

We Can Keep Safe

Session 1- Body Awareness

Today your child participated in session one of the 'We Can Keep Safe' programme. This session focused on Body Awareness, naming body parts and establishing body ownership. It is important children have the language and confidence to discuss their bodies.

"A Book About Me" accompanies this letter and is designed to reinforce the material covered today. We hope that you will find time to sit with your child and help them fill out the booklet, discussing with them the concepts covered. In doing so you can support your child's learning.

Key learning Principles

- All parts of the body have a name and function
- It is important for children to be able to name their body parts including private parts
 - a. It's okay to touch your own
 - b. It's okay not to touch someone else's
 - c. It's not okay for someone else to touch yours

What families can do to foster learning

- Use correct names for private parts (e.g. when washing/drying child)
- Praise child for the wonderful things that their body can do
- Reinforce body ownership concept (i.e. that their body belongs to them).

HELP 

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Session 2 - Touches and Feels

Today your child participated in session two of the 'We Can Keep Safe' programme. In this session the children discussed feelings and touches and developed strategies for dealing with unwanted touching.

Children were introduced to Toby the puppet, who demonstrated, through storytelling, how important it is for children to be able to identify different emotions, feelings and touches, and to have the confidence to articulate these to a safe adult.

The stickers which accompany this letter are designed to reinforce an activity the children did today (to put a sticker on parts of their body that they felt was okay for other people to touch).

It would be great if you could find the time to share the activity with your child.

Key learning principles

- To help children identify feelings and emotions
- To help children articulate and communicate how they feel
- Children who can identify different emotions and feeling are more able to communicate these effectively
- To help children identify different kinds of touch
- To help children articulate and communicate about different kinds of touch
- When children are able to differentiate between different kinds of touch, they are better able to articulate what is comfortable/uncomfortable
- Some touches give us a 'yes' feeling, some touches give us a 'no' feeling.*

***Note: Some touches can be confusing where a child may experience a 'yes' AND 'no' feeling. E.g. swinging too high, tickling too long, sexual touching by someone they love.**

What families can do to foster learning

- It is important for adults to create and foster a safe environment for children to talk about their worries and difficult feeling
- Encourage your child to articulate their feelings
- Respect children's wishes not to be touched a certain way (e.g. sloppy kisses, tight hugs)

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Session 3 - Telling

Today your child participated in session three of the 'We Can Keep Safe' programme. The focus of this session emphasised the importance for adults to create and encourage a safe environment to talk for children to talk about their worries and difficult feelings. Also, to encourage persistence in telling, as telling keeps us safe.

Today, this was done through the use of storytelling and interactive role play.

If you could find time to discuss with your child the safe adults that you can identify together and help your child complete the enclosed activity sheet, this would help reinforce your child's learning.

Key learning principles

- Assisting children to communicate their needs and/or worries
- Telling keeps us safe
- Persistent telling - tell until someone listens

What families can do to foster learning

- Encourage children to tell a trusted adult about their worries or feeling
- Encourage children persistence in telling. E.g. What would you do if...? What if X was bust?
- Help children to identify their safe and trusted adults. Activity: make/draw a safety shield (safe people, safe places, safe/comforting thing)

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Session 4 - Keeping Safe

Today your child participated in session four of the 'We Can Keep Safe' programme. In this session the children identified safe and unsafe situations, with the help of Toby the puppet.

Your child has been given a badge today which says, 'We Can Keep Safe'.

It would be great if you could find time to discuss their general safety knowledge, e.g. fire safety, water safety, road safety.

Key learning principles

- Personal safety can be taught alongside general child safety

What families can do to foster learning

- Develop children's ability to identify safe/unsafe situations. E.g. "I spy ..." and "What is ...?"
- Practice with child their full name, address and phone number
- Safety plan - assist children in developing procedures, skills and strategies for keeping themselves safe in different situations. (e.g. fire, if lost at shopping mall; if they are feeling bullied by another child. Or if experienced 'no' feelings learned in session two).

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Session 5 - Toby's Story

Today your child participated in session five, the final session of the 'We Can Keep Safe' programme.

Today we revised the key principles of each previous session. In this session Toby the puppet shared his experience with the children of a past incident of sexual abuse. The script of this performance was closely based on the picture book What's wrong with Bottoms by Jenny Hessel.

We would appreciate it if you could please take the time complete the JotForm so we can receive feedback about the programme which is crucial for this work to continue.

(INSETN JOTFORM)

We would like to take the opportunity to thank you for the time that you have made available in supporting your child's participation in this programme. We trust that you and your child have found it to be a valuable experience.

Continuing to discuss the idea presented in this programme with your child as they grow will help to ensure that your child retains and reviews the knowledge they may have attained.

Key learning principles (reviewing and affirming concepts learnt throughout the course)

- Special rules about private parts
- I'm the Boss of My Body
- Yes and No feelings
- Different touches can give us yes and no feelings
- Strategies for dealing with unwanted touching
- Telling keeps us safe
- Secrets versus surprises

What families can do to foster learning

- Teach children to differentiate between secrets and surprises. Encourage a 'no secrets' household or policy
- Help children understand that sometimes adults' behavior is unacceptable. E.g. inappropriate touching
- Encourage grandparents and other carers to support the key learning principles of this programme
- Encourage family members to talk about sexual safety on par with general safety. E.g. If a grown-up touched you in a way that you didn't like and asked you to keep it a secret what would you do?

Thanks again for making your child's safety a priority.

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