about safety at school and give your child another chance to practice safety skills.

To keep your child safe and protected, everyone at school needs to be involved. So all our staff will get special training in how to:

- Recognize and report suspected child sexual abuse
- Respond to and support children who have been abused or who are facing other challenges
- Use strategies that promote a safe and supportive climate for learning

If you have any questions about the Child Protection Unit or the *Second Step* program, please contact me. If you **do not** want your child to participate in these lessons, please complete, sign, and return the bottom portion of this letter. For more information on our school's child-protection policies and procedures, you can also talk to me or our school's director.

Go online to SecondStep.org and log in with the activation key CPUE FAMI LYGE to get more information about what your child is learning in the *Second Step* program. Thank you for helping us to make our school a safe and supportive place where everyone can learn.

Sincerely,

I **do not** want my child, _____,
to participate in the *Second Step* Child Protection Unit lessons.

Parent/Caregiver signature

Date

Go online today

SecondStep.org activation key
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Dear Family,

As you know, your child is learning skills that will help keep him or her safe from dangerous or abusive situations. Your child is also learning rules to follow to stay safe. One rule your child is learning is the Touching Rule: A bigger person should never touch your private body parts except to keep you healthy.

Learning the Touching Rule will help your child recognize sexually abusive touch so he or she can say no and tell a grown-up about it. Children can find it hard to tell grown-ups about sexual abuse because they don't know the words to use. You can help your child by teaching him or her the correct (anatomical) words for private body parts. This gives children the words to use and helps them know it is okay to talk about those body parts.

Teaching your child the correct names for his or her private body parts can be uncomfortable or awkward at first. Start by using the correct words for private body parts along with words for other body parts such as *tummy* and *ears*. You can also explain that the parts of the body covered by a swimsuit are private body parts.

Make sure to go online to join **SecondStep.org** with the activation key CPUE FAMI LYGE for more helpful tips about teaching your child touching-safety rules.

Sincerely,

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Dear Family,

Your child recently completed the Child Protection Unit of the *Second Step* program. In this unit, your child learned important safety rules and skills that will help keep him or her safe from dangerous or abusive situations.

To help review the skills he or she learned in the Child Protection Unit, your child will be watching a video called *Julie Stays Safe*. *Julie Stays Safe* tells the story of a child who uses the rules and skills she learned in the Child Protection Unit to stay safe. Among other things, Julie has to deal with a neighbor trying to touch her private body parts, but she knows to say no to the touch and tell her mom right away.

Now that the unit is over, it's very important to keep talking with your child about unsafe or sexually abusive situations and how to handle them. These can feel like difficult conversations to have. To help make them easier, you can use Julie's story as a comfortable way to talk to your child about unsafe or abusive situations and how to handle them. *Julie Stays Safe* is available online, along with a guide to help you talk about the video with your child, in the Families section of SecondStep.org.

Make sure to go online to join SecondStep.org with the activation key CPUE FAMI LYGE to get *Julie Stays Safe*, the guide to talking about the video with your child, and many other resources to help teach your child about personal safety.

Sincerely,

Go online today

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Lesson Time

Your child is learning the Ways to Stay Safe. They are:

- Stop and think: Is it safe? What's the rule?
- Say words that mean no.
- Tell a grown-up.

Your child is also learning to follow Safety Rules:

- Never touch guns.
- Never play with fire.

- Wear a helmet when you ride on wheels.
- Sit in a car seat when you ride in a car.
- Hold a big person's hand when you cross the street.
- Get a bigger person's help before using a sharp tool.
- Have a big person watch you when you go in water.
- Ask the big person in charge before you pet a dog.

Practice saying the Safety Rules with your child. You can also add your own family safety rules. Notice when your child follows the Safety Rules and uses the Ways to Stay Safe.

Story Time



This week's story is about Tamarr and Amelia. They were playing hide-and-seek and found a gun in a closet. Tamarr wants to touch the gun, but Amelia says no and tells her mom. Ask your child about this story:

- **What do you see in this photo?**
- **What can Amelia do to stay safe?** Help your child name the Ways to Stay Safe.
- **What's the Safety Rule about guns?** (Never touch guns.)

Let's practice saying words that mean no. Help your child think of different ways to say no to breaking a Safety Rule. (Stop, that's not safe. That breaks a Safety Rule. No, that's not okay.)



Lesson Time

Your child is learning the Always Ask First Rule: Always ask a parent or the bigger person in charge first. Your child should ask first whenever he or she is not sure if something is safe, or if someone asks him or her to go somewhere, do something, or accept something.

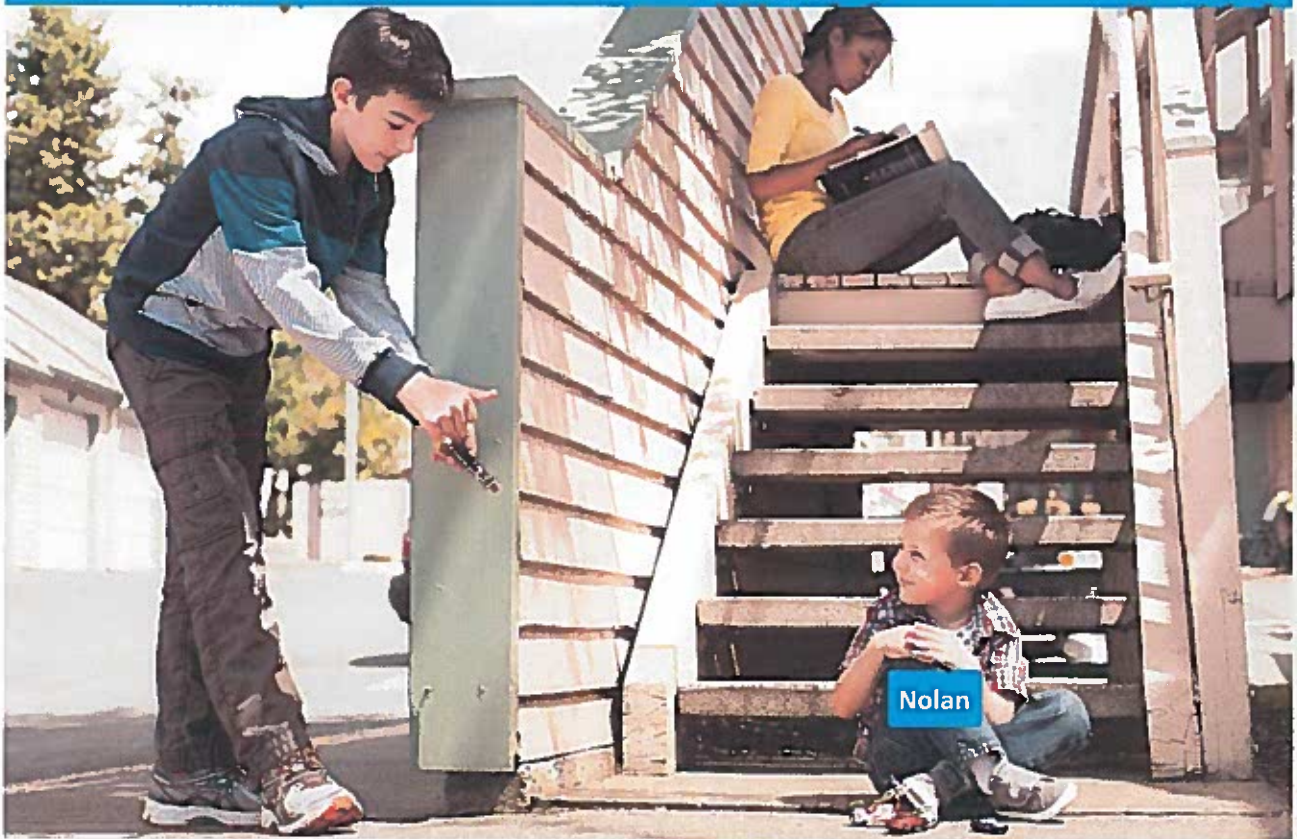
When your child follows the Always Ask First Rule, you know what your child is doing. This helps you keep your child safe.

Play Time

Play a game with your child to practice the Always Ask First Rule: **Let's play a game. I will tell you a pretend story, and you'll say the name of a bigger person you would ask first. Pretend:**

- Our neighbor invites you next door to play
- Your cousin offers you some candy
- A grown-up wants to give you a toy
- A man wants to show you a game

Story Time



This week's story is about Nolan. A bigger boy wants to show Nolan a treasure he found around the corner. Nolan wants to go, but he needs to ask his babysitter first. Ask your child about this story:

- **What do you see in the photo?**
- **What should Nolan say to the boy? (I need to ask my babysitter first.)**
- **What rule is Nolan following? (The Always Ask First Rule.)**

Say the rule with your child: **Always ask a parent or the bigger person in charge first.** Help your child think of other situations when he or she needs to ask first.



Lesson Time

Your child is learning how to tell the difference between safe, positive, caring touches and unsafe touches that hurt people's bodies. Your child is also learning how to say no respectfully to touches she or he doesn't want.

Knowing the difference between safe and unsafe touches and how to say no to unwanted touches helps your child stay safe.

Play Time

Say: Let's play a game by taking turns saying a touch and whether it is safe or unsafe. Say a touch and have your child say if it's safe or unsafe. Include: pinching, kicking, hugging, pushing, holding hands, patting on the back, grabbing, hitting, high fives.

Now say a touch, and I'll say if I think it's safe or unsafe. Let your child help decide if touches are safe or unsafe. Continue as long as your child is interested in the game.

Story Time



This week's story is about Sam. Sam's cousin wants to give him a hug. Ask your child about this story:

- **What do you see in this photo?**
- **Does Sam want to be hugged by his cousin? (No.)**
- **How can Sam say no to the hug? (No, thanks. I don't want to be hugged.)**

Say: Tell me about a time when you didn't want to be touched. Listen to your child's story. **What words can you use to say no to touches you don't want? (No, thank you. I don't want to be touched.)** Help your child practice using a strong, respectful voice and words that say no to unwanted touches.



Lesson Time

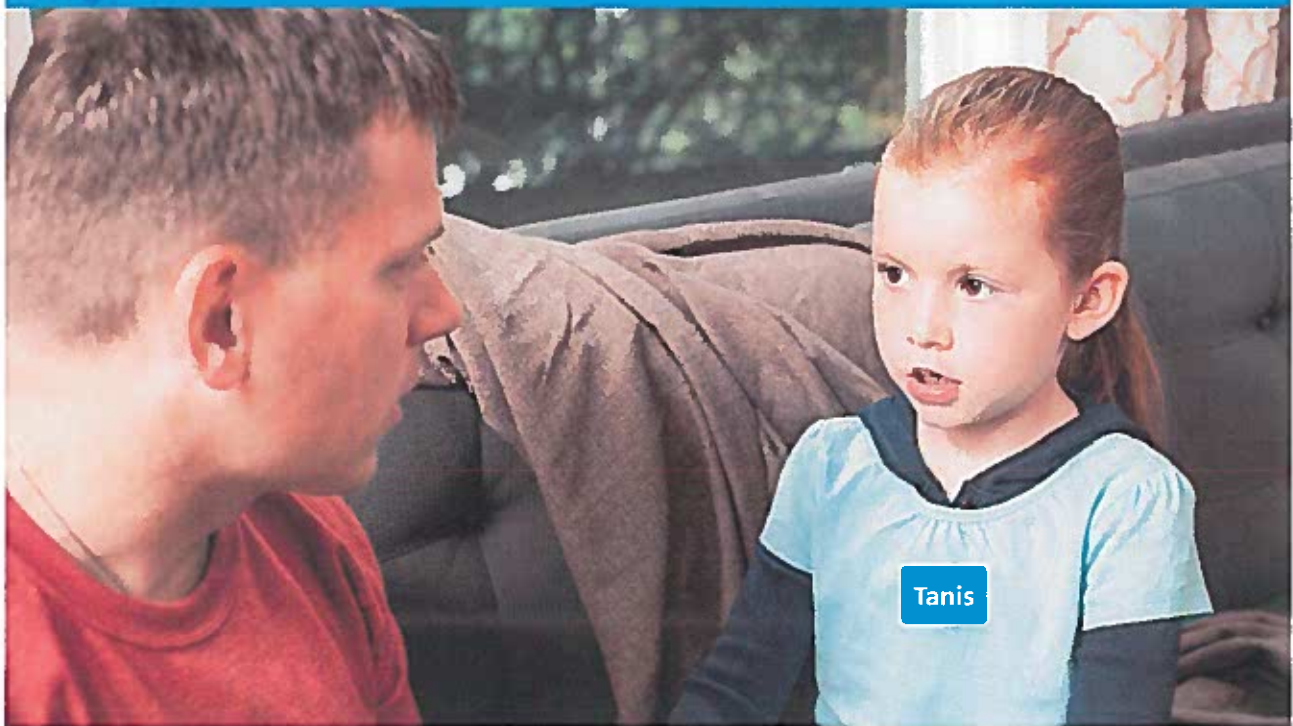
Your child is learning the Touching Rule: A bigger person should never touch your child's private body parts, except to keep your child healthy. A bigger person can be an older child or an adult. Your child is also practicing how to stay safe when someone breaks the Touching Rule.

Play Time

Play a game with your child to practice the correct names for private body parts. Knowing these helps your child report a broken Touching Rule. Say: **I'll name a body part. Point to it on your body, say its name and if it's a private body part.**

Head, elbow, buttocks/bottom, foot, penis, vulva/vagina, back, breasts, eyeball.

Story Time



This week's story is about Tanis and a broken Touching Rule. Ask your child about this story:

- **What do you see in this photo?**
- **Which of the Ways to Stay Safe is Tanis using? (Tell a grown-up.)**

Say: **Let's practice the Ways to Stay Safe when someone breaks the Touching Rule:**

- **Stop and think: Is it safe? (No.)**
- **What's the rule? (The Touching Rule. A bigger person should never touch your private body parts except to keep you healthy.)**

Say the Touching Rule with your child: **A bigger person should never touch your private body parts except to keep you healthy.**

Say words that mean no. (I don't want to be touched.)

Tell a grown-up. Who can you tell? (Mom, older brother, other grown-up.)



Lesson Time

Your child is learning to never keep secrets about touching, and that he or she should keep telling a grown-up about unsafe touching until someone helps him or her.

Children may be afraid to talk about sexual abuse because they've been told to keep it a secret. Knowing touching secrets are not okay and they can get help if they tell someone makes it more likely children will report possible abuse.

Play Time

Say: **Let's play a game to practice telling about a broken Touching Rule. I'll pretend to be different grown-ups you can tell. You'll practice what to say.** Read the scenario below, changing the person your child is telling each time.

- **Pretend I'm your _____** (grandma, aunt, uncle, grandpa, teacher, babysitter). **You're telling me about a broken Touching Rule.**
- **Help your child say assertively: _____, I need tell you about a broken Touching Rule.**

Story Time



This week's story is about Hoshi. Hoshi is telling her sister Ayako about how her cousin tried to touch her private body parts and then told her to keep it a secret. Ask your child about this story:

- **What do you see in this photo?**
- **What did Hoshi do to stay safe?** (Said she didn't want to be touched. Told a grown-up.)
- **Hoshi's cousin told her to keep this a secret. Was that okay?** (No. You should never keep secrets about touching.)
- **What could Hoshi do if Ayako didn't believe her?** (Keep telling trusted grown-ups until someone helps her.)

Let's think about all the grown-ups you could tell about a broken Touching Rule.



Lesson Time

Your child is practicing what he or she learned earlier this year about the Safety Rules and the Ways to Stay Safe.

Reviewing and practicing what your child has learned is very important. He or she will be more likely to remember the Safety Rules and use the Ways to Stay Safe when needed.

Play Time

Play a game with your child to help him or her remember the Ways to Stay Safe. Say:

Let's play a game to remember the Ways to Stay Safe. I will do an action, then you tell me the words that match the action.

Go through the actions for each Way to Stay Safe.



Story Time

This week your child watched a video about Julie. Julie learned the Safety Rules and Ways to Stay Safe, and she uses them to keep herself safe. In this scene, Julie is saying no to her neighbor Eric when he tries to touch her private body parts. Ask your child about this scene:

- **What do you see in this photo?** (Julie is saying no to Eric.)
- **What rule did Eric break?** (The Touching Rule.)
- **What did Julie do to stay safe?** (She said no. She left. She went to her room.)
- **What does Julie do next?** (Tells her mom.)

Let's think about all the grown-ups you could tell about a broken Touching Rule. (Mom. Dad. Grandparents. Babysitter. Teacher.)

Julie Stays Safe is available for viewing online at SecondStep.org. You can also download a guide to help you talk about the movie with your child. Use this Activation Key to access it: CPUE FAMI LYGE.

