FAMILY SAFETY PRACTICE KIT

Small conversations. Useful words. Shared plans.

01 Remember the five steps

A poster and mini reminders for everyday conversations.

02 Make a family plan

Contacts, pickup checks, online support, and meeting places.

03 Practice real situations

24 cut-out conversation cards with caregiver discussion notes.

04 Keep building confidence

A practice week, words to try, bookmarks, and a certificate.

For children ages 8-12 and the adults supporting them. Read together. You may speak, write, point, sign, or use a communication device.

A printable companion from Netkop Studio



Start small. Practice together.

Choose one page or one card. A calm five-minute conversation is enough.

Print only what you need

Use US Letter paper at 100%. For A4, select Fit. Print single-sided for cut-out cards. Color is optional; every page also works in grayscale.

Make it comfortable

Use pretend situations. Let children pass on a question, take a break, or answer in their own way. Do not stage a real hazard or surprise test.

Listen before teaching

Ask what the child notices and who could help. Offer one useful sentence. Several safe responses may work.

Keep information private

Store completed plans securely. Keep contact cards inside a bag or wallet. Do not post filled-in pages online.

Adults make the plan work

Confirm school or activity procedures yourself. Review contacts and arrangements when they change. This kit supports conversation; it does not replace adult supervision or emergency services.

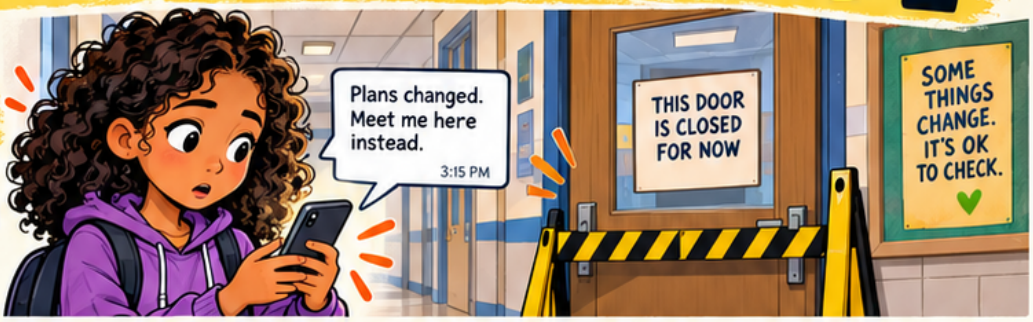
You do not have to follow the five steps in order. In immediate danger, move away if you can and get adult help. Being harmed is never a child's fault.



MY 5-STEP SAFETY GUIDE

1 NOTICE

Something may need a check.



2 PAUSE OR MOVE AWAY

Move toward a safer place if you can.



3 CHECK THE ARRANGEMENT

Ask an adult to confirm changes.



4 ASK FOR HELP

If one adult does not help, tell another.



5 LET ADULTS TAKE RESPONSIBILITY

You do not have to handle this alone.



You do not have to follow the steps in order.

Being harmed is never your fault.

NETKOP STUDIO | AGES 8-12

Little reminders, big support

Cut along the box edges. Keep a reminder where you can see it.

MY FIVE SAFETY STEPS

1. **Notice**
2. **Pause or move away**
3. **Check the arrangement**
4. **Ask for help**
5. **Let adults take responsibility**

Get help whenever you need it. You do not have to finish the steps first.

MY FIVE SAFETY STEPS

1. **Notice**
2. **Pause or move away**
3. **Check the arrangement**
4. **Ask for help**
5. **Let adults take responsibility**

Get help whenever you need it. You do not have to finish the steps first.



FILL IN WITH AN ADULT

My private contact card

An adult checks that numbers are current. Keep the completed card inside a bag or wallet.

PEOPLE I CAN ASK FOR HELP

Trusted adult / role: _____

Phone: _____

Backup adult / role: _____

Phone: _____

If I am separated: ask staff at a nearby staffed help point. Stay in a safer public place while they contact my caregiver.

PEOPLE I CAN ASK FOR HELP

Trusted adult / role: _____

Phone: _____

Backup adult / role: _____

Phone: _____

If I am separated: ask staff at a nearby staffed help point. Stay in a safer public place while they contact my caregiver.



My circle of support

Choose more than one adult. A trusted adult listens, respects boundaries, and acts to protect you.

At home or in my family - an adult and a backup:

At school - an adult and a backup:

At an activity - an adult and a backup:

How I can ask for a private conversation:

Use roles instead of names if this page will be shared. If an adult does not help, tell another. You never need perfect words to deserve support.



Our pickup check plan

Complete this together and confirm it with the school or activity staff.

Our usual pickup arrangement:

Where I wait with staff or supervision:

How staff confirm an unexpected change with my caregiver:

What I can say if the plan changes:

Ask staff to use contact information they already hold. Stay with supervision while checking. A family password may support a plan but never replaces adult verification or release procedures.



Our online support plan

You can ask for help even if you clicked, replied, shared something, or broke a rule.

An adult I can show a worrying message to:

What we keep private online:

What I can do if someone pressures me or asks for secrecy:

Who helps us use reporting, blocking, and privacy settings:

A familiar name, photo, or voice does not prove who is contacting you. Check unusual requests with a caregiver through a known route. You do not need to keep replying.



Our family safety plan

If we become separated, our agreed plan is:

A staffed help point I can recognize:

Our meeting place, if safe and accessible:

How we get adult help if our usual contact is unavailable:

An adult will review this plan on:

Adults choose arrangements suitable for the child and setting. This page is not a fire escape plan. For urgent danger, adults follow local emergency guidance.



One week of small practice

No scores. No perfect answers. Repeat any activity that feels useful.

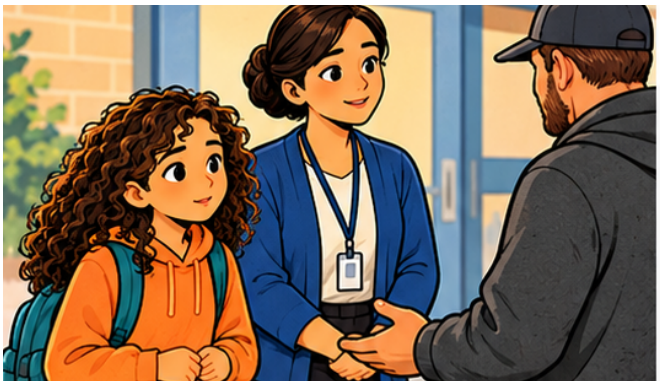
Day 1	Choose two adults you can ask for help.
Day 2	Practice: "I need help checking this."
Day 3	Review your pickup plan with a caregiver.
Day 4	Talk about one online message card.
Day 5	Point out a staffed help point together.
Day 6	Try a kind, firm boundary sentence.
Day 7	Choose one thing to practice again.



WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 01



A changed pickup

Someone says your caregiver sent them to collect you. This is not your usual plan.

What needs a check? Who could help?

CARD 02



A familiar voice

A voice message sounds like a relative. It asks you to leave the activity without telling staff.

What needs a check? Who could help?

CARD 03



A new meeting spot

A friend texts that pickup moved to a quiet parking area. Staff have not confirmed it.

What needs a check? Who could help?

CARD 04



A ride offer

A person you know offers a ride while you are waiting with your group.

What needs a check? Who could help?

WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 05



A private question

Someone in a game asks for your full name, school, and the time you walk home.

What needs a check? Who could help?

CARD 06



A pressure message

An online player says you must send a photo to prove you are a good friend.

What needs a check? Who could help?

CARD 07



An unexpected link

A message promises a game reward if you open a link and enter your password.

What needs a check? Who could help?

CARD 08



A hurtful group chat

People in a group chat start targeting one child. They tell you to join in.

What needs a check? Who could help?

WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 09



An unwanted hug

Someone wants a hug. You would prefer to wave.

What needs a check? Who could help?

CARD 10



A secret that worries you

Someone asks you to keep a secret that makes you worried or uncomfortable.

What needs a check? Who could help?

CARD 11



A risky dare

Friends dare you to enter a place marked for staff only.

What needs a check? Who could help?

CARD 12



A joke that continues

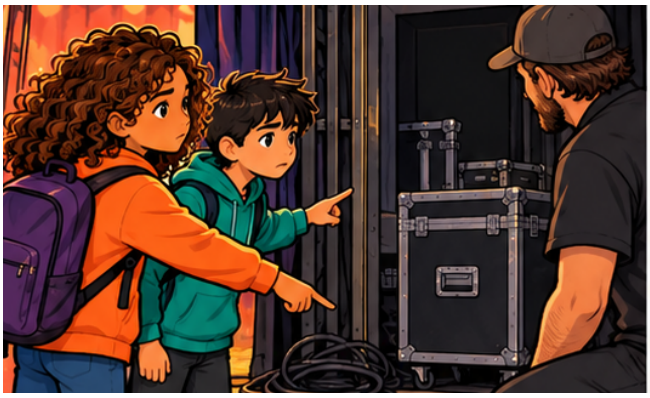
You ask someone to stop a hurtful nickname. They keep using it.

What needs a check? Who could help?

WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 13



A blocked route

A heavy prop blocks a doorway before rehearsal. You cannot move it safely.

What needs a check? Who could help?

CARD 14



An unknown bottle

You notice a bottle with no label on a table. A friend wants to open it.

What needs a check? Who could help?

CARD 15



Something on the floor

You notice a small unknown object that might be a pill. A younger child is nearby.

What needs a check? Who could help?

CARD 16



A changing activity

An activity starts to feel unsafe, but a friend says stopping would spoil the fun.

What needs a check? Who could help?

WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 17



Separated in a shop

You look up and cannot see your caregiver. There is a staffed service desk nearby.

What needs a check? Who could help?

CARD 18



A missed meeting

Your usual adult is not at the agreed meeting place. Your activity leader is still there.

What needs a check? Who could help?

CARD 19



An unfamiliar route

A friend suggests a shortcut away from the agreed route. Your caregiver does not know.

What needs a check? Who could help?

CARD 20



A boundary at school

A classmate keeps taking photos of you after you ask them to stop.

What needs a check? Who could help?

WHAT WOULD YOU DO?

Talk together. More than one safe response may work.

CARD 21



Words will not come

You want help, but you feel frozen and cannot explain everything aloud.

What needs a check? Who could help?

CARD 22



The first adult does not help

You tell an adult about a problem. They brush it off and nothing changes.

What needs a check? Who could help?

CARD 23



You already replied

You answered a worrying message before realizing something was wrong.

What needs a check? Who could help?

CARD 24



A friend needs support

A friend tells you something worrying and asks you never to tell an adult.

What needs a check? Who could help?

CONVERSATION NOTES FOR ADULTS

Discussion ideas, not a test. Adapt to your child, setting, and established procedures.

01 Stay with staff. Ask them to verify pickup using contact information they already hold.

02 A voice alone is not confirmation. Ask staff to check with the caregiver through a known route.

03 Do not leave supervision for an unconfirmed message. Ask staff to verify the change.

04 Knowing someone does not confirm the pickup arrangement. Let responsible staff check.

05 Keep identifying details private. Show a caregiver the request and discuss privacy settings.

06 Do not send a photo under pressure. Stop replying if possible and ask a trusted adult for support.

07 Avoid entering a password through an unexpected link. Ask an adult to check it through the official service.

08 Do not join the targeting. Get adult support; discuss reporting and a safer way to support the child.

09 Offer a wave or say, "No hug, thanks." Adults should respect the child's boundary.

10 A worrying secret can be shared with a trusted adult. No promise of secrecy should block help.

11 Decline the dare and stay in an allowed area. Ask staff or a caregiver for support.

12 Seek adult help if the behavior continues. The child does not have to solve repeated mistreatment alone.

CONVERSATION NOTES FOR ADULTS

Discussion ideas, not a test. Adapt to your child, setting, and established procedures.

13 Leave the heavy object for staff to handle. Tell them which route is blocked.

14 Leave it closed and untouched. Tell a responsible adult so they can secure it.

15 Do not touch or taste it. Alert an adult promptly and keep others away if safe to do so.

16 Pause or leave the activity if possible. Tell the responsible adult what feels unsafe.

17 Ask staff at the service desk to contact the caregiver. Do not leave with an unverified helper.

18 Stay with the activity leader. Ask them to use the existing contact and release procedure.

19 Keep to the agreed plan where safe and ask a caregiver to check any change.

20 Ask for the photos to stop if able. Tell a school adult and get help with next steps.

21 Point, write, sign, show a message, or use a device. Adults should give time and support.

22 Tell another trusted adult. Children deserve help even when the first response was poor.

23 Ask for help now. Responding earlier does not make the child responsible for someone else's actions.

24 Listen kindly and involve a trusted adult. Do not promise secrecy when someone may need protection.

Words I can borrow

Choose a sentence. Practice with an adult or change it to sound like you.

I need help checking this.

Please confirm my pickup before I go.

No, thank you. I would rather wave.

Please stop. I do not like that.

Can I talk to you privately?

I got a message that worries me.

I need another adult to help.

I cannot explain it all yet. Please stay with me.

My own words or another way I can ask:



A plan we actually use

Review together after a change in school, activities, devices, or family arrangements.

- [ ] We have more than one adult the child can approach.
- [ ] School and activity staff have current contact details.
- [ ] The child knows where to wait while pickup is checked.
- [ ] We have practiced asking for help without a surprise test.
- [ ] We have discussed online privacy and pressure.
- [ ] The child knows help is available after a mistake.
- [ ] Completed contact pages are stored privately.
- [ ] We have agreed when to review our arrangements.

One thing we will improve:

Review date:



CERTIFICATE OF PRACTICE

Presented to

for practicing how to notice concerns, ask for support, and make everyday plans with trusted adults.

I do not have to be perfect to deserve help.
Adults are responsible for protecting children.

Something I practiced:

Date: _____ **Supporting adult:** _____



Keep a helpful reminder

Cut along the edges. Keep personal contact details off visible bookmarks.

PAUSE. CHECK. ASK.

Notice

Pause or move away

Check the arrangement

Ask for help

Let adults take responsibility

Adults are responsible for protecting children.

YOUR VOICE MATTERS.

You can say no.

You can ask for privacy.

You can use words, writing, signs, or a device.

You can tell another adult.

Adults are responsible for protecting children.

HELP IS FOR YOU.

Even if you froze.

Even if you stayed quiet.

Even if you already replied.

Even if you are unsure.

Adults are responsible for protecting children.

