



Dear Family,

Wouldn't it be great if there were a way to protect your middle school student from risky behaviors such as bullying, aggression, and substance abuse while improving his or her school success? Fortunately, research shows there is a way to do just that.

This week we begin the Stepping Up program. The program focuses on skills that will help your student succeed in school and in life. These skills include:

- Empathy
- Communication
- Perspective taking
- Respectful disagreement
- Assertiveness
- Emotional management
- Problem solving

You play a vital role in helping your student develop strong social skills. During these next few weeks, the focus of the lessons will be empathy and communication. Ask questions about the skills your student is learning, such as:

- “How do you show someone you’re actively listening to them?”
- “What are some ways you can be an ally to someone?”
- “Why should you try to understand other people’s perspectives?”

If you have any questions about the curriculum, please do not hesitate to contact me for more information. Thank you for supporting your student in learning the skills that lead to success in school and in life.

Sincerely,

P.S. Make sure to join [www.secondstep.org](http://www.secondstep.org) with the activation key **SSP6 FAMI LY12** to watch videos about the *Second Step* program and get information about what your student is learning.



Dear Family,

Middle school is a time when bullying among peers peaks. This week we started a new topic of the Stepping Up program: bullying. Your student is learning to recognize bullying, whether it is happening to the student or to someone else. We are focusing on what students can do about bullying so they can be safe and happy at school.

Here at school, we are creating a safe learning environment. We would like to work with you to make this happen. There are several warning signs that could indicate that your child is experiencing bullying at school. Please be on the alert for:

- Damaged or missing clothing, books, or other belongings
- Unexpected bruises, cuts, or scratches
- Few or no friends to spend time with
- Fear of going to school
- Fear of riding the bus or walking to school
- Taking an illogical or long route home
- An unexpected drop in grades and/or interest
- Unusual moodiness, depression, anxiety, or crying
- Frequent headaches or stomachaches
- Loss of appetite
- Trouble sleeping

If you suspect your student is being bullied, contact \_\_\_\_\_ at our school for help.

Ask your student to talk to you about Stepping Up tips for dealing with bullying and the Bystander Power suggestions. Talk about what might work best for your student. Tell your student about your experiences with bullying, either what you remember from your youth or what you have experienced in the workplace. Ask your student about what kinds of bullying he or she sees happening at school.

Together we can help our youth stay safe and develop confidence and empathy during the middle school years.

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Dear Family,

Have you ever made a decision when you were angry or frustrated that you later regretted? When emotions are intense, it is hard for anyone, especially young adolescents, to think straight. Strong feelings of anger can lead to aggression and violence. Students can also struggle to make good choices when they experience strong feelings of sadness, jealousy, anxiety, or even happiness.

This week we started our Stepping Up lessons about managing emotions. Your student is learning the Steps for Staying in Control of strong emotions. Students are learning that emotions come from one part of their brain, but that they also have a thinking part of their brain that helps them stay in control.

The Steps for Staying in Control are:

- Notice.** Recognize your physical and mental signs.
- Pause.** Use your signal.
- Think twice.** Use your brain.
- Calm down if necessary.** Use your calming-down strategies.
- Reflect.** How did you do?

Ask your student about the steps. Help your student remember to pause and think twice before doing something he or she might regret.

The strategies for calming down are useful for anyone, adult or teen. They are:

- Doing something physically active**
- Doing something relaxing**
- Thinking about something else (like counting to ten)**
- Using centered breathing**
- Using positive self-talk**

Ask your student to show you how these work!

Staying in control helps students get along with others and focus on their schoolwork. Both of these things help them be more successful in school. Thank you for your support in creating a successful learning environment for your student.

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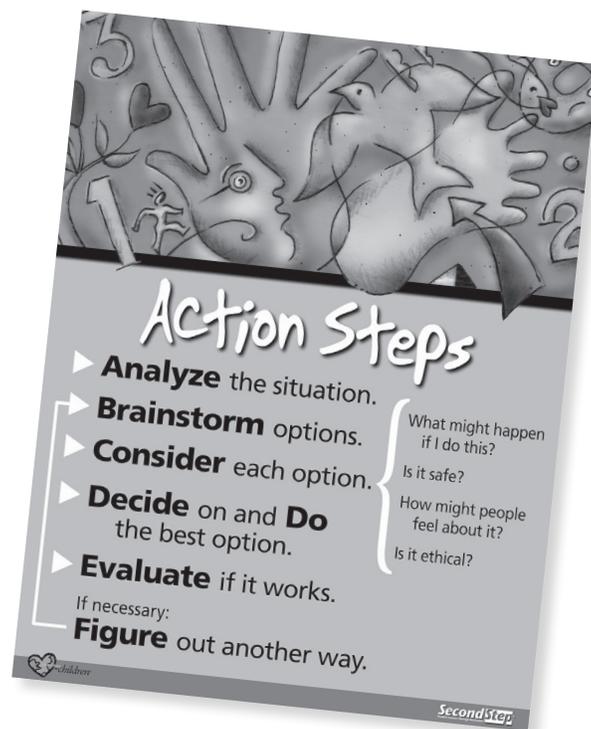


Dear Family,

As young people grow up, they are faced with more complex situations to deal with. Problems can arise with friends, at school, and at home. Addressing problems in a thoughtful way is an important life skill.

The next theme in the Stepping Up program is solving problems in everyday life. These can be any kind of problems, including those involving other people. The students are learning a process for solving problems called the Action Steps. The process has six parts:

- A: Analyze the situation.
  - B: Brainstorm options.
  - C: Consider each option.
  - D: Decide on and Do the best option.
  - E: Evaluate if it works.
- If necessary:*
- F: Figure out another way.



When students analyze a situation, they are learning to really think about the other person's perspective—how that person feels and what he or she might need or want. They are realizing that problems often arise when two people see things differently and need or want different things.

The Action Steps help students respectfully solve problems with others. Students who can solve problems in a peaceful way are more successful in school. They can use the Action Steps now in school or later in the workplace.

Try it out at home. Next time you have a problem, ask your student to use the Action Steps with you to solve the problem. The back of this letter has a form you can use that will guide you through the Action Steps.

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**Action Steps**

**Analyze the situation.**

What is the problem? \_\_\_\_\_

How do I feel? \_\_\_\_\_

What do I need or want? \_\_\_\_\_

Do I need more information? \_\_\_\_\_

**Brainstorm options (without first judging them as good or bad).**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Consider each option.**

What might happen if I do this? \_\_\_\_\_

Is it safe? \_\_\_\_\_

How might people feel about it? \_\_\_\_\_

Is it ethical? \_\_\_\_\_

**Decide on the best option.**

The best option is \_\_\_\_\_.

**Do the best option. Create a plan.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Evaluate if it works.**

*If necessary:*

Figure out another way.



Dear Family,

Middle school is often a time when students first hear about using alcohol and other drugs, see it happening, or begin to experiment themselves. To keep your student safe and on track at school, we have started the final topic in the Stepping Up program: substance abuse prevention. When young people use alcohol or other drugs, it gets in the way of school success, and it is linked to increased involvement in violence and other risky behaviors.

New brain studies show that during their teenage years and into their twenties, young people's brains are still developing. These studies show that using alcohol or other drugs at this time has a far more damaging effect than it does on an adult's brain.

The good news is that studies also show that families can play a big role in preventing the use of alcohol and other drugs by young people.

Here are five things you can do to make a difference:

1. Give your student a clear message that it is not okay to drink or use other drugs. Discuss personal, family, social, or religious values that give your student reasons not to use.
2. Arrange for supervision for your student between the hours of 2:00 p.m. and 6:00 p.m. Research suggests that these are the peak hours for teen drug and alcohol use.
3. Get to know your student's friends and their families. You can help each other keep your students safe.
4. Help your student make a plan for how he or she might avoid or resist both internal and external pressure to use.
5. Make sure an adult is supervising any party your student attends.

Please be aware that students often get alcohol and other drugs, especially inhalants, from their own homes.

Your student will be bringing home fact sheets about the personal, health, and social consequences of using alcohol and other drugs. Please read through these facts with your student. Together we can help keep your student safe and healthy.

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