

LESSON 2

VOICE: THE RIGHT TO BE HEARD



Today's Lesson: Lesson 2

In today's lesson, your child was introduced to the concept of the **right** to use their **voice**. **Voice** is defined as the ability to speak up about thoughts, feelings, hopes, and fears and if something is making your child feel unsafe or uncomfortable. Your child learned that their **voice** has power — the power to make someone stop and listen. The concept of the **right** to be safe and feel comfortable in one's surroundings was reinforced by the introduction of the **right to a voice**. If a child doesn't feel safe, then they have the **right** to use their **voice** and let others know that something is wrong. Lauren stresses that kids not only have the **right** to use their **voice**, but they may also have to exercise that **right** repeatedly until they get the **2 H's: heard and helped**.

Your child also learned about a safety tool called their **Safety NETWORK**. Your child's **Safety NETWORK** is made up of people they trust and can turn to whenever a situation makes them feel unsafe or uncomfortable. Most people in your child's Safety NETWORK will be trusted adults, with at least one person old enough to drive a car and one from outside the family. **Trusted adults** in your child's **Safety NETWORK** are the ones who can help them make safe decisions and access help in unsafe situations. Some of the people in their **Safety NETWORK** might also be their good friends. This lesson stressed the importance of telling someone in their **Safety NETWORK** if something is unsafe or uncomfortable.



Human Trafficking Prevention

Students have learned they have a right to use their **voice** and that their **voice** has power — the power to communicate their thoughts, feelings, hopes, and fears. This lesson extends the concept of the power of using their **voice** also to communicate needs, opinions, and points of view.

Students also learned about the characteristics necessary for a **trusted adult** to become part of their **Safety NETWORK**. As students created their Safety NETWORK, a **healthy relationship** with these **trusted adults** was critical. Students will be introduced to the idea of **balance of power** and why it is important in a **healthy relationship**. Students will be introduced to the elements of a **healthy relationship** and an **unhealthy relationship** in order to be able to recognize and protect themselves from **unsafe situations**.



Caregiver Connection

In today's video, your child saw what happens when friends notice that Jasmine, one of the kids at the Rec Center, is not acting like herself and seems upset. Concerned, her friends talk to Lauren (their **trusted adult**) about Jasmine's behavior, so she can make sure Jasmine is okay. Lauren discovers that Jasmine's dance instructor has demanded that she come to extra practices in preparation for a recital. Jasmine is excited that she is the lead dancer, but the extra practices caused her to injure her ankle. Although she is in pain, Jasmine is afraid to tell the demanding dance instructor and is scared she will lose the lead role. Jasmine doesn't want to tell her mother because she is afraid her mother might be

disappointed in her if she doesn't dance in the lead role. Lauren helps Jasmine understand that she needs to use her **voice** and tell her mother to stay safe.

Ask your child how today's scenario was resolved. Ask your child if they have ever experienced a situation like Jasmine's. How did they handle it? Did they address it at all? Do they need your help? Explain to your child that they have a **right** to use their **voice**, even with someone in authority. It is important for parents to help their children use their **voice** because that will help their children to be safer, smarter kids!

Extension Activity

Please work with your child to fill out the **Safety NETwork** activity below. Help brainstorm names of people who are considered **trusted adults**. Your child should write the names of the three or more adults who are safe to go to whenever your child feels scared or confused. As you do this with your child, make sure the names you write down are also people with whom you feel your child is safe. At least one person in the **Safety NETwork** must be someone outside the family, and everyone should be old enough to drive a car so that these **trusted adults** can seek help for the child if necessary. Also, be sure to brainstorm with your child about other adults they can turn to for help when a member of their **Safety NETwork** is not available.

Please display the **Safety NETwork** in a prominent place in your house, like the refrigerator. Putting it in a place for everyone to see will reinforce the **trusted adult** principle with your child and help others see that your child has a system to report unsafe behavior. Also, please remember to review your child's **Safety NETwork** with them and help them update it periodically to ensure it stays current.

Safety Network Extension Activity - may be downloaded and printed

- [Steps-to-Safety: Creating a Safety NETwork](#)

Next, help your child send a letter to each member of their **Safety NETwork**. This letter explains how important each member of their **Safety NETwork** is in their life because they are a safe person for your child to go to in any situation where they may need help. Be sure to give these letters to the people in your child's **Safety NETwork**, so they understand the important role they play in your child's life. Below are two options for sharing these letters with your child's **Trusted Adults**.

Send Your Safety NETwork a Letter - pdf

1. Download and print a copy for each **Safety NETwork**. Click the link to view the letter and download the letter: [Safety NETwork Letter - pdf](#)
2. Have your child type or write the name of the **Trusted Adult** on each letter and sign their name at the bottom.
3. Mail or give the letters to your child's **Trusted Adults** in person.

Safety NETwork Letter - email template

1. Click the link to "Make a copy:" [Safety NETwork Letter - email template](#)
2. Replace the text in the template with the **Safety NETwork's** name and your child's name
3. Select all the text on the page and select "copy."
4. Go to your email account and compose a new email.

5. Go to the body of your email to “paste” the text you copied from the template.
6. Add the email address of your child’s **Trusted Adult**.
7. Add a “subject” (Suggested subject title: “You are a Trusted Adult in my Safety NETwork.”)
8. Send.
9. Repeat this process for each **Trusted Adult** in your child’s **Safety NETwork**.

Activities to Try at Home

Try out this interactive web-based activity to learn the vocabulary words for Lesson 2.

- [Let's Practice: Lesson 2 Vocabulary](#)



Tips to Further Today's Lesson

Help your child create their **Safety NETwork**. Your child’s **Safety NETwork** is made up of people they trust and can turn to whenever a situation arises that makes them feel unsafe or uncomfortable. Most people in your child’s Safety NETwork will be trusted adults, with at least one person old enough to drive a car and one from outside the family. Some of the people in their **Safety NETwork** might also be your child’s good friends. **Trusted adults** in your child’s **Safety NETwork** are the people who can help them make safe decisions and access help in unsafe situations.

For more ways to talk to your students about staying safe, visit [Safer Smarter Schools](#). For additional resources, visit [Lauren's Kids](#). To report abuse, call the [ChildHelp National Child Abuse Hotline](#) at 1-800-422-4453, and you will be referred to your local reporting agency.

