GINGER’S PLAN

COLLECTION 1 • EVERYDAY PERSONAL SAFETY

Everyday safety, trusted adults, boundaries, and asking for help

Ready-to-use • Flexible • Conversation-centered

My Trusted Adults

Age range: 4–8 **Time:** 20 minutes

Learning goal

Children identify at least two trusted adults and practice asking them for help.

Materials

Paper, crayons, trusted-adult worksheet or blank paper

Teach it

1. Explain: a trusted adult is someone who listens, helps, and works to keep children safe. Children can have trusted adults at home, school, and in their community.

2. Invite children to name adults they know. Help them identify more than one person in case their first choice is unavailable.

3. Draw a ‘helping hand’ with one trusted adult’s name on each finger or draw a small safety team.

4. Model the words: ‘I need help,’ ‘I feel uncomfortable,’ and ‘Please stay with me.’

Talk together

• Who could you tell if your first trusted adult is not available?
• What does a helpful adult do when you tell them something important?
• Can you name a trusted adult at school or in your community?

Practice

Role-play asking a trusted adult for help with a lost item, a worry, or feeling unsafe. Reinforce that children may keep telling safe adults until someone helps.

Take-home connection

At home, make a family ‘trusted adult list’ together and identify how to reach each person.

Check for understanding: Ask the child to explain or demonstrate one safe action in their own words.

My Body, My Boundaries

Age range: 4–9 **Time:** 25 minutes

Learning goal

Children practice expressing boundaries and understand that they can seek help when a boundary is ignored.

Materials

Paper, crayons, scenario cards made by educator

Teach it

1. Teach simple boundary phrases: ‘No,’ ‘Stop,’ ‘I don’t like that,’ and ‘I need space.’

2. Explain that children can choose whether they want a hug, high-five, or no touch; they should respect others’ choices too.

3. Discuss safe, caring touch versus touch that is confusing, uncomfortable, or unwanted. Avoid asking children to disclose personal experiences in front of a group.

4. Teach the response: say no or move away if possible, then tell a trusted adult. If one adult does not help, tell another.

Talk together

• What can you say when you do not want a hug?
• What should you do if someone ignores your ‘stop’?
• Is it ever okay to ask for help about an uncomfortable secret?

Practice

Practice respectful greetings and boundary statements using fictional scenarios. Children can pass on any role-play.

Take-home connection

Caregivers can ask permission before hugs or tickling and model respecting ‘stop.’

Check for understanding: Ask the child to explain or demonstrate one safe action in their own words.

Safe or Unsure?

Age range: 5–9 **Time:** 20 minutes

Learning goal

Children recognize that uncertain situations are a cue to pause and check with a trusted adult.

Materials

Three signs/cards: SAFE, UNSURE, GET HELP

Teach it

1. Introduce three responses: SAFE (continue with normal awareness), UNSURE (pause and check), and GET HELP (move to safety and tell an adult).

2. Read everyday scenarios: a known caregiver changes pickup plans; a stranger asks a child to go somewhere; a friend wants to play in a new area.

3. Let children choose a response card. Emphasize that children are not responsible for predicting danger perfectly.

4. Teach the rule: when unsure, stop, stay near safe people, and check with a trusted adult.

Talk together

• What does ‘unsure’ feel like in your body?
• Who can help you check a plan?
• What if someone says ‘don’t tell your grown-up’?

Practice

Sort scenario cards into the three response groups and explain choices. There may be more than one reasonable answer.

Take-home connection

Practice checking unexpected changes to plans with the caregiver before acting.

Check for understanding: Ask the child to explain or demonstrate one safe action in their own words.

QUICK PLANNING NOTES

Use these notes to adapt the lesson to your child or classroom. Keep discussions supportive, avoid pressuring children to share personal experiences, and follow your school or family safeguarding procedures.

What went well?

What should we practice again?