# ASSERTIVE COMMUNICATION

Worksheets · Cut and Sort · I-Statements · Role-Play Cards · Grades 3-8




Bright Path Sped

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- This file is for one person: one teacher, counselor or specialist, one group of students.
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## This is a fillable PDF

- Open it in a PDF reader (Adobe Acrobat Reader, Preview, or your browser), click into a box, type, and Save As once per student.
- Every page prints on a standard home or school printer.
- It works offline. No account, no subscription, no internet connection needed.

## Student information

A finished log or reflection carries a real student's name and what you saw. Store, hand over and destroy this file the same way you would any other student record.

## What this is, and is not

A practice and record set for talking skills. It is not a test, a screening or a counseling program, it has no scores to compare against, and it does not replace the plan or advice of a school counselor or other licensed professional.

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PREVIEW

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# The Pack at a Glance

Every student page and what it is for. Teacher pages: Start Here, this page, the family note (page 23), teacher notes and answers (page 24) and the binder organizer (page 25).

| Page | Name | What it does |
|---|---|---|
| 5 | Three Ways to Talk | Explains passive, aggressive and assertive with one situation said three ways. |
| 6 | Voice, Face and Body | Words-only chart and a check list: what each way sounds and looks like. |
| 7 | Name That Style | 10 statements. The student marks passive, aggressive or assertive. |
| 8-10 | Cut and Sort | 3 pages, 27 response strips to cut and glue. |
| 11-12 | Say It Three Ways | Write a passive, an aggressive and an assertive answer. |
| 13 | I-Statement Frame | I feel ___ when ___ because ___. I need ___. With a word bank. |
| 14 | You to I | Turn five You-statements into I-statements. |
| 15-16 | Role-Play Cards | 16 scenario cards to print, cut and laminate. |
| 17 | Role-Play Planner | Plan what to say, then check the talk. |
| 18 | Ways to Say No | Eight ways to say no, with three to try. |
| 19 | My Talk Check | A reflection after a talk. |
| 20 | Phrase Bank | Starters to say, feeling words and ways to disagree. |
| 21 | Practice Log | 10 rows and a count box. |
| 22 | Filled Example | An invented student's log, with the counts worked out. |

**Your own order, or pages you add (write it here)**

_____

_____

PREVIEW

Name _____

# Voice, Face and Body

How does each way look and sound?



| Look for | Passive | Aggressive | Assertive |
|---|---|---|---|
| **Voice** | very quiet, mumbles | loud, harsh, yelling | calm and clear |
| **Eyes** | looks at the floor | glares, rolls eyes | looks at the person or near them |
| **Hands** | fidgets, hides | points, clenches, grabs | relaxed, still |
| **Body** | shrinks, turns away | leans in, takes up space | stands or sits tall, faces the person |
| **Words** | “Never mind.” “Whatever.” | “You always...” “You never...” | “I feel...” “I need...” |

## When I speak up, I check:

| Check it | Try 1 | Try 2 | Try 3 |
|---|---|---|---|
| **My voice is calm.** | | | |
| **I face the person.** | | | |
| **My hands are relaxed.** | | | |
| **My words are clear.** | | | |
| **I said what I need.** | | | |

PREVIEW

Name _____

# Cut and Sort

Cut. Glue each one where it fits.



**Someone took your pencil without asking.**

|  **Passive** quiet, gives in |  **Aggressive** loud, hurts |  **Assertive** calm, clear, fair |
|---|---|---|
| | | |
| | | |
| | | |

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**Cut on the dashed lines.**

| | | |
|---|---|---|
| 1 **Grab it and shout, "Give it back, thief!"** | 2 **Say, "I need my pencil back. Please give it to me."** | 3 **Say nothing. Use a broken pencil.** |
| 4 **Whisper, "It is okay," and look down.** | 5 **Say, "Please ask me first next time."** | 6 **Say, "You always take my stuff!"** |
| 7 **Say, "I felt upset when you took it. I need it back."** | 8 **Let them keep it. Do not ask.** | 9 **Take their eraser to get even.** |

Name _____

# Cut and Sort

Cut. Glue each one where it fits.



**A friend wants to copy your homework.**



**Passive**
quiet, gives in



**Aggressive**
loud, hurts



**Assertive**
calm, clear, fair

**Cut on the dashed lines.**

| | | |
|---|---|---|
| 1 Say, "No, I will not share my answers. I can help you study." | 2 Snatch your paper and yell, "Get away!" | 3 Hand it over, even though you do not want to. |
| 4 Say, "No way! You are lazy!" and walk off. | 5 Say, "Um, maybe," and hope they stop. | 6 Say, "I am not okay with that. I need to do my own work." |
| 7 Say, "No, thanks. Want to work on it together?" | 8 Leave your paper out so they can take it. | 9 Tell the whole class what they asked. |

PREVIEW

Name _____

# Say It Three Ways

Write what you would say.



**A classmate makes jokes about your drawing in art.**

## Passive

quiet, gives in

_____

_____

_____

## Aggressive

loud, hurts

_____

_____

_____

## Assertive

Start with "I feel..."

_____

_____

_____

PREVIEW

Name _____

# You to I

Change it. Start with I.



**You never listen to me!**

Say it with I:

_____

_____

**You are so annoying!**

Say it with I:

_____

_____

**You always take my stuff!**

Say it with I:

_____

_____

**You ruined our project!**

Say it with I:

_____

_____

**You are being rude!**

Say it with I:

_____

_____

My own You-statement

_____

Say it with I:

_____

_____

PREVIEW

## 9 Partner reading

**Your partner reads too fast. You cannot follow.**

Try: I feel ___ when ___. I need ___.

## 10 Lunch table

**Kids at your table tease you about your shirt.**

Try: I feel ___ when ___. I need ___.

## 11 Gym

**You are picked last for a team and feel upset.**

Try: I feel ___ when ___. I need ___.

## 12 Silent reading

**A friend keeps whispering while you read.**

Try: I feel ___ when ___. I need ___.

## 13 Invitation

**A friend wants you to do something you do not want to do.**

Try: I feel ___ when ___. I need ___.

## 14 Directions

**You did not understand the directions. The class moved on.**

Try: I feel ___ when ___. I need ___.

## 15 Backpack

**Someone looks in your backpack without asking.**

Try: I feel ___ when ___. I need ___.

## 16 Game day

**A teammate yells at you when you miss the ball.**

Try: I feel ___ when ___. I need ___.

PREVIEW

Name _____

# Ways to Say No

Say it calm. Say it clear.



- No, thank you.
- I do not want to.
- I am not okay with that.
- Not right now.
- I would rather not.
- No, but I can help another way.
- I changed my mind.
- That is not for me.

**You can say no and still be kind. Your turn:**

**1. A friend asks to copy your work. Say no:**

**2. A classmate asks you to skip your turn. Say no:**

**3. Someone wants to read your private notebook. Say no:**

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# Phrase Bank

Words to borrow when it is hard to find your own. Change any of them.

## Start with

I feel...

I need...

I would like...

I think...

Can we...?

It bothers me when...

## Feeling words

upset · left out · worried

frustrated · embarrassed

nervous · annoyed · sad

disappointed · confused

ignored · hurt · unsure

## Ask for what you need

Can you please...?

I need a minute.

Can you say that again?

Can I have a turn?

Can you show me?

## Disagree politely

I see it a different way.

I disagree, and here is why.

Can we try both ideas?

I am not sure that is fair.

Let's take turns.

## Say no kindly

No, thank you.

I would rather not.

Not right now.

No, but I can...

I am not okay with that.

## Keep it calm

I will think about it.

Let's talk about it later.

I hear you.

That is not what I meant.

Please stop.

## My own phrases (write them here)

PREVIEW

# A Filled-In Practice Log (Invented Student)

"Rowan" is invented. Everything Rowan did is made up to show how the log is used. It is not a finding.

## Rowan's log: 8 rows

| Row | Card or situation | Style | I-statement? | Calm voice? |
|---|---|---|---|---|
| 1 | Card 1: Cafeteria | Passive | no | yes |
| 2 | Card 2: Water fountain | Aggressive | no | no |
| 3 | Card 3: Group project | Assertive | yes | yes |
| 4 | Card 4: Bus | Passive | no | yes |
| 5 | Card 5: Recess | Assertive | yes | yes |
| 6 | Card 8: Borrowed book | Assertive | yes | yes |
| 7 | Card 16: Game day | Aggressive | no | no |
| 8 | Card 6: Classroom | Assertive | yes | yes |

## The counts for these 8 rows

| Passive | Aggressive | Assertive | I-statements | Calm voice |
|---|---|---|---|---|
| 2 | 2 | 4 | 4 | 6 |

## Where each count came from

- Passive: rows 1 and 4 (2). Aggressive: rows 2 and 7 (2). Assertive: rows 3, 5, 6 and 8 (4). 2 + 2 + 4 = 8 rows.
- I-statements: yes in rows 3, 5, 6 and 8 (4 of 8).
- Calm voice: yes in every row except 2 and 7 (6 of 8).
- The log records what happened. What the pattern means is for you and your team's own rule; write it on page 21.

## What the teacher wrote, in their own words (invented)

- Used an I-statement on the bus card without a reminder.
- Whispered on the lunch card and gave in.
- Asked to try the water fountain card again.

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# Family Note and Team Handoff

A note home with blanks for your own words, and a handoff for whoever picks the pages up next.

Student _____ Date _____ Sent by _____

## Family note: fill in the blanks

We have been practicing three ways to talk: passive, aggressive and assertive. Being assertive means saying what you feel and what you need in a way that is fair to you and to the other person. We practiced the sentence "I feel ___ when ___ because ___. I need ___."

What we practiced _____ What your child did well _____

Try this at home: next time something bothers your child, ask them to say it with an I-statement. In our own words:

_____

_____

_____

_____

_____

## Team handoff: for a substitute, a new teacher or a counselor

- The explainer is page 5; the sorts are pages 8-10; the cards are pages 15-16.
- Answers are on page 24. Log practice on page 21.
- All names and stories in the pack are invented. Use made-up names when you role-play.
- Hand the folder back to the teacher or counselor.

## Meeting sentence: fill in the blanks

*"On assertive communication, [Student] used an assertive response in ___ of ___ practice rows and an I-statement in ___ of ___. Our next step is ___."*

## When to use this page

- Before a parent conference or a team meeting.
- When a new adult takes over the group.
- The week you send practice home.
- Keep a copy in the student's folder.

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# Binder Cover and Divider Tabs

A cover for the group folder, six divider tabs, and a setup list.

## Folder cover and spine label

Student or group _____ Teacher or counselor _____ School year _____

First day _____ Next look date _____

Use it as a folder cover, a binder spine label, or a clipboard cover.

## Divider tabs: print and cut

**01** Start Here
How to use the pack.

**02** Learn
Three ways to talk, voice, face and body.

**03** Sort and Write
Name it, cut and sort, say it three ways.

**04** I-Statements
The frame, You to I, ways to say no.

**05** Role-Play
Cards, plan, talk check.

**06** Record
Practice log, example, family note.

## Before the first lesson

- Print the sort pages, 8-10, one for each student, and keep scissors and glue sticks ready.
- Print and laminate the 16 role-play cards, pages 15-16.
- Save a copy of this file with the student's name.
- Keep the answer key, page 24, out of the students' folder.
- Print the cover and the six tabs on heavier paper if you have it.
- Put the filled example, page 22, in the back.

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