



**RAISING TACTICAL
DAUGHTERS**

Strong. Prepared. Confident.

RAISING HER READY.

THE FATHER-DAUGHTER FIELD GUIDE

15 real-world exercises. Five stages of growing up.
One goal: raising a daughter who is ready for life.

TALK IT THROUGH. PRACTICE IT TOGETHER.

Space to think, write, and build a plan of her own.

PREPARED BY KEVIN M. COLES

A practical companion to the Raising Her Ready online guide



HOW TO USE THIS GUIDE

Practice beats a lecture.

A companion workbook, not a summary of the online guide.

This field guide is built for real conversations between fathers and daughters. Pick the age range that fits her development. You do not need to complete every exercise in one sitting. Most take 10 to 15 minutes.

1 / Read the scenario

Let her respond before offering your answer. You are learning how she thinks.

2 / Practice out loud

Role-play the actual words she could use. Keep the practice calm and age-appropriate.

3 / Write down a plan

Use the space on each page to capture her own response, a contact, or one improvement.

4 / Revisit it

Repeat exercises when life changes: a new school, first phone, first car ride, or a move away from home.

Our family rule

If she asks for help, focus on safety first. You can discuss mistakes, rules, and consequences afterward. Never make an unrealistic promise of secrecy when someone may be at risk.

A note on readiness

The ages are starting points, not a test. Adapt the activities for your daughter's development, disability-related needs, and lived experience. If a scenario causes distress, stop and return later.

What to bring

A pen, ten quiet minutes, and a willingness to listen. That is enough.



EXERCISE 01 / AGES 5-7

THE LOST-IN-THE-STORE DRILL

ASK FOR HELP WITHOUT PANIC | 10-15 MINUTES

THE SITUATION

At home, pretend you have become separated in a busy store. Your daughter cannot see you, but she can see a staffed checkout.

DO THIS TOGETHER

Take turns playing your daughter and the employee. Ask her to stop, look for a staffed counter, and say: "I cannot find my parent. Can you help me?" Practice giving a parent's name and phone number.

ASK HER

- What would you do first?
- Who would you ask for help?
- What information could you give them?

DAD'S COACHING NOTES

Do not stage a real separation. Praise asking for help, not perfect memorization. Teach her to stay with the employee while help is arranged.

WHAT SUCCESS LOOKS LIKE

She can ask for help clearly and identify at least one appropriate helper.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 02 / AGES 5-7

THE POWER OF NO

PRACTICE A BOUNDARY IN A SAFE SETTING | 10-15 MINUTES

THE SITUATION

An adult relative asks for a hug. Your daughter would rather wave. The adult says, "Come on, do not be rude."

DO THIS TOGETHER

Role-play three responses: "No thank you," "I would rather wave," and "Please stop asking." Dad plays the adult, then demonstrates respecting the first no.

ASK HER

- What would you say?
- What if the person looks disappointed?
- Who can you tell if they keep pushing?

DAD'S COACHING NOTES

Never pressure her to hug someone during the exercise. Explain that kindness and consent can coexist.

WHAT SUCCESS LOOKS LIKE

She can say no without needing to apologize or explain.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 03 / AGES 5-7

THE HELP CIRCLE

KNOW WHO IS ON HER TEAM | 10-15 MINUTES

THE SITUATION

Something upsetting happens while Dad is unavailable. Your daughter needs another safe adult to tell.

DO THIS TOGETHER

Draw a circle with her name in the center. Add up to five trusted adults by name and where she can find them. Practice asking each for help; identify another person if the first does not listen.

ASK HER

- Who could help at school?
- Who could help at home?
- What would you do if the first person was unavailable?

DAD'S COACHING NOTES

Choose people based on demonstrated trust and access, not title alone. Review names when teachers or caregivers change.

WHAT SUCCESS LOOKS LIKE

She can name multiple people she can approach for help.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 04 / AGES 8-10

THE SLEEPOVER TEST

THINK THROUGH A CHANGED PLAN | 10-15 MINUTES

THE SITUATION

At a sleepover, the supervising adult leaves unexpectedly. An older child starts making everyone uncomfortable. Your daughter wants to go home.

DO THIS TOGETHER

Read the scenario without supplying answers. Ask her to identify what changed, where she could wait safely, and how she would contact Dad or another trusted adult.

ASK HER

- What changed from the original plan?
- Who would you contact?
- What if someone says you are overreacting?

DAD'S COACHING NOTES

Practice before an actual sleepover. Adults still need to vet supervision, sleeping arrangements, and emergency contacts.

WHAT SUCCESS LOOKS LIKE

She knows she can leave and does not need to justify discomfort.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 05 / AGES 8-10

THE EXIT PLAN

ASK FOR PICKUP WITHOUT EMBARRASSMENT | 10-15 MINUTES

THE SITUATION

Your daughter is at a friend's home and wants to leave, but does not want to explain why in front of everyone.

DO THIS TOGETHER

Agree on an optional family code phrase. Have her practice sending it. Dad responds by confirming pickup arrangements, not asking questions in the group chat. Also practice a direct request.

ASK HER

- What phrase would feel natural?
- What should Dad text back?
- Who is our backup if Dad cannot come?

DAD'S COACHING NOTES

A code is never required. If she is in immediate danger, she should seek help immediately, not wait for a coded message.

WHAT SUCCESS LOOKS LIKE

She knows two ways to request help and a backup contact.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 06 / AGES 8-10

THE AWARENESS WALK

NOTICE USEFUL DETAILS WITHOUT FEAR | 10-15 MINUTES

THE SITUATION

You enter a library, sports center, or other familiar public space together.

DO THIS TOGETHER

Walk through normally. Ask her to point out a staffed help desk, two possible exits, and a meeting point. Discuss how to ask for help if separated.

ASK HER

- Where could you ask for help?
- Which exit would you use if one were blocked?
- Where would we meet?

DAD'S COACHING NOTES

Do not turn this into a threat-hunting game. Keep it calm and focused on practical orientation.

WHAT SUCCESS LOOKS LIKE

She can identify help, exits, and a meeting point.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 07 / AGES 11-13

THE STRANGER IN THE PHONE

SPOT PRESSURE IN A FICTIONAL CHAT | 10-15 MINUTES

THE SITUATION

A gamer says they are thirteen, compliments your daughter, then asks her to move to a private app and keep the chat secret.

DO THIS TOGETHER

Read each message together. Circle the first warning sign. Practice ending the conversation, blocking, reporting, and telling a trusted adult.

ASK HER

- What do we actually know about this person?
- Which message changes the situation?
- What would you do next?

DAD'S COACHING NOTES

Do not use a real stranger to test her. Emphasize that an online profile does not verify identity.

WHAT SUCCESS LOOKS LIKE

She identifies secrecy and pressure and knows how to stop contact.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 08 / AGES 11-13

THE DIGITAL FOOTPRINT AUDIT

SEE WHAT A PUBLIC PROFILE REVEALS | 10-15 MINUTES

THE SITUATION

A fictional profile shows a school logo, sports schedule, birthday post, and location-tagged photo.

DO THIS TOGETHER

Have her list what an unfamiliar viewer could learn. Then review privacy settings on her actual apps together, explaining every change.

ASK HER

- What could someone infer?
- What does not need to be public?
- How do you block or report someone?

DAD'S COACHING NOTES

Make this a collaboration, not a surprise search through private conversations. Adjust to her maturity and household rules.

WHAT SUCCESS LOOKS LIKE

She can identify unnecessary disclosures and change key settings.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 09 / AGES 11-13

THE GROUP CHAT DECISION

HANDLE SOCIAL PRESSURE ONLINE | 10-15 MINUTES

THE SITUATION

Friends start sharing an embarrassing image of a classmate. Someone tags your daughter and asks her to repost it.

DO THIS TOGETHER

Ask her to write a response, decide whether to leave or mute the chat, and identify an adult or school contact if someone is being harmed.

ASK HER

- What could you say without escalating?
- What should you not forward?
- Who needs help?

DAD'S COACHING NOTES

Never redistribute intimate images of minors. If such material appears, seek appropriate adult and platform support.

WHAT SUCCESS LOOKS LIKE

She can refuse participation and seek help without spreading harm.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 10 / AGES 14-16

THE PARTY CHANGES

RECOGNIZE WHEN THE PLAN NO LONGER WORKS | 10-15 MINUTES

THE SITUATION

Your daughter arrives at a gathering with friends. Later, the supervision changes and someone offers her an unknown drink.

DO THIS TOGETHER

Have her identify three decision points: whether to stay, how to contact a safe person, and how to leave. Practice a short pickup message.

ASK HER

- What changed?
- What would make you leave?
- What is the backup ride?

DAD'S COACHING NOTES

Do not teach her that she must prove a situation is dangerous before leaving. Discuss impairment and consent without shame.

WHAT SUCCESS LOOKS LIKE

She can name a safe exit and transportation backup.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 11 / AGES 14-16

THE PASSENGER SEAT

SPEAK UP ABOUT UNSAFE DRIVING | 10-15 MINUTES

THE SITUATION

A friend driving home starts speeding and looking at her phone. Everyone else laughs.

DO THIS TOGETHER

Role-play a first request to slow down, a firmer follow-up, and asking to stop at a safe populated location. Plan who she can call for a ride.

ASK HER

- What would you say first?
- What if the driver laughs?
- Where could you safely stop?

DAD'S COACHING NOTES

Never suggest jumping from a moving vehicle or distracting the driver. Immediate danger may require emergency services.

WHAT SUCCESS LOOKS LIKE

She can speak up and identify a safe alternative ride.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 12 / AGES 14-16

THE BOUNDARY CHALLENGE

SAY NO UNDER PRESSURE | 10-15 MINUTES

THE SITUATION

Someone she is dating keeps insisting on something she has already declined. They say, "If you cared, you would."

DO THIS TOGETHER

Practice a clear no, a disengagement line, and a plan to seek support if pressure continues. Reverse roles to discuss respecting others' boundaries.

ASK HER

- What would you say?
- What does the pressure tell you?
- Who could support you?

DAD'S COACHING NOTES

Avoid teaching that she owes an argument. Sometimes leaving or seeking help is safer than confronting.

WHAT SUCCESS LOOKS LIKE

She can identify coercion and choose a safe next step.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 13 / AGES 17+

THE RIDESHARE CHECK

VERIFY BEFORE GETTING IN | 10-15 MINUTES

THE SITUATION

A car pulls up, but its license plate does not match the app. The driver says the app made a mistake.

DO THIS TOGETHER

Open a rideshare app together without booking if not needed. Locate the plate, car details, driver identity, trip sharing, and safety tools. Practice declining a mismatch.

ASK HER

- Which details must match?
- What if the driver asks for cash outside the app?
- How do you share trip status?

DAD'S COACHING NOTES

Never enter a vehicle with mismatched details. Use in-app support and emergency services as appropriate.

WHAT SUCCESS LOOKS LIKE

She can verify a ride and refuse one that does not match.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 14 / AGES 17+

THE PLAN FALLS APART

BUILD BACKUP PLANS | 10-15 MINUTES

THE SITUATION

She is away from home. Her phone dies, her ride cancels, and her wallet is missing.

DO THIS TOGETHER

Write a three-step recovery plan: get to a staffed safe location, contact a trusted person using memorized or written details, and arrange verified transport or assistance.

ASK HER

- Which number do you know without your phone?
- Where can you ask for help?
- What is your backup payment option?

DAD'S COACHING NOTES

Do not rely solely on technology. Keep essential contact details accessible securely.

WHAT SUCCESS LOOKS LIKE

She has a practical backup for communication and transport.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



EXERCISE 15 / AGES 17+

THE FIRST APARTMENT WALKTHROUGH

UNDERSTAND A NEW SPACE | 10-15 MINUTES

THE SITUATION

She has moved into a dorm or apartment and is responsible for her own routines.

DO THIS TOGETHER

Walk through exits, door and window locks, smoke alarms, authorized maintenance access, and emergency contacts. Write down who to call for building issues.

ASK HER

- What if the main exit is blocked?
- How do you verify maintenance?
- What if you arrive to an open door?

DAD'S COACHING NOTES

If entry appears forced, do not enter to investigate. Seek a safe location and contact appropriate help.

WHAT SUCCESS LOOKS LIKE

She can explain her exit plan and key emergency contacts.

OUR ANSWER / OUR PLAN

ONE THING WE WILL PRACTICE AGAIN:



Our Family Safety Agreement

Fill this in together. Keep a copy where you can both find it.

Daughter's preferred way to ask for help:

Primary pickup/contact person and number:

Backup trusted adult and number:

Optional code phrase (not required to request help):

If the plan changes, we will communicate by:

Safe meeting place or pickup procedure:

What we agree to

DAUGHTER: I will speak up when I need help. I do not need to wait until a situation becomes an emergency.

DAD / CAREGIVER: I will focus on getting you safe before discussing decisions or consequences. I will listen without humiliating you.

We will review this agreement whenever contacts, schools, transportation, or living arrangements change.

Date reviewed: _____



Questions worth asking

Choose two or three. Listen longer than you talk.

01. What is one situation where you wish adults listened to kids more?
02. Who makes you feel comfortable asking a difficult question?
03. What would you do if the first adult you told did not listen?
04. What is the difference between being polite and agreeing?
05. What does your body feel like when you are uncomfortable?
06. When is it okay to change your mind?
07. What makes someone trustworthy over time?
08. What would you want me to do if you called for a ride?
09. How could you help a friend who feels unsafe?
10. What is one rule you understand and one you want explained?
11. What would you do if a group chat turned cruel?
12. What information should strangers not learn from your profile?
13. What does someone respecting your no look like?

A conversation I want to revisit



Questions worth asking

Choose two or three. Listen longer than you talk.

- 14. How can you tell when a friend is pressuring you?
- 15. Who would you call if your phone stopped working?
- 16. How would you leave a party if your ride became unsafe?
- 17. What is a warning sign in a dating relationship?
- 18. What makes an apology meaningful?
- 19. How do you decide when to trust your instincts?
- 20. What would make it easier to tell me about a mistake?
- 21. How would you check a rideshare before entering?
- 22. What would you do if a plan changed while traveling?
- 23. What is one responsibility you want to handle yourself?
- 24. Where would you go for help in a new neighborhood?
- 25. What do you want me to trust you with next?

A conversation I want to revisit



The Annual Check-In

One conversation every year. Keep the older pages and see how her judgment grows.

Date / Age / Grade or life stage:

Something new I am doing independently:

A situation I handled well this year:

A situation I want help thinking through:

A boundary I want others to respect:

One new skill we will practice together:

Who I can contact when Dad is unavailable:

Our next check-in

Month / year: _____

Dad's commitment: I will give her more room to make decisions as she demonstrates readiness, and I will stay available when she needs support.



KEEP BUILDING

You will not always be beside her.

But what you practice together can stay with her.

This workbook is not about making a daughter afraid of the world. It is about giving her choices: the confidence to say no, the judgment to notice when plans change, and the certainty that she can ask for help.

You do not need a perfect conversation. You need enough ordinary conversations that the difficult ones are easier to start.

Use the full guide

The companion Raising Her Ready webpage explains the age-by-age principles behind these exercises. Return to it as your daughter grows.

About Raising Tactical Daughters

Founded by Kevin M. Coles, Raising Tactical Daughters focuses on confidence, awareness, boundaries, and practical preparation for daughters and the fathers raising them.

Speaking and community programs

For schools, parent groups, and community organizations:

calendly.com/kevinmcoles/speaking

GENERAL EDUCATIONAL RESOURCE

This guide is not legal, clinical, emergency, or individualized safety advice. Adjust activities to each child's circumstances. For immediate danger, contact local emergency services. For abuse, coercion, or exploitation concerns, seek qualified local support.