



# Raising Confident Children

When should parents be involved?  
How can we provide appropriate guidance and support?



Ministry of Education  
SINGAPORE



# Build Competence

**Our children will be self-confident when they have a sense of competence. They need to feel emotionally safe to navigate their environment confidently.**

- ✓ Affirm your children and praise their efforts (not only the *results* of their efforts).
- ✓ Role model and encourage a growth mindset.
- ✓ Provide opportunities to develop life skills e.g. social-emotional skills, skills in sports and the arts.
- ✓ Do things with your children. Support them from the side.
- ✓ Encourage them to:
  - take calculated risks,
  - make responsible decisions, and
  - manage challenges effectively and independently.





# Develop a Sense of Belonging

When children experience a sense of belonging and feel connected with their family members, they develop positive relationships, interact confidently and build a network of positive support with others.

- ✓ Provide a caring, warm and supportive home environment.
- ✓ Inculcate core values and nurture positive behaviours.
- ✓ Encourage your children to share their thoughts and feelings.  
Listen to understand their perspectives.
- ✓ Make time to know your children and understand their needs and strengths.
- ✓ Participate in leisure activities together.



# Promoting a Growth Mindset<sup>1</sup>

Our children need to believe that their abilities can be developed through hard work and perseverance. With a growth mindset, they can develop a love of learning and mental resilience. This would help them view challenges and failures as opportunities to improve.

Dad, look! If I can cycle, I can join my friends in such activities!

This is way tougher than I thought!

I'm trying my best!

Go on, you can do it! You were very enthusiastic about learning to cycle.



**Affirm her positive qualities.**

I tried! I told you I can't!

No, you made good progress. You stayed on longer this time. I'm happy to see you putting in effort to improve.

Hey, it's OK to fail. What's important is that we learn from our mistakes and not give up. You did go further today!



**Use positive, uplifting messages.**



**Encourage your child to persist in completing an activity despite the difficulties.**

You're doing great! Now, look up and pedal harder.

Yes! Well done! Your determination and effort have paid off!

Look, Dad! I did it. I can cycle!

Yes, Dad!



**Help your child to discover new strategies to improve her skills.**



**Praise your child for her mental strength and perseverance.**

<sup>1</sup> The concept of a 'growth mindset' was developed by psychologist Carol Dweck.



# Building Positive Relationships

A supportive network of positive relationships helps our children feel safe and confident.

## Perspective Taking

*I feel hurt -  
my best friend doesn't  
care about me!*

*She looks angry...  
It's making me  
nervous!*

*Consider what your friend  
might think and feel. When you  
empathise with others, they'll feel  
understood. They'll also be more  
considerate towards you.*

*I should be  
open and try  
to understand  
her.*



Also consider the *reason* behind a person's thoughts and feelings.  
This helps you to accept and value each other's differences.

## Providing Help

*He looks troubled.  
How can I help him?*

*Calm him down.  
Hear him out.  
Empathise with him.  
Encourage him to seek help.  
Refer him to a trusted adult.*

**C.H.E.E.R.** others up. They may do the  
same for you when you feel upset.



When you hear the person out, show interest by listening attentively  
and ask questions to clarify.



# Building Positive Relationships

A supportive network of positive relationships helps our children feel safe and confident.

## Conflict Resolution

But why?

Why not?



Agree on the root cause of the problem.  
Take turns to offer solutions.  
Decide on a solution together.

When you work towards a win-win solution together, you restore and strengthen relationships with others.



Focus on the problem and be objective.  
Listen well. Seek to understand each other.

## Expressing Gratitude

He's so kind to help me.



Say, "Thank you."  
Describe what he has done for you.  
Share how you've benefitted from his help.

Show that you value others. They will more likely value you too.



Explain that you appreciate the help because the person had spent time and effort with you, and showed he cared.



# Managing Challenging Situations Effectively

Guide your children to manage challenging situations. Doing it in a controlled and respectful manner may help them feel less distress.

B.E.A.R. with your child when you speak with her.

Be patient. Listen as she talks.  
Empathise with her.  
Ask her questions for clarity.  
Reflect and summarise what she shares.

1 Teach your child to **stay calm**.

Take deep breaths.  
You'll think and  
respond better.



2 Teach your child to **say, 'Stop' firmly**.

Look at the person in the eye.  
Say, "Stop" clearly.

You'll send a strong message  
that the act is unkind.

3 Encourage your child to **seek help**.

You can also approach your  
Form Teacher or the School Counsellor.

Share how you feel.  
Explain the problem.  
Listen to their advice.  
Thank them.

You'll feel comforted as you share.







# Decision-Making

**Planned Conversations:** Guide our children to recognise potential dangers.

## How?

- 1 Break down big ideas into small, simple steps.
- 2 Use questions to guide the conversation one step at a time.

## Example

"I heard that ... is there a possibility that ... can happen to you?"  
"What will happen if...? What other choices do you have?"



- Find a relaxing time to talk to your child e.g. during mealtimes.
- Don't jump in with answers. Let your child do the thinking and talking.





# Decision-Making

**Role Play:** Guide our children to be aware of possible consequences.

## How?

Explore various hypothetical situations.  
Discuss “What if” and “What will happen when...”

## Example

“What if a stranger asks to follow you on social media?  
What will you do in that situation?”

“How would you respond? What could happen if you did that?”



- Keep your tone light.
- Avoid confrontations, over-dramatization or scare tactics.
- If you hear an unwise response, keep calm, clarify, and listen!
- Instead of telling your child what to do, ask: “Is that a good idea?” or “Do you think that will work?”



# Decision-Making

Help our children practise the **Sense • Think • Act** strategy when they make decisions.

## Sense

Recognise that the situation could be dangerous.



Remind your child to stay alert to his / her surroundings.

## Think

Think about the details of the situation.



Remember the **S.O.D.A.S.**<sup>1</sup> strategy for problem solving.

## Act

Decide on the best choice and stick to it.



Help your child practise saying 'NO' in a firm voice.

Use these examples of different situations to practise the **Sense • Think • Act** strategy.

## Personal Safety

Recognise a potentially dangerous situation.

This makes me feel uncomfortable.

Possible Actions:

- Run! Remove yourself from harm immediately.
- Seek help from a trusted adult (such as a parent, guardian, teacher, or school counsellor).



Set boundaries of where your child may go alone and how he / she should contact you if plans change.

## Being Vigilant Online

Recognise danger online.

Do I know this person's real identity or intention?

Think about the email / message:

- Is it realistic?
- Are you being asked to provide personal information or click a link?
- Does the message contain too many mistakes?

Possible Actions:

- Verify the information from multiple sources.
- Delete, report, or mark as 'junk'.

I should check with someone ...



Agree on the rules for technology use and work out the consequences of breaking rules in advance.

## Dealing with Negative Peer Pressure

Recognise negative influences.

Let's skip remedial class and play.

Er...

What can I do? What could be the consequence?

Regrets

Results

Possible Actions:

- Say, "No" firmly and clearly.
- Suggest a positive alternative or leave the situation.
- Seek help and talk to a trusted adult

No thanks. Let's play after remedial class.



Encourage your child to have more than one circle of friends so he / she can turn to different groups of people for support.

<sup>1</sup> S.O.D.A.S. stands for Situations, Options, Disadvantages, Advantages and Solutions.