

## Second Step Child Protection Unit and National Health Education Standards (Elementary)

Kindergarten–Grade 5

The *Second Step* Child Protection Unit teaches students key personal safety skills they can use to keep themselves safe. Students learn safety rules, including the Touching Rule, to help them identify unsafe or sexually abusive situations. They learn the Always Ask First Rule and the Ways to Stay Safe—recognize, report, and refuse. They practice applying these to unsafe and sexually abusive scenarios.

This chart shows the connections between the National Health Education Standards (NHES) published by the Centers for Disease Control and Prevention and lessons in the *Second Step* Child Protection Unit for Kindergarten through Grade 5.

NHES for K–G2 that align with the K–G3 Child Protection Unit lessons are shown. G3 lessons meet all the G2 standards identified. NHES for G3–G5 that align with the G3 lessons are also shown (outlined in light blue).

### SAFETY RULES

- Common safety rules for guns, fire, riding on wheels and in vehicles, water, dogs, sharp tools, and traffic
- The Always Ask First Rule: Always ask a parent or the person in charge first
- The Touching Rule (K–G3): A person should never touch your private body parts except to keep you healthy
- The Private Body Parts Rule (G4–G5): Private body parts are private. No one should ever touch yours or ask to see yours except a doctor or nurse. No one should make you look at his or hers, or anyone else's. And never touch anyone else's.
- The Never Keep Secrets Rule: Never keep secrets about touching

### WAYS TO STAY SAFE

- Recognize: Is it safe? What's the rule?
- Report: Tell an adult
- Refuse: Say words that mean no



Kindergarten–Grade 3

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
<b>NHES 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>1.2.4</b> List ways to prevent common childhood injuries.	✓	✓		✓	✓		✓	✓			✓	✓	✓	✓		✓	✓	✓
	<b>1.5.4</b> Describe ways to prevent common childhood injuries.	✓	✓		✓	✓		✓	✓			✓	✓	✓	✓	✓			✓
<b>NHES 2:</b> Students will analyze the influence of family, peers, culture, technology, and other factors on health behavior.	<b>2.5.3</b> Identify how peers can influence healthy and unhealthy behaviors.	✓	✓		✓	✓	✓	✓	✓										
<b>NHES 3:</b> Students will demonstrate the ability to access valid information, products, and services to enhance health.	<b>3.2.1</b> Identify trusted adults and professionals who can help promote health.		✓	✓					✓			✓	✓	✓	✓	✓			✓
	<b>3.2.2</b> Identify ways to locate school and community health helpers.		✓						✓	✓	✓		✓	✓					
<b>NHES 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>4.2.1</b> Demonstrate healthy ways to express needs, wants, and feelings.		✓			✓			✓	✓	✓			✓					
	<b>4.5.1</b> Demonstrate effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>4.5.2</b> Demonstrate refusal skills that avoid or reduce health risks.		✓	✓		✓			✓				✓	✓		✓			✓



Kindergarten–Grade 3 (cont.)

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
<b>NHES 4 (cont.):</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>4.2.3</b> Demonstrate ways to respond in an unwanted, threatening, or dangerous situation.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓
	<b>4.2.4</b> Demonstrate ways to tell a trusted adult if threatened or harmed.		✓	✓					✓	✓	✓	✓	✓	✓		✓			✓
	<b>4.5.4</b> Demonstrate how to ask for assistance to enhance personal health.	✓	✓	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓		✓		✓
<b>NHES 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<b>5.2.1</b> Identify situations when a health-related decision is needed.	✓	✓	✓			✓			✓	✓		✓	✓	✓				
	<b>5.5.1</b> Identify health-related situations that might require a thoughtful decision.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				
	<b>5.2.2</b> Differentiate between situations when a health-related decision can be made individually or when assistance is needed.	✓	✓				✓			✓				✓					
	<b>5.5.2</b> Analyze when assistance is needed in making a health-related decision.	✓	✓	✓		✓	✓	✓	✓				✓	✓		✓			

**Kindergarten–Grade 3 (cont.)**

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Touching Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Skill Practice	Songs	Review lesson and media
<b>NHES 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<b>7.2.2</b> Demonstrate behaviors that avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓				
	<b>7.5.3</b> Demonstrate a variety of behaviors to avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓		✓



Grades 4–5

NHES	Content Strand	Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Private Body Parts Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Activity	Song	Review lesson and media
<b>NHES 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.	<b>1.5.4</b> Describe ways to prevent common childhood injuries.	✓			✓	✓	✓	✓	✓			✓	✓	✓		✓	✓		
<b>NHES 2:</b> Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.	<b>2.5.3</b> Identify how peers can influence healthy and unhealthy behaviors.	✓			✓	✓			✓			✓	✓	✓		✓	✓	✓	
<b>NHES 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.	<b>4.5.1</b> Demonstrate effective verbal and nonverbal communication skills to enhance health.	✓	✓	✓		✓		✓	✓		✓	✓	✓	✓		✓			✓
	<b>4.5.2</b> Demonstrate refusal skills that avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓			✓
	<b>4.5.4</b> Demonstrate how to ask for assistance to enhance personal health.		✓	✓					✓		✓	✓	✓	✓		✓			✓
<b>NHES 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.	<b>5.5.1</b> Identify health-related situations that might require a thoughtful decision.	✓			✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>5.5.2</b> Analyze when assistance is needed in making a health-related decision.	✓	✓	✓		✓		✓	✓		✓		✓	✓	✓	✓			✓
	<b>5.5.3</b> List healthy options to health-related issues or problems.	✓									✓	✓	✓	✓	✓	✓			✓



Grades 4–5 (cont.)

		Key Skills and Concepts										Reinforcing Skills				Core Learning Strategies			
		Know and understand general safety rules, including rules for guns, fire, and water	Know and understand the Always Ask First Rule	Know and understand the Ways to Stay Safe: Recognize, Report, Refuse	Recognize unsafe situations	Refuse to participate in unsafe situations	Recognize unsafe and unwanted touches	Refuse unsafe or unwanted touches	Report unsafe situations to an adult	Use the Private Body Parts Rule to recognize sexually abusive situations	Apply the Ways to Stay Safe to sexually abusive situations	Daily Practice Activities	Using Skills Every Day Process	Academic Integration Activities	Home Link Activities	Story and Discussion	Activity	Song	Review lesson and media
NHES	Content Strand																		
<b>NHES 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.	<b>7.5.1</b> Identify responsible personal health behaviors.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	<b>7.5.3</b> Demonstrate a variety of behaviors to avoid or reduce health risks.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓		✓		✓
<b>NHES 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.	<b>8.5.1</b> Express opinions and give accurate information about health issues.													✓	✓	✓	✓		✓




# Working Together to Keep Kids Safe from Abuse



## Each lesson notebook includes:

- Durable, bound set of six story-based lessons
- Lesson DVD (plus *Safety Songs* CD in EL notebook)
- Reinforcement activities
- Classroom posters and rule cards
- Family materials to connect with and educate parents
- NEW! Online access to lesson and family materials in Spanish



 <b>STAFF TRAINING</b>	 <b>STUDENT LESSONS</b>	 <b>FAMILY MATERIALS</b>
<p><b>Module 1</b> Administrators create or revise their child protection strategy, then create customized policies and procedures to help reduce risk of staff misconduct.</p> <p><b>Module 2</b> Through realistic scenarios, all staff learn to recognize indicators of abuse and neglect, respond supportively to children who experience abuse, and report abuse.</p> <p><b>Module 3</b> Teachers and counselors learn to teach the lessons, engage families using the materials provided, and overcome discomfort with talking to students about touching safety.</p> <p><i>Each module takes 60–90 minutes.</i></p>	<p>Easy-to-follow, scripted lessons teach children personal safety skills using clear, rules-based, age-appropriate instruction, giving kids the know-how and avenues to disclose abuse.</p> <p><b>Lesson Topics</b></p> <ul style="list-style-type: none"> <li>• General Safety Rules</li> <li>• Ways to Stay Safe</li> <li>• Always Ask First</li> <li>• Touching Safety</li> <li>• Never Keep Secrets</li> <li>• Reviewing Safety Skills</li> </ul> <p><i>Early Learning daily activities each take 5–7 minutes.</i></p> <p><i>K–3 weekly lessons each take 20–35 minutes.</i></p> <p><i>Grades 4–5 weekly lessons each take 35–40 minutes.</i></p>	<p>It's important that families understand what's being taught in schools, especially with a subject as sensitive as child sexual abuse. So we've created a set of educational materials to explain what students are learning, alleviate anxiety, and provide guidance for talking to kids about safe and unsafe touch.</p> <p>Family letters help explain the program and adults' role in child protection. Take-home activities and online videos further reinforce skills and encourage family discussions.</p> <p>Preview the family content at: <b><a href="http://earlyopenoften.org">earlyopenoften.org</a></b></p> <p>Now translated into Spanish at: <b><a href="http://abiertoyamenudo.org">abiertoyamenudo.org</a></b></p>

Demo the staff training and preview student lessons at [cfchildren.org/child-protection](http://cfchildren.org/child-protection)