



What Is My Child Learning?
 Your child is learning another Skill for Learning: being assertive.

Why Is It Important?
 Being assertive helps children communicate what they want or need in a way that is respectful towards others.

Ask your child: What is the difference between the way being assertive looks and sounds and the way being aggressive or passive looks and sounds?

Read Together

You've been learning to focus your attention, listen and use self-talk. Focusing your attention and listening show respect. Using self-talk helps you stay focused, stay on task and ignore distractions.

This week, you practised being assertive. Being assertive is a respectful way to get what you want or need, like when you need help at school.

Practise Together: Ask Assertively!

1. With your child, brainstorm scenarios during the day when he or she is likely to ask for something (for example, help with a chore, a snack, to watch TV, to play outside, or help with homework).
2. Choose three scenarios and write them in the boxes below.
3. Have your child practise asking assertively in each scenario. Use the checklist as a guide to coach your child.
4. When the scenario really comes up, tick off which assertive communication skills your child uses well. Talk about ways to improve.

Scenarios	Assertive Communication Skills Checklist
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. <input type="checkbox"/> Use a calm, firm voice. <input type="checkbox"/> Use respectful words.
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. <input type="checkbox"/> Use a calm, firm voice. <input type="checkbox"/> Use respectful words.
	<input type="checkbox"/> Face the person you're talking to. <input type="checkbox"/> Keep your head up and shoulders back. <input type="checkbox"/> Use a calm, firm voice. <input type="checkbox"/> Use respectful words.

(CHILD'S NAME)	(DATE)	(ADULT'S SIGNATURE)