

41 Affirmations for Teaching Children to Ask for Help from Trusted Adults

A moment to pause, reflect, and choose a useful next step.

1. I can name suitable trusted adults together.
2. I can seek appropriate guidance for a concern I cannot handle alone.
3. I can listen when something feels wrong to them.
4. I can distinguish privacy from an unsafe demand for secrecy.
5. I can thank a child for speaking up.
6. I can keep listening after the first explanation.
7. I can let different ways of expressing interest coexist.
8. I can name the kind of support that makes participation easier.
9. I can name a limit without making a case against someone's character.
10. I can ask a question before deciding what a brief response means.
11. My kindness can include a truthful account of what I can offer.
12. I can listen when a child says something feels wrong.
13. I can help a child understand that needing support is not something to hide.
14. I can avoid shaming a child for not knowing what to do.
15. I can use age-appropriate safety language.
16. I can avoid making them responsible for an adult's reaction.
17. A child deserves support without having to handle everything alone.
18. My experience does not need to stand for an entire group.
19. A thoughtful response can be brief and still matter.
20. Shared history matters alongside how a relationship feels now.
21. My need for connection deserves respect rather than ridicule.
22. I can practise a simple sentence for asking for help.
23. I can name trusted adults with my child.

24. I can explain that another trusted adult can be asked if needed.
25. I can ask a qualified professional about a serious concern.
26. I can check that practical contact information is suitable.
27. I can ask for clarification without treating uncertainty as embarrassment.
28. I can ask a question without assuming that I know its answer.
29. I can ask for support from more than one suitable source.
30. My voice does not need to be the loudest to be part of a conversation.
31. An invitation is an offer of contact rather than a demand for reassurance.
32. I can avoid shaming a child for needing an explanation.
33. A child can practise a simple help request.
34. I can respond calmly enough to keep conversation possible.
35. I can make help-seeking ordinary in daily life.
36. I can practise with everyday examples rather than frightening stories.
37. A shared activity can give a conversation somewhere natural to begin.
38. Respectful communication can include pauses and explanations.
39. I can accept that one person cannot meet every social or emotional need.
40. I can ask whether advice is wanted before offering it.
41. I can ask how someone prefers to discuss a difficult subject.

Choose words that feel believable. Pair them with a small action. Affirmations support reflection; they do not guarantee outcomes or replace professional care.

Source: <https://affluma.com/teaching-children-ask-help-from-trusted-affirmations/>