

K-2 / 15 minutes / TEACHER PLAN

Helpful choices, helpful adults

Students practice naming a helpful choice and asking a trusted adult for support.

Before class

Color and talk worksheet, crayons; or plain paper.

Preview the lesson and adapt it to approved school guidance. Use fictional examples; students may pass. Do not collect private student or medical information.

0-2 min / Welcome

Say: "We all need help sometimes. Today we will practice a small choice that can help us and others."
Students may listen, point or talk; sharing a personal experience is not required.

2-6 min / Look together

Show the coloring scenes. Ask: "What is this child doing? Who could help? What words could the child use?"
Model: "I noticed something. Can you help me?"

6-11 min / Color and choose

Students color one scene or draw an imaginary helpful moment. Invite them to point to a helpful action. Keep the activity at the desk; do not send children searching for hazards.

11-15 min / Close

Invite a volunteer to finish: "If I need help, I can..." Recap your school's approved way to contact a trusted adult. Students can pass.

Access & participation

Read aloud, provide processing time and accept spoken, written, drawn or pointing responses. Follow individual accommodations. No public speaking or personal disclosure is required.

K-2 / STUDENT ACTIVITY

Helpful choices, helpful adults

Think it through. Choose a helpful next step.

These examples are imaginary. Write, draw or discuss your response. You do not need to share a personal experience. For younger learners: an adult reads the prompts.

01 / A child sees water on the floor. What could they do?

What could this person do next?

02 / A child does not understand a direction. What could they say?

What could this person do next?

03 / A child cannot find the adult they normally ask. What next?

What could this person do next?

One thing to take with you

Point to one helpful action in the picture, or say one sentence you could use to ask for help.

K-2 / TEACHER ANSWER GUIDE

Talk about the why.

01 / Discussion point

Keep away and tell a nearby adult. Children do not need to investigate or clean unknown spills.

02 / Discussion point

"Could you explain that again?" Asking is a useful choice.

03 / Discussion point

Use the school's approved way to reach another trusted adult. The teacher should explain that route without asking children to disclose private details.

Optional family message

Today we practiced asking a trusted adult for help. You can ask your child, "What words could you use when you need help?" There is nothing to return.

Reference / scope

Original classroom discussion; use your school's approved guidance.

Discussion and learning only. This is not emergency response training or a substitute for qualified school guidance.