



What Is My Child Learning?

Your child is learning that being assertive is the best way to ask for help at school. When you are assertive, you face the person you're talking to, stand up straight, use a calm, firm voice, and use respectful words.

Why Is This Important?

Being able to ask for help assertively helps children be better learners. When children don't understand something, it helps them continue to learn rather than being stuck.

Ask your child: **What is a good way to ask your teacher or an adult for help?** *Second Step* answer: In an assertive way.

Can you show me how it looks and sounds to ask for help assertively? (Your child should be facing you, sitting or standing up straight, and using clear, calm, and respectful words, such as "Can you please help me?")

Be Assertive

- Face the person you're talking to.
- Keep your head up and shoulders back.
- Use a calm, firm voice.
- Use respectful words.

Practice at Home

Notice if your child is getting frustrated with a difficult or new task (such as cleaning a messy room, reading a book, or writing words). First, give your child time to try to figure it out alone. If your child is still stuck, remind him or her to ask you for help. For example:

I see that you are starting to feel frustrated trying to write those words. If you would like some help, you can say: "Excuse me. Can you please help me write these words?" Wait and let your child ask you assertively for help. Make sure that you give him or her the needed help soon after being asked.

Activity

Help your child practice asking for help at school. Pretend that you are a teacher. You are busy writing a note on your calendar. Your child needs help with a math problem. Before asking you for help, your child needs to wait until you have finished what you are doing. Then have your child practice saying these words to ask you for help:

Excuse me. Can you please help with this math problem? Check the steps that your child remembered to do:

- Waited until you finished what you were doing before asking for help.
- Faced you.
- Stood up straight.
- Used clear, calm, respectful words.

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



What Is My Child Learning?

Your child is learning how to pay attention to other people's faces and bodies to figure out what they are feeling.

Why Is This Important?

Children who can identify feelings tend to get along better with others and do better in school than those who can't.

Ask your child: **Can you show me what a surprised face and body look like?** (Have your child model "surprised." Model back "surprised" for your child.)

Can you show me what a disgusted face and body look like? (Have your child model "disgusted." Model back "disgusted" for your child.)

Practice at Home

Name feelings as you, your child, or others are experiencing them. For example:


- I'm feeling very *worried*. I need to find my coat quickly or else I'm going to be late for work.
- I can see by the way your lips are pressed together and your shoulders are tense that you are feeling *frustrated* that you can't get your shoes tied.
- I can tell by Aunt Jane's big smile that she is very *happy* you gave that picture to her!

Activity

Have your child identify your feelings.

| | |
|--|--|
| <p>1. Make an <i>angry</i> face for your child.</p> <ul style="list-style-type: none"> • Ask: What am I feeling? • Have your child draw your angry face and/or write the word "angry" in the box. | |
| <p>2. Make a <i>surprised</i> face for your child.</p> <ul style="list-style-type: none"> • Ask: What am I feeling? • Have your child draw your surprised face and/or write the word "surprised" in the box. | |

| | | |
|-------------------------|-----------------|------------------------------|
| _____ (CHILD'S NAME) | _____ (DATE) | _____ (ADULT'S SIGNATURE) |
|-------------------------|-----------------|------------------------------|

| | | |
|---|---|--|
|  | <p>What Is My Child Learning? Your child is learning another Skill for Learning: being assertive.</p> | <p>Why Is It Important? Being assertive helps children communicate what they want or need in a way that is respectful toward others.</p> |
| | <p>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?</p> | |

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

Practice 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 practice asking assertively in each scenario. Use the checklist as a guide to coach your child.
4. When the scenario really comes up, check 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) |
|----------------|--------|---------------------|



Name: _____

Uh-oh—you accidentally bumped a table while you were walking and talking on the phone, and your mom’s favorite vase fell off and broke. What do you do? Blame it on your sister? Hide the pieces and tell your mom you have no idea what happened to it?

Neither of those solutions feels right. You know what you need to do. You need to take responsibility for your actions.

With an adult family member, practice taking responsibility for your actions. You can practice using the broken-vase scenario or come up with your own. Write down what you would say for each of the Steps for Taking Responsibility, then practice saying it out loud with your adult.

Steps for Taking Responsibility

1. Admit what you did was wrong.
2. Make a sincere apology.
3. Offer to make amends.

I need to take responsibility for: _____

Admit what you did was wrong. What would you say? _____

Make a sincere apology. How would you say you are sorry? _____

Offer to make amends. What could you do to make up for what you did? _____

This homework assignment was completed on _____ | _____
(DATE) (ADULT SIGNATURE)



Name: _____

What do kids really know about what adults think? And what do adults really know about what kids think? You and an adult family member are going to try putting yourselves in each other's shoes. The saying "put yourself in their shoes" means to take that person's perspective—to imagine what it's like being them.

Answer the questions on the left side of the page. When you're done, fold the page in half so your answers can't be seen. Next, your adult will answer the same questions on the right side of the page. Then open the page and compare your answers to find out how well you know each other's perspectives.

| Student's Perspective | Adult's Perspective |
|--|--|
| The best time to do homework is: | The best time to do homework is: |
| What I think my adult would say: | What I think the student would say: |
| When we go to a special family or school event, the clothing that is best to wear is: | When we go to a special family or school event, the clothing that is best to wear is: |
| What I think my adult would say: | What I think the student would say: |
| The best style of music to listen to at home is: | The best style of music to listen to at home is: |
| What I think my adult would say: | What I think the student would say: |
| The amount of screen time (such as TV or computer) per day allowed in our house should be: | The amount of screen time (such as TV or computer) per day allowed in our house should be: |
| What I think my adult would say: | What I think the student would say: |

This homework assignment was completed on _____ | _____
(DATE) (ADULT SIGNATURE)



Name: _____

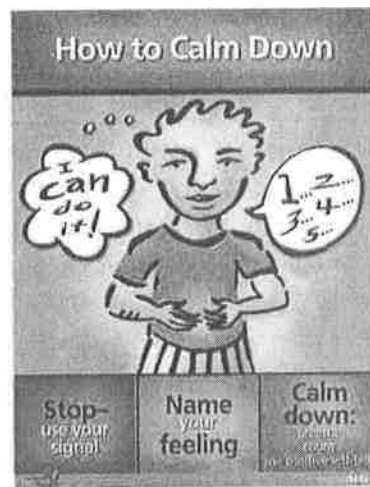
It's time to use your reporting skills again! Today you're reporting on ways to calm down. How are you going to do that? Luckily, there is a great new song out called "Calm Down." Have an adult family member read the selected "Calm Down" lyrics below, then ask your adult what he or she learned and complete your report.

*Stop, name your feeling, calm down
Stop, name your feeling, calm down*

*(Stop! Give yourself a signal like stop, chill, hold up, hang on.
You send a signal to yourself then stop!)*

*(Okay, now name the feeling. Are you angry? Embarrassed? Worried? Scared?
Figure it out and name it.)*

*Just name that feeling, it's just the thing
It slows you down and makes you think
And then you start to calm right down
By just breathing, using self-talk, or counting*



Calming-Down Report

What are some situations in which you need to calm down? _____

What are some of the strong feelings you need to calm down during these times? _____

What are some things you can do to help you calm down? _____

Do you currently use any of the Calming-Down Steps mentioned in this song? Which ones? _____

This homework assignment was completed on _____ (DATE) | _____ (ADULT SIGNATURE)



Name: _____

What do adults and kids really know about what the other thinks? Let's find out! You and an adult family member are going to try understanding each other's perspective.

First, answer the questions on the left side of the page. Try to identify the other person's perspective and the reasons he or she has that perspective. When you're done, fold the page in half so your answers can't be seen. Next, have your adult answer the same questions on the right side of the page. Then open the page and compare your answers to find out how well you understand each other's perspective!

| Student's Perspective | Adult's Perspective |
|---|---|
| How many household chores should I do each week? My perspective is: | How many household chores should my student should do each week? My perspective is: |
| My reason(s) are: | My reason(s) are: |
| I think my adult's perspective is: | I think my student's perspective is: |
| I think my adult's reason(s) are: | I think my student's reason(s) are: |

Were you right about each other's perspective? _____

What did you learn about the other person's perspective? _____

| | |
|---|-------------------|
| This homework assignment was completed on _____ | _____ |
| (DATE) | (ADULT SIGNATURE) |

Lesson 3

Homework: What's Your Perspective?

Grade 6



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Name: _____

You are a talk show host. Today's guest is an adult in your family. You'll be talking about whether kids should or should not use cell phones at school. As a good talk show host knows, it's important to be able to take the other person's point of view or perspective.

Ask the following questions during your interview. The answers will help you understand the other person's perspective. Write the responses in the spaces below.

Remember!

When you consider another person's perspective, you'll need to find out what feelings, experiences, and needs or wants underlie that perspective.

Today's Topic: Kids Using Cell Phones at School

| Question | Response |
|--|----------|
| How do you feel about kids using cell phones at school? | |
| What's your experience with kids and cell phones? | |
| What do you want or need to have happen with kids using cell phones at school? | |

This homework assignment was completed on _____ (date) _____ [adult] signature



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Name: _____

What's bullying?

Bullying is when one or more people repeatedly harm, harass, intimidate, or exclude others. Bullying is unfair and one-sided.

What does it feel like to be bullied? Many people have experienced some sort of bullying at some point in their lives—even adults! Now it's time to find out how they felt. Ask an adult the following questions about his or her experience with bullying anytime in his or her life. Can you relate to his or her experience?

What's It Like to Be Bullied?

1. Can you describe a time in your life when you or someone you know was bullied?

2. Were there other people around? Yes No

3. If you said "Yes," what did you want them to do? (check all that apply)

Nothing Not watch Get help Not laugh

Say something to stop the bullying Other: _____

4. What did you do? (check all that apply)

Told myself that it wasn't my fault

Told the person or people who were bullying to stop

Ignored it (or tried to ignore it) Walked away Asked for help

I didn't know what to do Other: _____

5. How did the bullying make you feel? (check all that apply)

Sad Angry Discouraged Worthless Hurt Scared

Other: _____

6. What do you wish someone who knew it was happening had done?

This homework assignment was completed on _____ (date)

_____ [adult] signature