



PROJECT POSITIVITY

Primary 1 Orientation
(2025)

RGPS QSE SURVEY

Primary 5 students (2023)



PSYCHOLOGICAL WELL-BEING

Top stressors:

- Expectations from self
- Academic results
- Future challenges
- Expectations from others
- School work and activities

Prevalence of Adolescents' Mental Health Symptoms and Disorders

1 in 3
(37.2%)

had internalising
(depressive, anxious)
clinical symptoms

Top two clinical symptoms:



1 in 8
(12.9%)

had externalising
(rule-breaking, aggressive)
clinical symptoms

1 in 8
(12%)

had a current mental
health disorder

Anxiety
Problems

Affective
Problems

Top 3 clinical disorders with highest weighted prevalence:

1 Anxiety
Disorders
(7.08%)

2 Depressive
Disorders
(5.15%)

3 Attention-Deficit
Hyperactivity Disorder
(2.42%)

Top 3 Anxiety Disorders:

Generalised Anxiety
Disorder (GAD)

2.75%

Specific Phobia

1.21%

Social Anxiety

1%

Top 3 Depressive Disorders:

Major Depressive
Disorder (MDD)

2.37%

Adjustment Disorder

1.87%

Persistent Depressive
Disorder (PDD)

0.74%

Youth Epidemiology and Resilience Study (YEAR)

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MIND SCIENCE CENTRE

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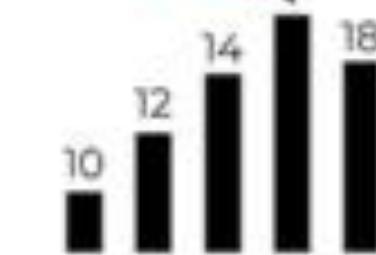
Stress

(PSS – Perceived Stress Scale; AESI – Academic Expectation Stress Inventory – Self & Others)

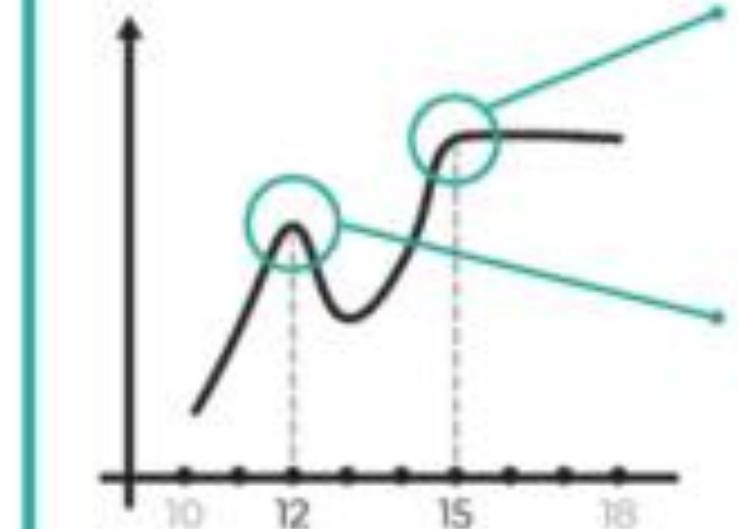


Perceived stress
levels peak at age

16



In general, boys had
lower perceived stress
levels than girls



Academic expectation
stress levels peaked
and plateaued from
ages 15 - 18

There was a peak in
academic expectation –
self & others stress levels
at age 12, compared to
ages 11, 13, and 14

THE SINGAPORE YOUTH RESILIENCE SCALE (SYRESS)

SYRESS was developed and validated as a resilience scale that incorporates the contextual and cultural aspects unique to the adolescent population in Singapore.

The following 10 factors were found to reflect universal mechanisms and determinants of resilience. They were:

- 1. Emotional Regulation
- 2. Personal Control
- 3. Personal Confidence/
Responsibility
- 4. Flexibility
- 5. Perseverance
- 6. Optimism/Positive Self-image
- 7. Positive Coping
- 8. Humour/Positive Thinking
- 9. Relationship/Social Support
- 10. Spirituality/Faith

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PARENTING AND RESILIENCE

Research has found that good parenting is often the most significant factor for boosting resilience. Parental warmth, responsiveness and sensitivity foster the development of self-regulation, and can buffer the effects of other stressors.

“The thing that makes the biggest difference, over and above one’s genes, is the relationship a child has with a primary caregiver,”

Philip Fisher, PhD

ADVENTURES with COCO & FRIENDS



What was something that made you happy recently?

Draw or write out the event that happened:

Holiday in Bali!



Share it with your child!

Core Learning Objectives

Session #1: Identifying Feelings

Learning different types of emotions that a person may experience

Session #2: Talking about Negative Feelings

Apply Distancing and/or Distracting strategies to manage difficult moments

Session #3: Understanding our Thoughts and Feelings

Apply Disputing strategies and Reframe Limiting Beliefs toward constructive responses

Session #4: Growth Mindset: We can Improve with Effort

Learning Perseverance Skills with Effort

Session #5: Growth Mindset: We can Grow from Challenges

Learning that we can Grow from Challenges

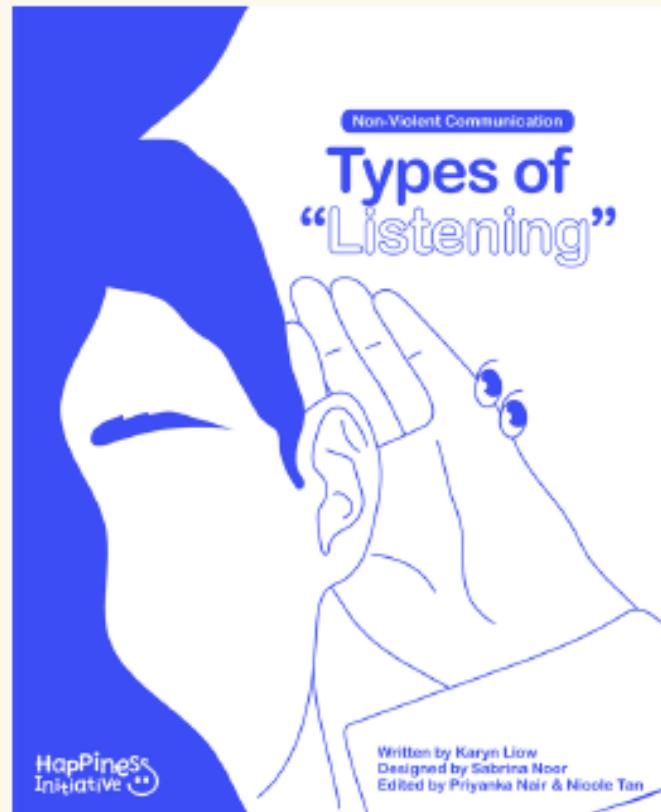
Session #6: Growth Mindset: We can Learn from Others

Learning that we can Learn from the Success of Others

Additional Science for Parents

In-between each section, there will also be illustrations of interesting science that is useful for parents to know during the activities.

For example, when an activity includes sharing of good news, we can include a section for parents to learn about how to respond actively and constructively.



"Listening" Types

Shelly Gable - a professor of Psychology at the University of California - identified 4 possible ways to respond to good news. This can be extended to how people respond to others.

ACTIVE CONSTRUCTIVE	ACTIVE DESTRUCTIVE
PASSIVE CONSTRUCTIVE	PASSIVE DESTRUCTIVE

(Gable et al., 2004)

Swipe to read more about these different types of "listening"!

Types of "Listening"

Active Constructive

Non-Violent Communication

- Responds well to others' good news
- Genuinely interested to find out more
- Is a good friend

Active Destructive

Violent Communication

- Disinterested
- Apathetic
- Curt responses
- Non-vocal

Types of "Listening"

Passive Constructive

- Disinterested
- Apathetic
- Curt responses
- Non-vocal

Passive Destructive

- Backhanded belittling
- Crass
- Tactless
- Inconsiderate

Types of "Listening"

"Listening" Types

ACTIVE CONSTRUCTIVE	ACTIVE DESTRUCTIVE
PASSIVE CONSTRUCTIVE	PASSIVE DESTRUCTIVE

Ideally, we should work towards Active Constructive Responding Style in order to establish Non-Violent Communication.

Types of "Listening"

