

Horizon ATA Life Skills Worksheet Pack

Free printable worksheets for focus, self-control, responsibility, confidence, safety, and positive life skills.

Created by: Horizon ATA Martial Arts | Parent Resources Worksheet Pack | Last reviewed: June 2026

How to use this pack

Click any worksheet title below to jump directly to that page. You can also use the PDF bookmarks/sidebar.

Table of Contents

1

Listening Chart for Kids

Page 2

Practice listening eyes, listening ears, calm body, and following directions.

[CLICK TO JUMP](#)

2

Kids Focus Chart

Page 3

Build better attention, body control, effort, and follow-through at home.

[CLICK TO JUMP](#)

3

Self-Control Reset Sheet for Kids

Page 4

Help kids pause, breathe, use their words, and make a better choice.

[CLICK TO JUMP](#)

4

Screen-Time Transition Guide for Kids

Page 5

Practice stopping screen time calmly and moving to the next activity.

[CLICK TO JUMP](#)

5

Responsibility Chart for Kids

Page 6

Build discipline, independence, home routines, and follow-through.

[CLICK TO JUMP](#)

6

Respect at Home Worksheet

Page 7

Practice respectful words, actions, attitude, and helpful choices at home.

[CLICK TO JUMP](#)

7

Friendship & Kindness Worksheet

Page 8

Practice kindness, inclusion, listening, and being a good friend.

[CLICK TO JUMP](#)

8

Confidence Challenge for Kids

Page 9

A 7-day challenge for courage, positive self-talk, and belief.

[CLICK TO JUMP](#)

9

Goal Setting Worksheet for Kids

Page 10

Choose one clear goal, make a plan, and take small steps.

[CLICK TO JUMP](#)

10

Goal Progress Tracker for Kids

Page 11

Track progress, stay motivated, ask for help, and celebrate effort.

[CLICK TO JUMP](#)

11

Stand Strong: Bully Response Guide

Page 12

Build a support team, strong words, safe choices, and confidence.

[CLICK TO JUMP](#)

12

Stranger Safety Conversation Guide

Page 13

Practice safe people, Stance, Speed, Voice, and safety scenarios.

[CLICK TO JUMP](#)

Need individual guides, coloring pages, or class information?

Visit the Horizon ATA Parent Resources page:

horizonata.com/parent-resources/

Listening Chart for Kids

A simple daily chart to help kids practice listening, following directions, and respectful communication.



Name: _____

Week of: _____

1 MY LISTENING GOAL

This week, I want to practice listening by:

- ☐ Looking at the person talking ☐ Following directions
- ☐ Listening the first time ☐ Using a respectful voice
- ☐ Keeping my body calm ☐ Other: _____
- ☐ Waiting my turn to speak

2 GOOD LISTENING MEANS I CAN...

- | | | |
|---|---------------------------|---|
| 1 | Use listening eyes | I can look at the person who is talking. |
| 2 | Use listening ears | I can hear the words and try to understand. |
| 3 | Keep my body ready | I can keep my body calm, safe, and under control. |
| 4 | Wait my turn | I can let others finish before I speak. |
| 5 | Follow through | I can listen, understand, and take action. |

3 MY LISTENING CHART — I CAN DO THIS!

Color a star each day you show good listening.

Day	Listening Eyes	Listening Ears	Calm Body	Followed Directions	Respectful Voice	Parent Praise
Monday	☆	☆	☆	☆	☆	○
Tuesday	☆	☆	☆	☆	☆	○
Wednesday	☆	☆	☆	☆	☆	○
Thursday	☆	☆	☆	☆	☆	○
Friday	☆	☆	☆	☆	☆	○
Saturday	☆	☆	☆	☆	☆	○
Sunday	☆	☆	☆	☆	☆	○

4 WHEN I EARN ____ STARS, I CAN CHOOSE:

- ☐ Pick a family game ☐ Choose dinner
- ☐ Extra bedtime story ☐ Special time with Mom/Dad
- ☐ Park/playground trip ☐ Other: _____

5 PARENT TIP

- Good listening is easier when kids know exactly what listening looks like.
- Instead of only saying, "Listen," try naming the action you want to see.
- "Please use listening eyes."
- "Keep your body calm while I'm talking."
- "Listen first, then ask your question."
- "Thank you for following directions the first time."

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Kids Focus Chart

A simple at-home tool to build better listening, effort, and follow-through.



Name: _____ Week of: _____

1 MY FOCUS MISSION

This week, I will focus on:

- ☐ Homework
 ☐ Chores
☐ Reading
 ☐ Bedtime routine
☐ Morning routine
 ☐ Other: _____

2 FOCUS MEANS I CAN...

- | | | |
|---|-----------------------------|---|
| 1 | Get my body ready | I take a deep breath, sit up tall, and get set. |
| 2 | Use listening eyes and ears | I look at the person talking and really listen. |
| 3 | Start the first time | I begin right away without reminders. |
| 4 | Stay with the task | I keep working and don't give up. |
| 5 | Finish strong | I check my work and do my best all the way. |

3 MY FOCUS CHART — I CAN DO THIS!

Color a star each day you show focus!

Day	Body Ready	Listening Eyes & Ears	Started the First Time	Stayed With It	Finished Strong	Parent Praise
Monday	☆	☆	☆	☆	☆	○
Tuesday	☆	☆	☆	☆	☆	○
Wednesday	☆	☆	☆	☆	☆	○
Thursday	☆	☆	☆	☆	☆	○
Friday	☆	☆	☆	☆	☆	○
Saturday	☆	☆	☆	☆	☆	○
Sunday	☆	☆	☆	☆	☆	○

4 WHEN I EARN ____ STARS, I CAN CHOOSE:

- ☐ Pick a family game
 ☐ Special time with Mom/Dad
☐ Choose dinner
 ☐ Park/playground trip
☐ Extra bedtime story
 ☐ Other: _____

5 PARENT TIP

- Keep the goal simple.
- Praise effort.
- Use the chart to build habits, not punish mistakes.

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Self-Control Reset Sheet for Kids

A simple tool to help kids calm their body, use their words, and make a better choice.



Name: _____ Week of: _____

1



HOW I FEEL

Right now, I might feel:

- | | |
|--------------------------------------|---------------------------------------|
| ☐ Angry | ☐ Overwhelmed |
| ☐ Frustrated | ☐ Left out |
| ☐ Sad | ☐ Disappointed |
| ☐ Nervous | ☐ Other: _____ |
| ☐ Embarrassed | |

My body may feel like:

- | | |
|---|--|
| ☐ Tight fists | ☐ Wanting to cry |
| ☐ Fast breathing | ☐ Wanting to yell |
| ☐ Loud voice | ☐ Shutting down |

2



SELF-CONTROL MEANS I CAN...

1

Notice my feelings

I pay attention to what my body and emotions are telling me.

2

Pause before I react

I can stop, breathe, and slow my body down.

3

Use calm choices

I keep my hands to myself, lower my voice, and stay safe.

4

Use my words

I can say what I need instead of yelling or shutting down.

5

Try again

I can reset and make a better choice, even after a hard moment.

3



MY RESET PLAN — I CAN DO THIS!

Use these steps when big feelings happen!

STEP 1:
Pause



- ☐ Stop my body ☐ Keep my hands to myself ☐ Stand or sit safely

STEP 2:
Breathe



- ☐ Take 3 deep breaths ☐ Breathe in slowly ☐ Breathe out slowly

STEP 3:
Calm My Body



- ☐ Relax my shoulders ☐ Unclench my hands ☐ Use a quieter voice ☐ Look forward and listen

STEP 4:
Use My Words



- ☐ "I need a break." ☐ "I feel frustrated." ☐ "Can you help me?"
☐ "I need a minute." ☐ "I'm ready to try again."

STEP 5:
Make a Better Choice



- ☐ Try again ☐ Go back calmly ☐ Ask for help ☐ Solve the problem respectfully

4



MY RESET CHECK-IN

What happened? _____

What helped me calm down? _____

What is one better choice I can make now? _____

I am proud because... _____

5



PARENT TIP

- Self-control is not about never having big feelings.
- Help your child calm their body first.
- Encourage them to use words and try again.
- Praise pausing, asking for help, and making a better choice.

"Let's calm
your body first."

"Take a breath
and reset."

"Use your
words."

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Screen-Time Transition Guide for Kids

A simple tool to help kids stop screen time calmly and move to the next activity.



Name: _____ Week of: _____

1 MY SCREEN-TIME GOAL

This week, I want to practice:

- | | |
|---|---|
| ☐ Turning off screens the first time | ☐ Following directions without arguing |
| ☐ Using a calm body | ☐ Saving or pausing when it is time |
| ☐ Using a respectful voice | ☐ Other: _____ |
| ☐ Moving to the next activity | |

The screen I am practicing with most is:

- | | | |
|--------------------------------|-----------------------------------|---------------------------------------|
| ☐ TV | ☐ Tablet | ☐ Video games |
| ☐ Phone | ☐ Computer | ☐ Other: _____ |

2 SCREEN-TIME SUCCESS MEANS I CAN...

- | | | |
|---|---------------------------|--|
| 1 | Hear the warning | I can listen when an adult tells me screen time is almost over. |
| 2 | Pause calmly | I can stop what I am doing without yelling, arguing, or melting down. |
| 3 | Use my words | I can ask a question or respond respectfully. |
| 4 | Reset my body | I can take a breath, put the screen down, and get ready for what is next. |
| 5 | Move to the next activity | I can transition to homework, dinner, bath, bedtime, chores, or family time. |

3 MY TRANSITION PLAN – I CAN DO THIS!

Practice these steps when screen time ends!

1	Get the Warning	☐ I hear the 5-minute warning	☐ I hear the 2-minute warning	☐ I know stopping time is coming	☐ I ask, "What do I need to finish or save?"	
2	Pause or Save	☐ Pause the show	☐ Save the game	☐ Finish the level or moment if allowed	☐ Close the app	☐ Put the device down safely
3	Reset My Body	☐ Take a deep breath	☐ Keep my hands calm	☐ Use a quiet voice	☐ Keep my body under control	☐ Look at the adult speaking
4	Use Respectful Words	☐ Okay.	☐ Can I save this first?	☐ What is next?	☐ Can you help me transition?	☐ I need one minute to reset.
5	Move to the Next Activity	☐ Homework	☐ Dinner	☐ Bath	☐ Bedtime	☐ Chores
		☐ Reading	☐ Outside play	☐ Family time	☐ Other: _____	

4 MY TRANSITION CHECK-IN

What felt hard about stopping? _____

What helped me transition? _____

What is one good choice I made? _____

What can I do better next time? _____

5 PARENT TIP

- Give a clear warning before stopping
- Let your child know what comes next
- Keep the routine consistent
- Stay calm and avoid long arguments
- Praise a calm transition quickly
- Practice the plan before screen time starts

*"You have 5 more minutes." • "It is time to pause and transition."
"Thank you for turning it off calmly."*

Responsibility Chart for Kids

A simple weekly chart to build discipline, independence, and follow-through at home.



Name: _____ Week of: _____

1 MY HOME TEAM JOBS

This week, I can help my family by:

- ☐ Making my bed ☐ Putting things away
- ☐ Helping clean up ☐ Feeding a pet
- ☐ Packing my bag ☐ Other: _____

2 RESPONSIBILITY MEANS I CAN...

- | | | |
|---|-------------------|--|
| 1 | Know my job | I understand what needs to be done. |
| 2 | Start on time | I begin when it is time. |
| 3 | Finish all steps | I complete the whole job, not just part of it. |
| 4 | Own my attitude | I try even when I do not feel like it. |
| 5 | Help my home team | I do my part because my family matters. |

3 MY RESPONSIBILITY CHART — I CAN DO THIS!

Color a star each day you follow through!

Day	Job Done	Started On Time	Finished All Steps	Good Attitude	Helped Home Team	Parent Praise
Monday	☆	☆	☆	☆	☆	○
Tuesday	☆	☆	☆	☆	☆	○
Wednesday	☆	☆	☆	☆	☆	○
Thursday	☆	☆	☆	☆	☆	○
Friday	☆	☆	☆	☆	☆	○
Saturday	☆	☆	☆	☆	☆	○
Sunday	☆	☆	☆	☆	☆	○

4 MY RESPONSIBILITY PLAN

My main job this week is:

I will do it: ☐ Morning ☐ After school ☐ Before bed

When I finish, I will check in and reset for tomorrow.

_____ ♥ _____

5 PARENT TIP

- Start with one clear job, not a long list.
- Show what "finished" looks like.
- Praise follow-through and attitude, not perfection.

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Respect at Home Worksheet

Practice respectful words, actions, and attitude with your family.



Name: _____

Week of: _____

1 MY RESPECT GOAL

This week, I will show respect by:

- | | |
|--|---|
| ☐ Kind words | ☐ Good manners |
| ☐ Listening first | ☐ Helping family |
| ☐ Taking care | ☐ Other: _____ |

2 RESPECT MEANS I CAN...

- | | | |
|---|-----------------------|---|
| 1 | Use kind words | I speak kindly and use good manners. |
| 2 | Listen the first time | I look at the person talking and really listen. |
| 3 | Help my family | I do my part and take turns. |
| 4 | Take care of things | I clean up and treat belongings with care. |
| 5 | Make fair choices | I do what is right, even when no one is watching. |

3 MY RESPECT CHART — I CAN DO THIS!

Color a star each day you show respect!

Day	Kind Words	Good Listening	Helpful Action	Took Care of Things	Fair Choices	Parent Praise
Monday	☆	☆	☆	☆	☆	○
Tuesday	☆	☆	☆	☆	☆	○
Wednesday	☆	☆	☆	☆	☆	○
Thursday	☆	☆	☆	☆	☆	○
Friday	☆	☆	☆	☆	☆	○
Saturday	☆	☆	☆	☆	☆	○
Sunday	☆	☆	☆	☆	☆	○

4 WHEN I EARN ____ STARS, I CAN CHOOSE:

- | | |
|---|--|
| ☐ Pick a family game | ☐ Choose dinner |
| ☐ Extra bedtime story | ☐ Special time with Mom/Dad |
| ☐ Park/playground trip | ☐ Other: _____ |

5 PARENT TIP

- Name the exact action you want to see.
- Praise respectful effort quickly.
- Connect respect to words, actions, and attitude.

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Friendship & Kindness Worksheet

A simple guide to help kids practice kindness, inclusion, and being a good friend.



Name: _____

Week of: _____

1 MY FRIENDSHIP GOAL

This week, I want to be a kind friend by:

- ☐ Using kind words ☐ Sharing and taking turns
- ☐ Including others ☐ Encouraging others
- ☐ Listening when others speak ☐ Other: _____
- ☐ Helping someone

2 KINDNESS MEANS I CAN...

- | | | |
|---|--------------------|---|
| 1 | Use kind words | I can speak kindly and make others feel respected. |
| 2 | Include others | I can invite others to play, talk, or join in. |
| 3 | Listen and care | I can pay attention when someone is talking or feeling sad. |
| 4 | Help others | I can notice when someone needs help and do something kind. |
| 5 | Be a strong friend | I can treat others the way I want to be treated. |

3 MY FRIENDSHIP PLAN – I CAN DO THIS!

Practice kind choices in each situation!

Situation	Kind Choice	I Can Say / Do
Someone is sitting alone	Include them	Do you want to join us?
A friend feels sad	Show care	Are you okay?
I want a turn	Use respectful words	Can I have a turn next?
Someone makes a mistake	Encourage them	It's okay, try again.
I see someone left out	Show community	Come play with us.

4 WAYS I SHOWED KINDNESS

1. _____
2. _____
3. _____

5 PARENT TIP

- Praise specific kind actions.
- Help kids notice others' feelings.
- Encourage inclusion and caring words.
- Model kindness at home.

"That was kind."

"You helped someone feel included."

"That was good friendship."

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Confidence Challenge for Kids

A fun 7-day challenge to help kids build courage, positive self-talk, and belief in themselves.



Name: _____

Week of: _____

1 MY CONFIDENCE GOAL

This week, I want to grow my confidence by...

- ☐ Trying new things
- ☐ Speaking up
- ☐ Using a brave voice
- ☐ Believing in myself
- ☐ Keeping a positive attitude
- ☐ Other: _____

2 7-DAY CONFIDENCE CHALLENGE

Day 1	Say one good thing about yourself.	☆
Day 2	Try something that feels a little hard.	☆
Day 3	Use a strong, clear voice.	☆
Day 4	Help someone or show kindness.	☆
Day 5	Practice a skill for 10 minutes.	☆
Day 6	Do something without giving up.	☆
Day 7	Celebrate how much you've grown.	☆

3 HOW I FELT Color a star each day to show how you felt!

Day	I Tried My Best	I Felt Brave	I'm Proud Of Myself
Day 1 (Mon)	☆	☆	☆
Day 2 (Tue)	☆	☆	☆
Day 3 (Wed)	☆	☆	☆
Day 4 (Thu)	☆	☆	☆
Day 5 (Fri)	☆	☆	☆
Day 6 (Sat)	☆	☆	☆
Day 7 (Sun)	☆	☆	☆

4 I AM PROUD BECAUSE...

This week, I am proud of myself because...

5 PARENT TIP

- Praise effort more than perfection.
- Let kids try things before stepping in.
- Remind them that confidence grows with practice.

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Goal Setting Worksheet for Kids

A simple guide to help kids choose a goal, make a plan, and keep going.



Name: _____

Week of: _____

1 MY GOAL

This week, I want to work toward this goal:

My goal is about:

- | | |
|---|---|
| ☐ Martial arts | ☐ Friendship |
| ☐ School | ☐ Confidence |
| ☐ Home | ☐ Responsibility |
| ☐ Sports or activities | ☐ Other: _____ |

2 GOAL SETTING MEANS I CAN...

1	Choose one clear goal	I can pick one thing to work on instead of trying to do everything at once.
2	Make a plan	I can break my goal into small steps.
3	Take action	I can practice, try, and do my part.
4	Ask for help	I can talk to a parent, teacher, coach, or instructor when I need support.
5	Keep going	I can keep trying even when my goal feels hard.

3 MY GOAL LADDER — I CAN DO THIS!

Start at the bottom and climb one step at a time.

My Goal: _____

Why this goal matters to me: _____



Step 1: First, I will... _____

Step 2: Next, I will... _____

Step 3: Then, I will... _____

Finish Line: I will know I reached my goal when... _____

4 WHAT MIGHT GET IN MY WAY?

Sometimes goals feel hard. That does not mean I should quit.

Something that might get in my way is:

- | | |
|---|---|
| ☐ I might forget | ☐ I might need help |
| ☐ I might get frustrated | ☐ I might not know what to do next |
| ☐ I might feel nervous | ☐ Other: _____ |
| ☐ I might want to quit | |

If that happens, I can:

- | | |
|---|---|
| ☐ Take a deep breath | ☐ Practice a little more |
| ☐ Ask for help | ☐ Remember why my goal matters |
| ☐ Try again | ☐ Say, "Yes, I can." |

5 PARENT TIP

Goal setting is most powerful when kids learn to focus on effort, progress, and follow-through.

Instead of only asking, "Did you reach your goal?" try asking:

- "What step did you take today?"
- "What felt hard?"
- "What helped you keep going?"
- "What are you proud of?"
- "What is your next step?"

Praise the process, not just the finish line.

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Goal Progress Tracker for Kids

A simple way to track progress, stay motivated, and keep going toward your goal.



Name: _____

Week of: _____

1 MY GOAL THIS WEEK

My goal is: _____

This goal is about:

- ☐ Martial arts ☐ School
☐ Home ☐ Friendship
☐ Confidence ☐ Responsibility
☐ Other: _____

Why it matters: _____

2 PROGRESS MEANS I CAN...

- | | | |
|---|---------------------|--|
| 1 | Remember my goal | I keep my goal in mind each day. |
| 2 | Take one small step | I work on one part at a time. |
| 3 | Keep trying | I do not quit when it feels hard. |
| 4 | Ask for help | I talk to a parent, teacher, or coach when I need support. |
| 5 | Notice progress | I celebrate effort and improvement. |

3 MY GOAL PROGRESS TRACKER — I CAN DO THIS!

Track your effort and progress each day!

Day	Worked on My Goal	Took a Small Step	Kept Going	Asked for Help	I'm Proud Because
Monday	☆	☆	☆	☆	_____
Tuesday	☆	☆	☆	☆	_____
Wednesday	☆	☆	☆	☆	_____
Thursday	☆	☆	☆	☆	_____
Friday	☆	☆	☆	☆	_____
Saturday	☆	☆	☆	☆	_____
Sunday	☆	☆	☆	☆	_____

4 MY PROGRESS CHECK-IN

One step I took this week: _____

Something that felt hard: _____

Something I am proud of: _____

My next step is: _____

5 PARENT TIP

- Praise progress, not perfection.
- Ask about the step your child took today.
- Help kids notice effort, growth, and follow-through.
- Celebrate small wins along the way.

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Stand Strong: Bully Response Guide

Help your child build confidence, use a Loud & Clear Voice, and know what to do when someone is being hurtful.



Name: _____ Week of: _____

1 MY SUPPORT TEAM

These are safe adults I can go to for help.

- | | |
|--|--|
| ☐ Parent / Guardian | ☐ Principal |
| ☐ Teacher | ☐ Trusted Family Member |
| ☐ Coach | ☐ Bus Driver |
| ☐ School Counselor | ☐ Other: _____ |

2 CONFIDENCE IS MY BEST DEFENSE...

- | | | |
|----------|-------------------------------------|--|
| 1 | Stand Tall | I keep my body calm, eyes up, and strong posture. |
| 2 | Use a Loud & Clear Voice | I can say, "Stop." or "That is not okay." |
| 3 | Move to Safety | I walk away and stay near safe people. |
| 4 | Tell a Trusted Adult | I get help from someone on my support team. |
| 5 | Keep Telling | If it keeps happening, I keep telling until someone helps. |

3 MY BULLY RESPONSE PLAN – I CAN DO THIS!

Talk through each situation with a parent or trusted adult.

Situation	Stance	Speed	Voice	Safe Adult	My Plan
Name-calling	☐	☐	☐	☐	_____
Being left out	☐	☐	☐	☐	_____
Pushing or bothering me	☐	☐	☐	☐	_____
Mean messages online	☐	☐	☐	☐	_____
Someone says, "Don't tell"	☐	☐	☐	☐	_____
Another kid needs help	☐	☐	☐	☐	_____

4 STRONG WORDS I CAN USE

- | | |
|--|---|
| ☐ "Stop." | ☐ "I am walking away." |
| ☐ "That is not okay." | ☐ "I need help." |
| ☐ "Leave me alone." | ☐ "I'm telling a trusted adult." |

5 PARENT TIP

- The best defense against bullies is confidence.
- Practice standing tall and using a Loud & Clear Voice.
- Thank your child for telling you.
- Help them make a plan and keep telling until someone helps.



*Want more practice with confidence and a Loud & Clear Voice?
Learn more about age-appropriate training at Horizon ATA Martial Arts.*



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Stranger Safety Conversation Guide

Help your child practice safe choices using Stance, Speed, and a Loud & Clear Voice



Name: _____

Week of: _____

1 MY SAFE PEOPLE

A safe person is someone I can go to for help.

My safe people are:

1. _____
2. _____
3. _____
4. _____
5. _____

Safe people may include:

- ☐ Parent / Guardian
- ☐ Teacher
- ☐ Coach
- ☐ Grandparent
- ☐ Neighbor my parent trusts
- ☐ Police officer / firefighter
- ☐ Other: _____

3 WHAT I CAN SAY

Practice saying these with a Loud & Clear Voice:

- No!
- Stop!
- I don't know you!
- I need help!
- I need to ask my parent!
- I don't go anywhere without permission!
- That is not okay!
- Leave me alone!

5 PARENT TIP

Keep this conversation calm and simple. The goal is not to scare kids. The goal is to help them practice what to do.

When practicing, look for:

- ☐ Strong stance
- ☐ Fast movement toward safety
- ☐ Loud & Clear Voice
- ☐ Going to a safe adult
- ☐ Telling the truth about what happened

Helpful parent phrases:

- "Show me your strong stance."
- "Use a voice people can hear."
- "Where would you go for help?"
- "Who are your safe adults?"
- "Remember, you can always tell me."

2 THE 3 PARTS OF SELF-DEFENSE

At Horizon ATA, we practice three important parts of self-defense:

STANCE



I stand strong and create space.

- ☐ Put my feet in a strong position
- ☐ Keep my hands up to create space
- ☐ Look confident
- ☐ Stay aware of what is around me

SPEED



I move quickly to safety.

- ☐ Move away from danger
- ☐ Get back to my parent or trusted adult
- ☐ Go toward a safe place
- ☐ Act quickly instead of freezing

VOICE



My voice must be: Loud & Clear!

- ☐ Say "No!" with confidence
- ☐ Say "Stop!" loudly
- ☐ Ask for help right away
- ☐ Use words that other people can hear and understand

4 SAFETY SCENARIOS

Talk through each situation with a parent or trusted adult.

Practice: Stance — stand strong | Speed — move to safety | Voice — use a Loud & Clear Voice | Safe Adult — find someone who can help

Situation	What should I do?
Someone I do not know offers me candy.	
Someone asks me to help find a lost pet.	
Someone says, "Don't tell your parents."	
Someone asks me to leave the place I am supposed to stay.	
Someone makes me feel uncomfortable or unsafe.	

★ WANT MORE PRACTICE?

Want more practice with Stance, Speed, and a Loud & Clear Voice? Learn more about age-appropriate self-defense training at Horizon ATA Martial Arts.

➤ *Live a Life You Are Proud Of!* ➤

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