



## Activity

1. Individual Reflection
2. Joint Reflection
3. Joint Planning Exercise
4. Write out our Plan!

# Hello!

You/your child are beginning a new year of primary school. Some of you may be excited, and others may be wondering how this year will unfold.

## Children

We want you to know that there will always be support for you in your journey ahead.

Like every other year, there might be challenges, but what remains constant is this:

Your well-being and health are most important.

This exercise will help you reflect on what kind of care and support you need, and how you can work with your family to get that support.

## Parents

Like many other parents, you may be wondering how you can support your child in the new school year.

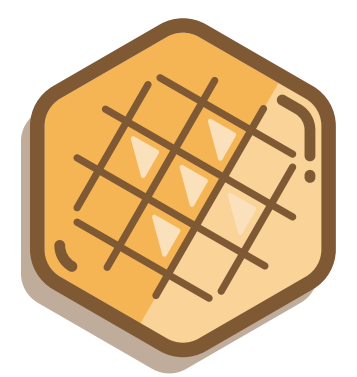
We hope that this exercise will help you understand your child's needs

and some ways to care for and support them this year.





# Child Reflection Exercise



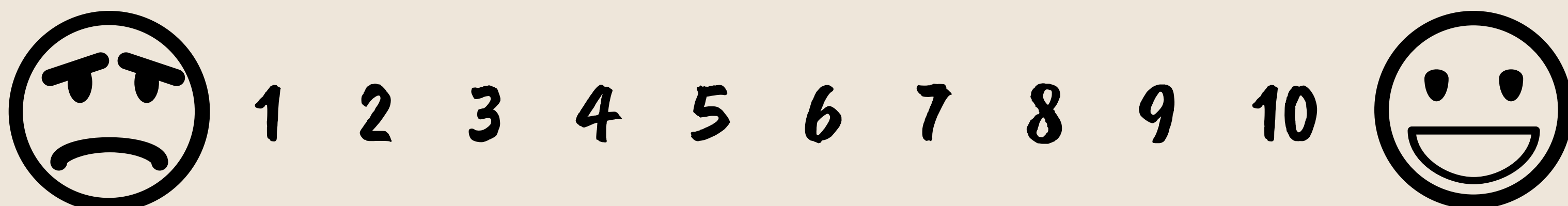
Step 1

**Individual  
Reflection  
Exercise**

The aim of this exercise is to understand how you can get the support you need this year.

To start off, think about what tends to cause you to feel stressed or worried, and what can help.  
Please spend 5-10 minutes answering the questions below.

1. On a scale of 1 – 10, how happy do you feel in general?  
(1 – Not happy at all, 10 – Extremely happy)



2. On a scale of 1 – 10, how stressed do you feel in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



3. When it comes to talking about my feelings,  
I \_\_\_\_\_ feel comfortable sharing with my parents.

- ☐ always
- ☐ mostly
- ☐ usually do not
- ☐ never

4. My parents \_\_\_\_\_ have the time to talk about my problems.

- ☐ always
- ☐ sometimes
- ☐ do not always
- ☐ never

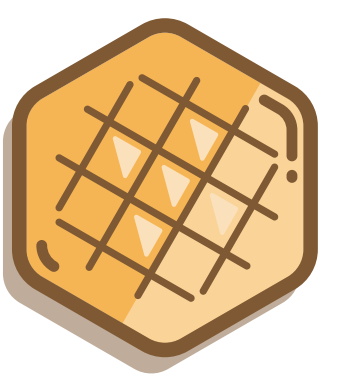
5. My parents care...

- ☐ much more about me doing well in my studies than how I am feeling
- ☐ a bit more about me doing well in my studies than how I am feeling
- ☐ equally about how I am doing in my studies and how I am feeling
- ☐ a bit more about how I am feeling than how I am doing in my studies
- ☐ much more about how I am feeling than how I am doing in my studies





# Child Reflection Exercise



Step 1

*Individual  
Reflection  
Exercise*

7. The things that can make me **worried** or **stressed** are...

1

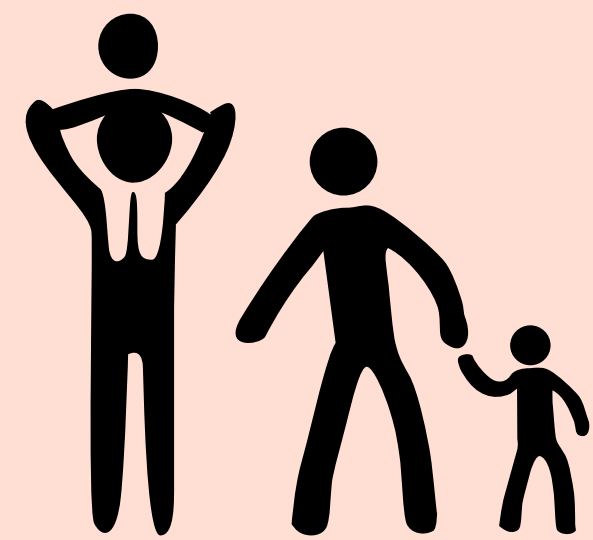
2

8. These things make me **worried** or **stressed** because...

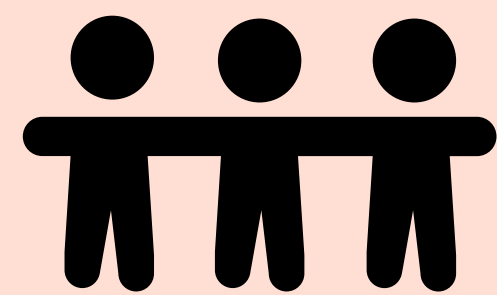
.....

9. Something that would make this year **easier** for me is:

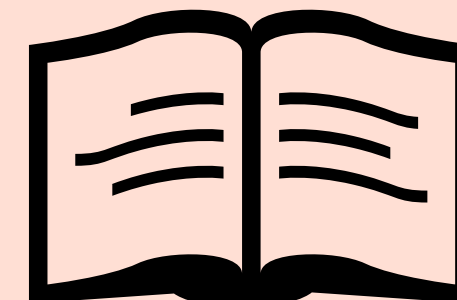
(Circle up to 3, or write your own suggestion!)



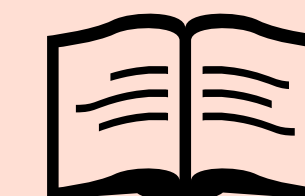
More time with family



More time with friends



More time discussing schoolwork



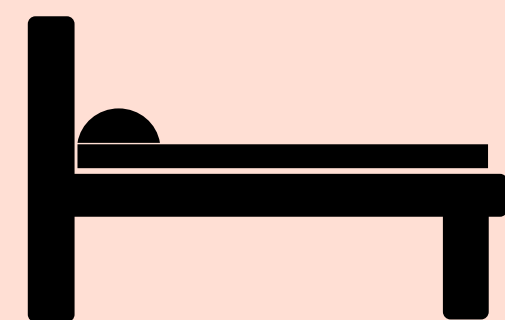
Less time discussing schoolwork



More time to myself



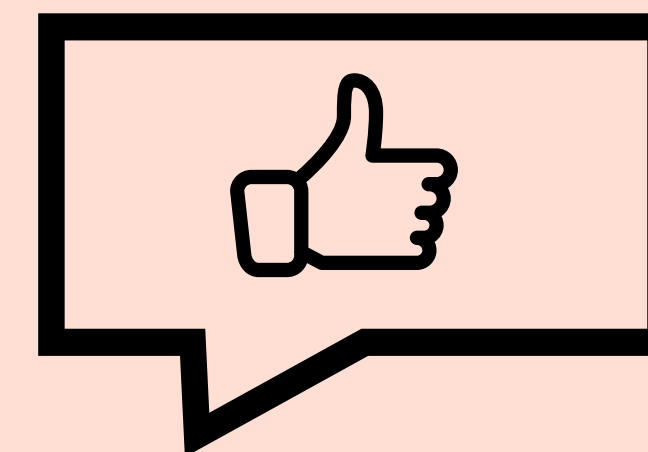
More academic support  
[in class/after class/other  
enrichment]



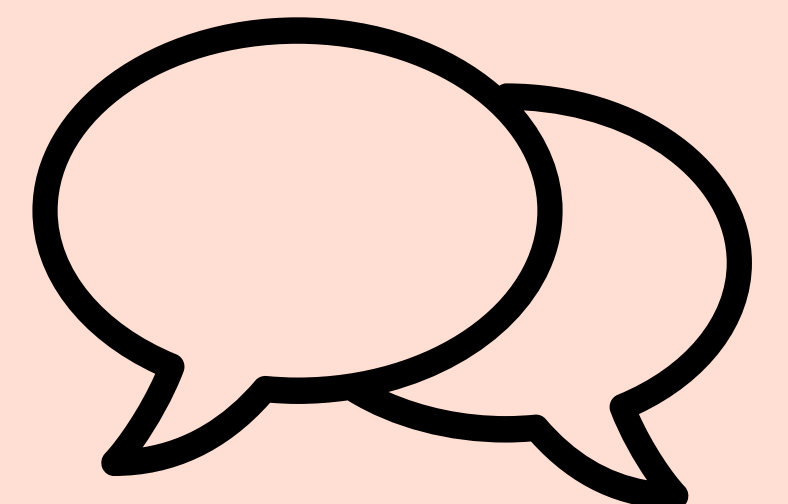
More sleep



Less stress from family



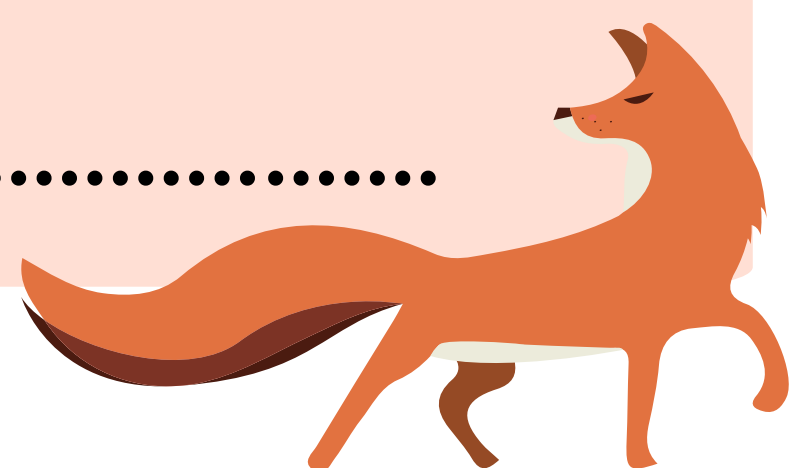
More positive comments



More time to talk about my worries

10. Pick one thing you circled above. Why would that help you?

Others: .....

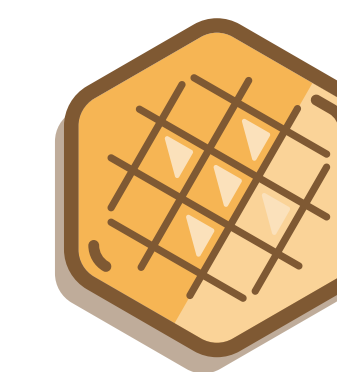


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# Parent Reflection Exercise



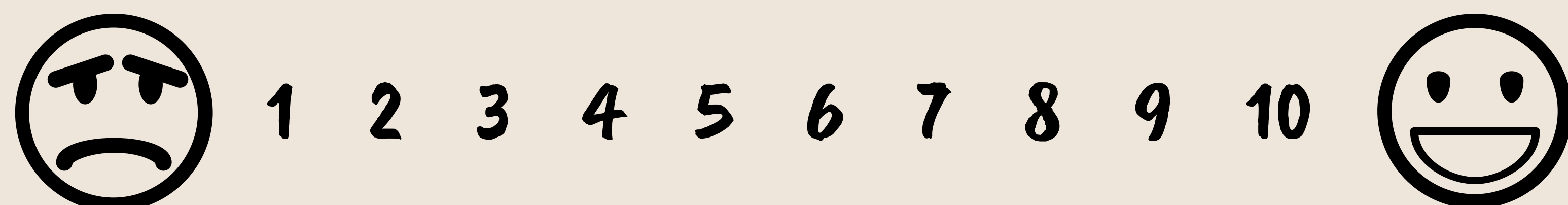
Step 1

**Individual  
Reflection  
Exercise**

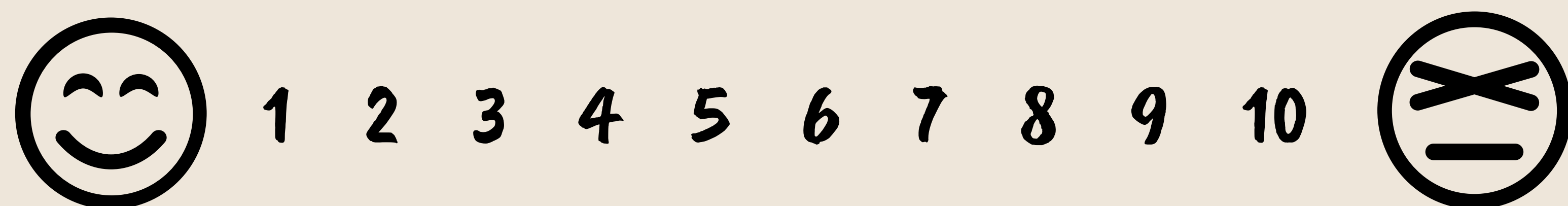
The first part of this exercise is for you.

While your child responds to the questions, please take a moment to think about what might cause them to feel worried or stressed, and spend the next few minutes responding to the following questions on your own.

1. On a scale of 1 – 10, how happy does your child feel in general?  
(1 – Not happy at all, 10 – Extremely happy)



2. On a scale of 1 – 10, how stressed does your child feel in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



3. My child \_\_\_\_\_ feels comfortable sharing their emotions with me.

- ☐ always
- ☐ mostly
- ☐ usually does not
- ☐ never

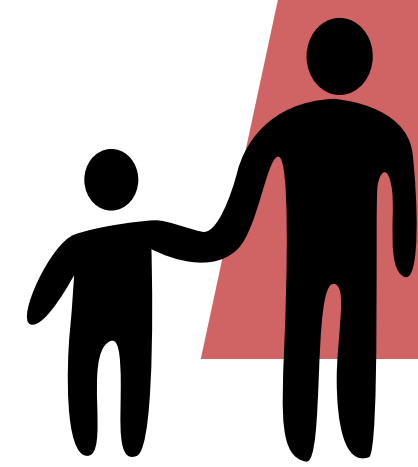
4. I \_\_\_\_\_ have the time to talk to my child about their problems.

- ☐ always
- ☐ sometimes
- ☐ do not always
- ☐ never

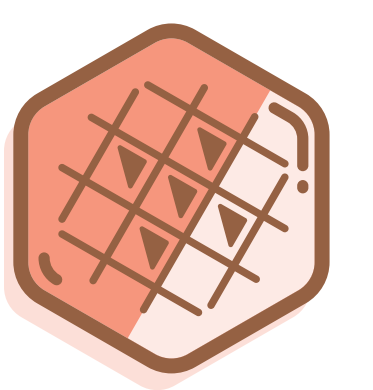
5. I care...

- ☐ much more about my child doing well in their studies than how they are feeling
- ☐ a bit more about my child doing well in their studies than how they are feeling
- ☐ equally about how my child is doing in their studies and how they are feeling
- ☐ a bit more about how my child is feeling than how they are doing in their studies
- ☐ much more about how my child is feeling than how they are doing in their studies





# Joint Reflection Exercise



Step 2

**Combined  
Reflection  
Exercise**

After you and your child have completed your individual reflection exercises, take 5-10 minutes to reflect on your responses together.

The objective of this activity is not to land on the same responses, and there are no right and wrong answers. We hope to be able to understand each others' perspectives more deeply and honestly.

This would be helpful for Step 3, which will be a planning exercise for you to complete together.

1. **Share with each other** your responses to the questions.
2. Where there are differences in responses, here are some **possible questions that you can ask one another**.
  - Why do you feel this way? Could you share with me the reason why?
  - What are some things I (the parent) can do to help you (the child) to feel more supported this year?

## 3. One last question!

- It's the **child's** turn now. Please **circle** one of the options below:

***I feel most cared for when ...***

... I get more hugs!

... someone gets me a gift!

... someone just listens to me.

... someone helps me with my work!

... I am encouraged for my efforts!

... someone brings me out!

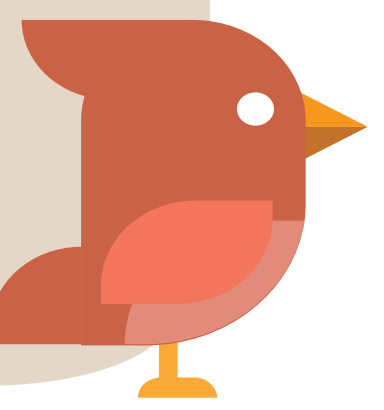
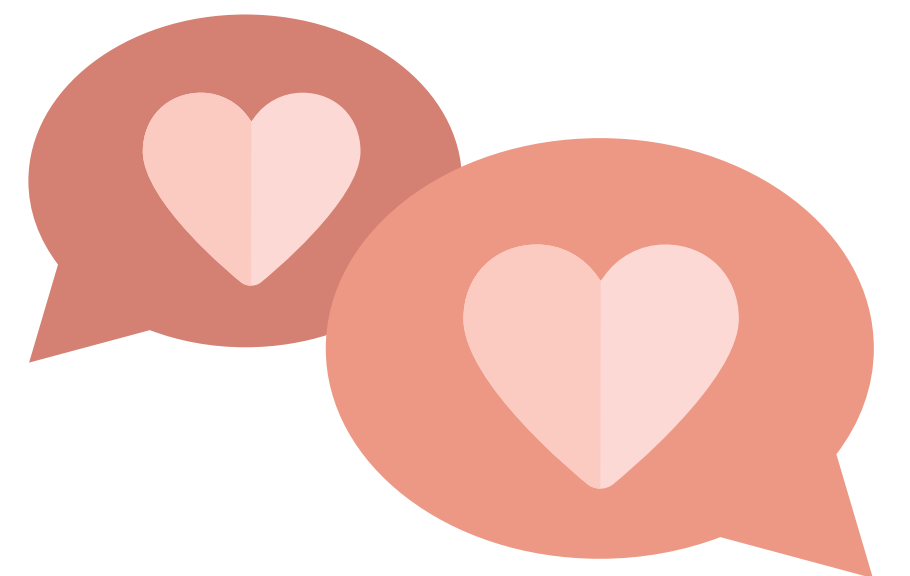
... I am given more time to myself.

... someone tells me "Well done!"

... someone prepares my favourite food!

- **Parents**, thank you for waiting. It's your turn now. Please **circle** the option you do most often.

## 4. Discuss together what is something parents can do more to show care for children.





# Joint Planning Exercise



Step 3

**Joint  
Planning  
Exercise**

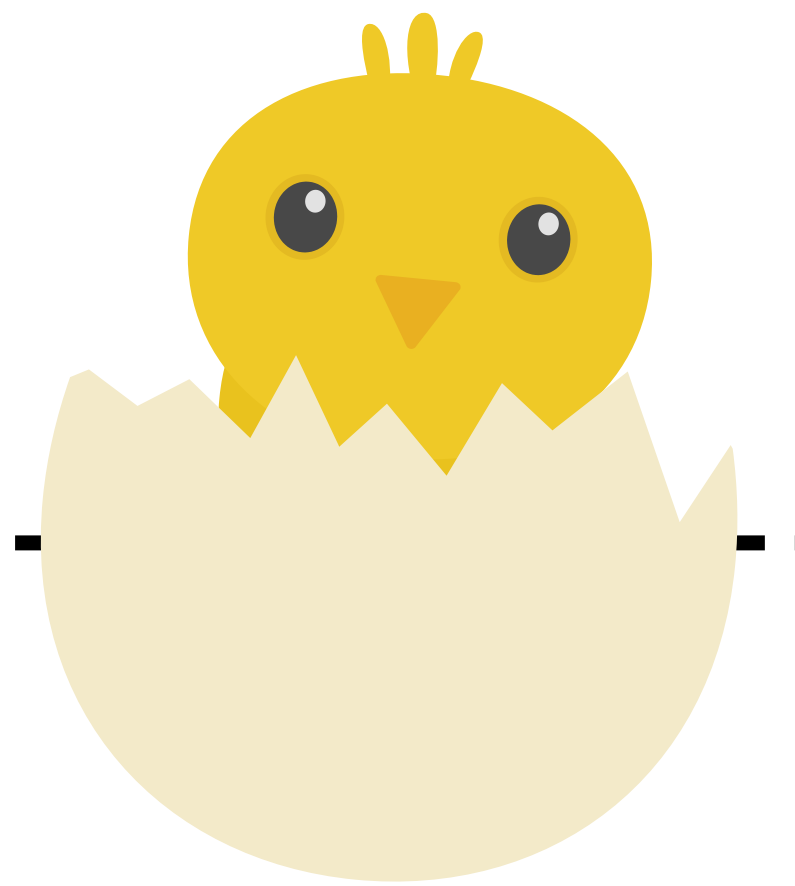
**For parents:**

*In this part of the exercise, craft a simple action plan together to support your child's wellbeing this year.*

*This exercise is based on WOOP (which stands for Wish, Outcome, Obstacle, Plan), an evidence-based strategy for creating plans that we stick to.*

*We have adapted it to make it easier to do with your child, and this exercise will take you through each step. Short instructions in speech marks are also included, that you can read to your child at each stage.*

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## 1. Outcome: Set a goal together!

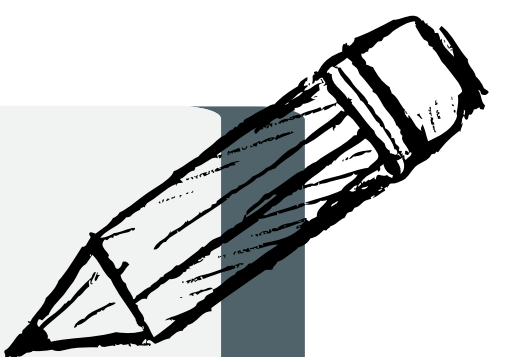
**Agree on one thing that would help support your child's wellbeing this year.**



*First, we are going to agree on one thing we can do to help this year feel more manageable. Of the suggestions you made during the individual reflection exercise, is there one you would like to focus on? What exactly do you want it to say?*

*Example: This year we will make sure that Sophie has time to relax every week.*

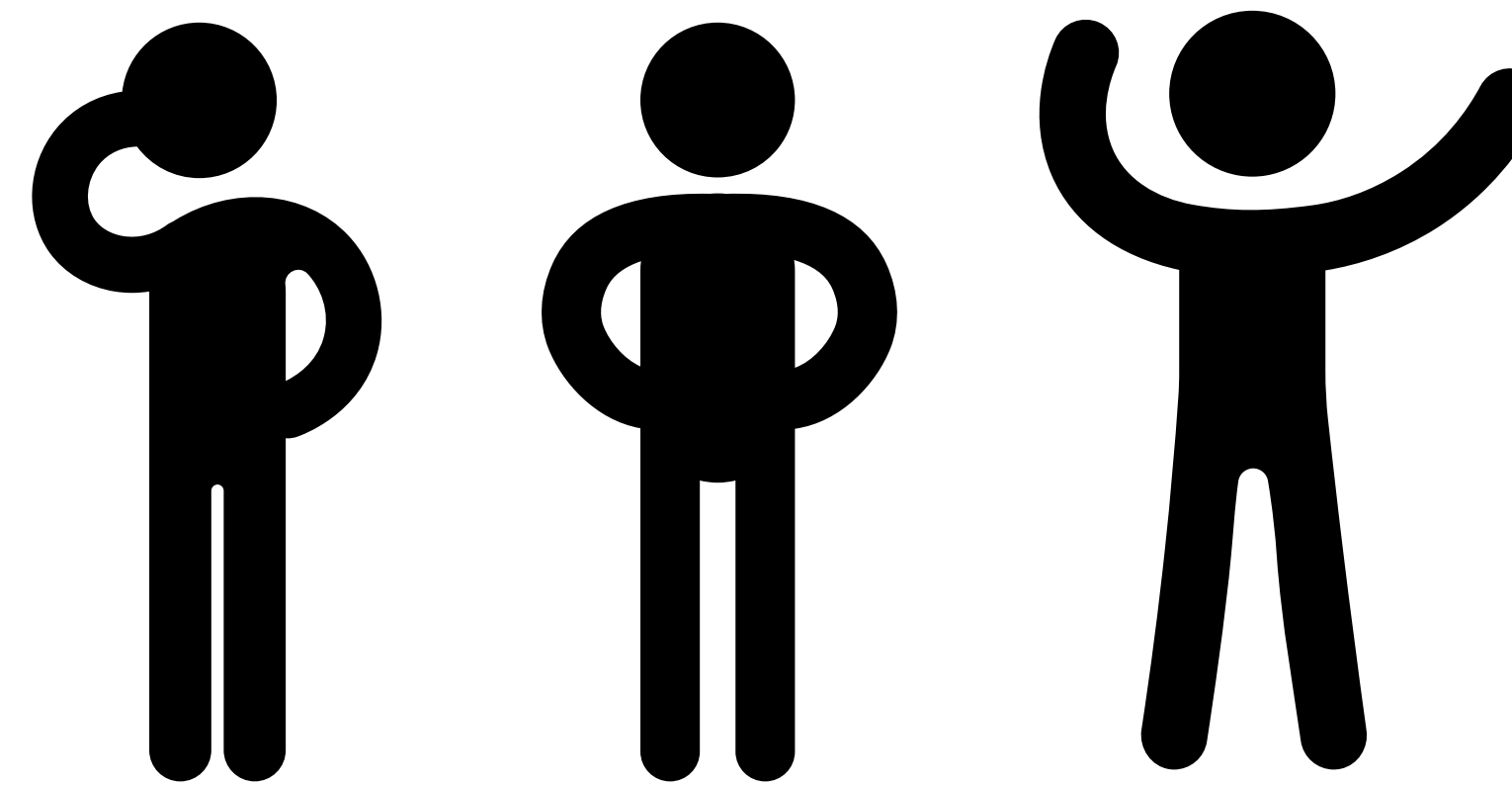
**This year, we will make sure that \_\_\_\_\_**





## 2. Outcome: Make an action plan!

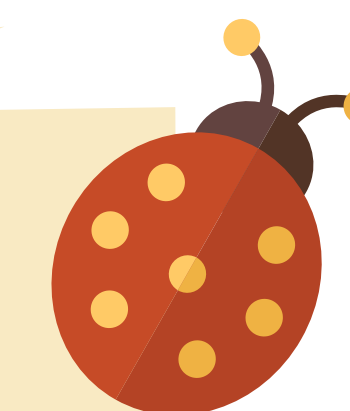
It helps to have a specific plan or activity that you can stick to. Read the ideas from other parents, and come up with at least one action that you can make to ensure your goal happens.



Step 3

**Joint  
Planning  
Exercise**

Ok, what do you think we should do to make sure that happens? It has to be an action that we can stick to. Let's both read through the suggestions here to get some ideas.



My daughter said it stressed her out when the first thing I ask when I pick her up is what homework she has to do.

**We've now agreed we don't talk about school in the car.** That's our chance to hang out and catch-up.

- Parent of a P6 student, reflecting on her and her child's daily routine

Rather than stopping all enrichment classes in the weeks leading to major exams, we agreed to our son's request to allow him to continue his cello lessons in the weeks leading to the PSLE.

**He enjoys playing the cello and welcomed the weekly lesson as a way for him to de-stress.**

- Parent of a Sec 3 student, reflecting on her and her child's PSLE experience

Instead of asking "How many marks did you get?", **when my daughter has a test I ask, "How was the test? Do you feel you have done your best? Why or why not?"**

If my daughter said yes, then my response was always that "I am proud of you." And we would celebrate the results (whatever they be) knowing that they were her best.

If she said no, then we worked out together how we could help her to do her best the next time. Life is a journey and we must keep pressing on together.

- Parent of a Sec 1 student, reflecting on her and her child's primary school experience

The best way for me to de-stress is to **spend quality time with my family**, such as when we go swimming, or play board games together!

- P6 student

My parents invite my friend over during the school holidays, so that we are able to study together before playing afterwards.

**I enjoy their company as they help me to not just study but also have fun!**

- P6 student

Example: To do this we will do no schoolwork on a Saturday.

To do this, we will \_\_\_\_\_







### 3. Plan for Obstacles!

Plans are harder to stick to than we think!

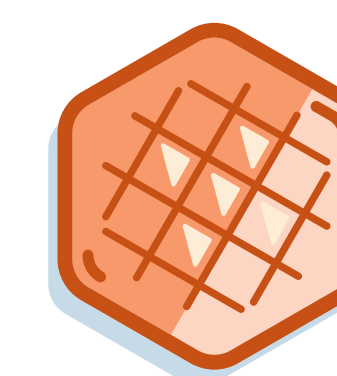
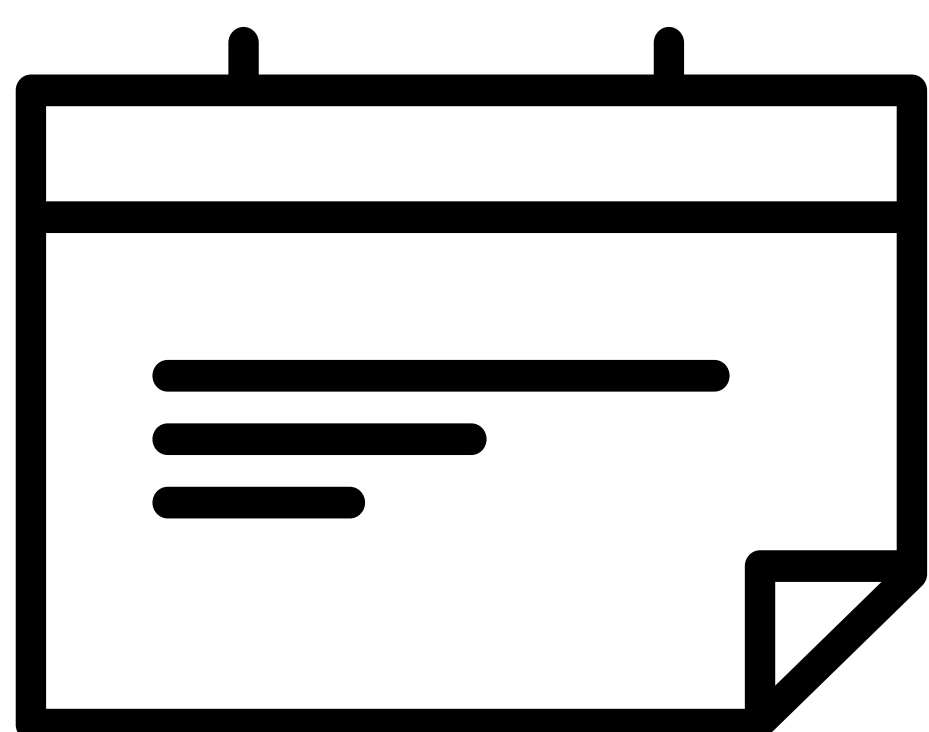
We are more likely to stick to a plan if we think about when we might be tempted to break it, and decide in advance what we will do then.

Write down at least one reason that your plan might be hard to stick to, and what you can do if that happens.

*Example: If Sophie has something on Friday (e.g. visiting grandparents) and cannot finish her homework in time,*

*then we will make a plan together for what still needs to be done, so that it can be finished on Sunday.*

Do you think something might get in the way of us sticking to the plan? What can we do if that happens?



Step 3

**Joint  
Planning  
Exercise**

If \_\_\_\_\_

Then we will \_\_\_\_\_

### 4. Remind yourself: Write the Plan down!

Visual reminders help us keep on track, even when we're busy and stressed!

Put the steps you've agreed together on the WOOP Action Plan poster on the final sheet, then decorate it and stick it up on your wall or fridge as a reminder of your plan for the year.





# Our WOOP Action Plan



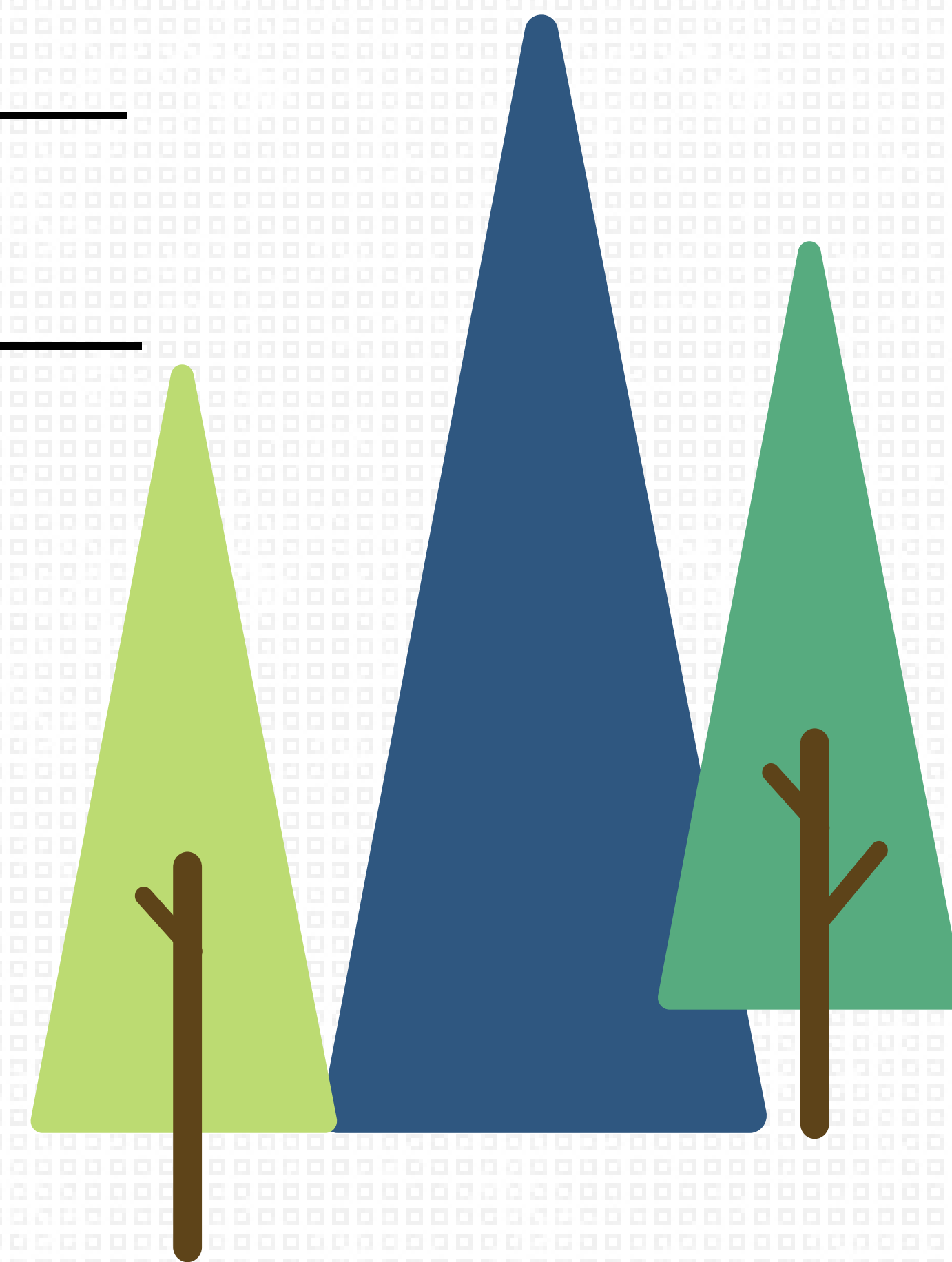
*This year, we will make sure that* \_\_\_\_\_

*To do this, we will* \_\_\_\_\_

*If* \_\_\_\_\_

*Then we will* \_\_\_\_\_

\_\_\_\_\_



# Dear Parents & Children,

Mid-Year  
Check-in

## WOOP Action Plan

Hello June Holidays!

Remember the reflection exercise about what makes us feel stressed or cared for, and the WOOP Action Plan you set together at the start of the year?

**W** - Wish  
**O** - Outcome  
**O** - Obstacle  
**P** - Plan

You might have stuck it up on a wall, or on your fridge, or kept it somewhere close.

As the mid-year holiday approaches, let's take some time to reflect on how you have stuck to your plan so far, and plan for a fulfilling and fun June holidays.

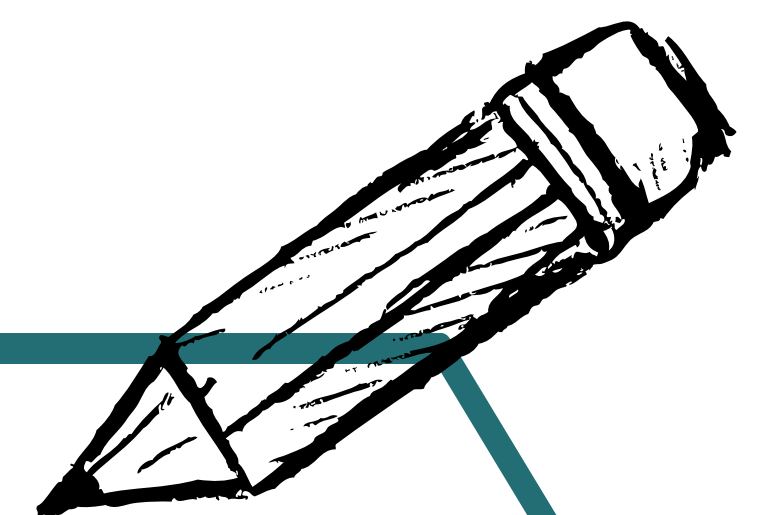
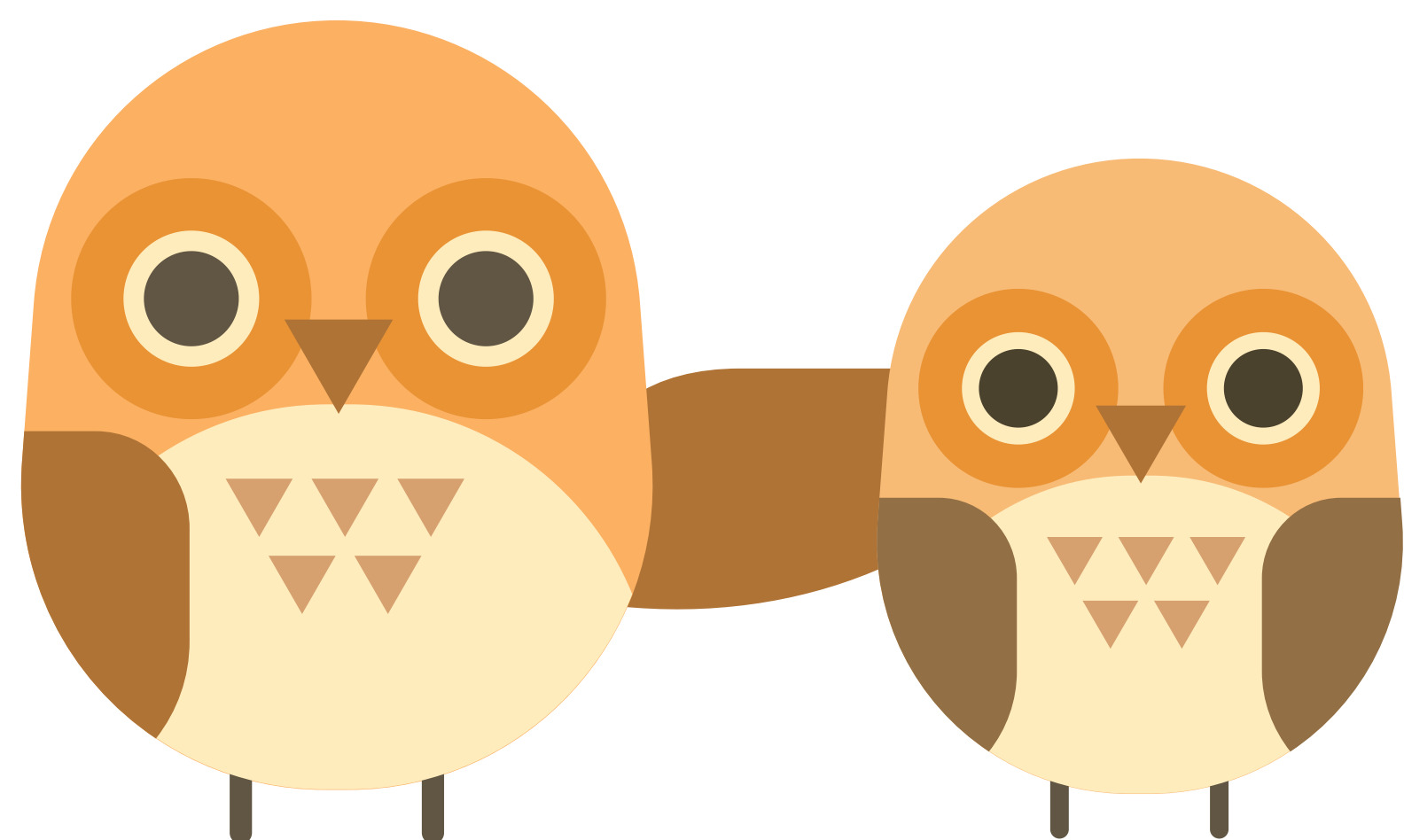
### Activity:

1. Individual Check-in Exercise
2. Joint Check-in Exercise
3. Holiday Bingo

### Recall...

This year, we will make sure that \_\_\_\_\_

To do this, we will \_\_\_\_\_







# Child Reflection Exercise

*Individual  
Check-in  
Exercise*

The aim of this exercise is to reflect on how you have been feeling recently, and reflect on how much you have stuck to your WOOP Action Plan.

*On scales of 1-10...*

How happy do you feel in general?  
(1 – Not happy at all, 10 – Extremely happy)



1

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4

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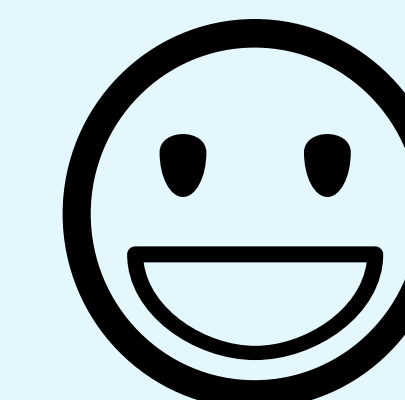
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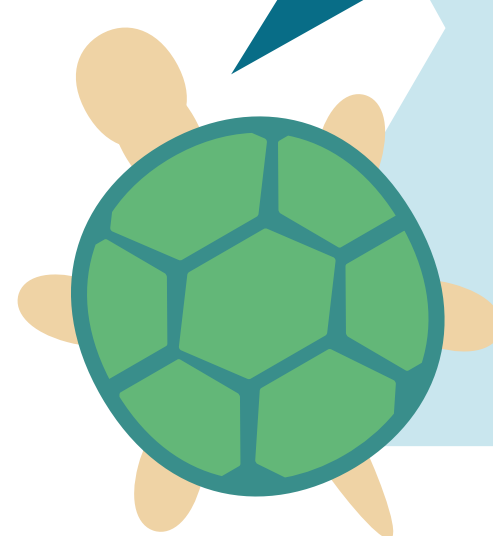
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10



How do you know when a tortoise is stressed?  
Common signs of stress in tortoises are hiding, visible lethargy, and lack of appetite.



How stressed do you feel in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



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How well do you think you and your parents have stuck to your WOOP Action Plan or the action that you agreed to take together??  
(1 – Did not stick to the plan at all, 10 – Successfully stuck to the plan!)



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10





# Parent Reflection Exercise

Individual  
Check-in  
Exercise

While your child responds to the questions on their own, please take a moment to think about how you have worked with your child to stick to your WOOP Action Plan.

Spend the next few minutes responding to the following questions on your own.

**On scales of 1-10...**

How happy do you think your child feels in general?  
(1 – Not happy at all, 10 – Extremely happy)



1

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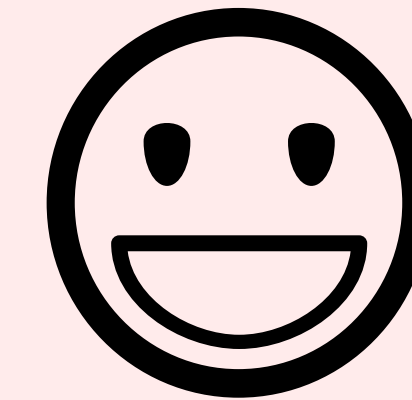
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How stressed do you think your child feels in general?  
(1 – Not stressed at all, 10 – Extremely stressed)



1

2

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10



How well do you think you and your child have stuck to your WOOP Action Plan  
or the action that you agreed to take together?  
(1 – Did not stick to the plan at all, 10 – Successfully stuck to the plan!)



1

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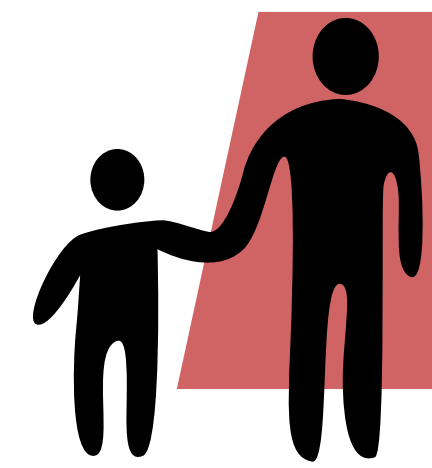
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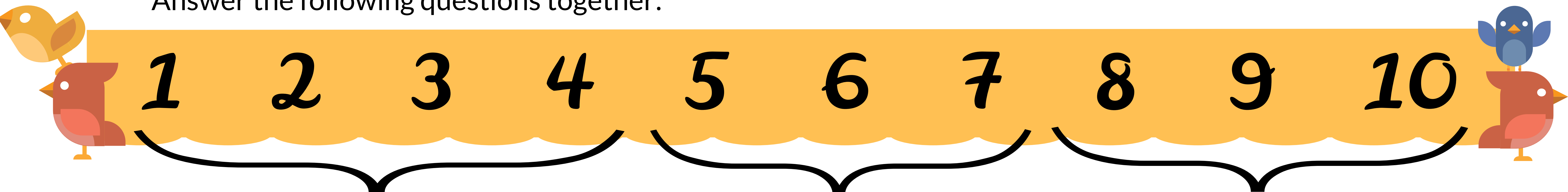
# Joint Reflection Exercise

Combined  
Check-in  
Exercise

After completing your individual reflection exercises, take 5-10 min to reflect on your responses together.

The objective of this activity is not to land on the same responses, and there are no right and wrong answers. We hope to be able to understand each other's' perspectives more deeply and honestly.

1. Share with each other your responses to the questions.
2. Where there are differences in responses, here are some possible questions that you can ask one another.
  - Why do you feel this way? Could you share with me the reason why?
3. Agree on an overall rating of how well you have stuck to your plan together and circle one of the options below. Answer the following questions together:



Let's reflect on how we can  
improve our plan!

- What challenges did we face in sticking to our plan?
- How can we improve our plan to make it easier to stick to?
- What can we do to stick to our improved plan better?



Almost there!  
Let's reflect on how we can  
better stick to our plan.

- What helped us stick to our plan?
- What challenges did we face in sticking to our plan?
- What would help us stick to the plan better?

Great job sticking to our plan!  
Let's reflect on how the plan has  
supported our well-being.

- What helped us stick to our plan?
- With the plan:
  - Child: Do I feel more supported?
  - Parent: Do I feel I have been able to better support my child?



4. If you and your child want to set a new goal or plan, feel free to use the WOOP Action Plan template attached in the kit!



# Are you ready for a Holiday Bingo?

June  
Holiday  
Bingo

In this part of the exercise, try planning your strategy for the Holiday Bingo challenge!

The June holidays is a great time for you and your child to **bond** over fun activities that families seldom have time to do during the school term. Beyond studying, it is important for children to have fun with their family and make happy memories together! Take the chance to pick up a new sport or explore a new place!

## 1 Brainstorm activity ideas

**Child:** Think of one activity you would like to do with your parents this June holidays, and write it down in the yellow box below.

**Parent:** Think of one activity you would like to do with your child this June holidays, and write it down in the yellow box below.

## 2 Plan your Bingo strategy

**HORIZONTAL!** Our goal is to accomplish as many tiles in a line as possible!  
**DIAGONAL!**

**VERTICAL!**

Choose activities to do this June holidays together with your child, and the dates you plan to complete the activity.

Write down the dates to lock them in!

## 3 Have fun!

Hang the activity sheet up somewhere you can easily see it (on a wall, or a fridge!)

That way, you'll be reminded of the fun activities you've planned to do together!

That's it, have lots of **fun!**

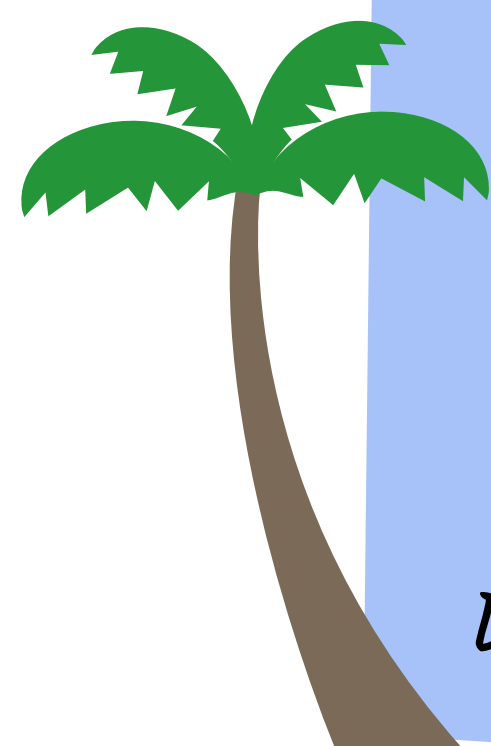
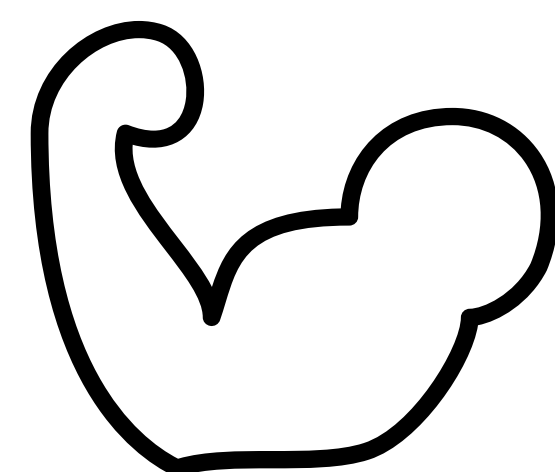


# What's up in June?

## June Holiday Bingo

Outdoor play is important to help children:

1. Develop self-confidence
2. Instill lively curiosity
3. Appreciate nature



Take a walk in the park together!



Date: \_\_\_\_\_

Prepare a yummy and healthy dish together (:



Date: \_\_\_\_\_

Write a story together!



Date: \_\_\_\_\_

Play a sport together!




Date: \_\_\_\_\_

Relax at the beach!



Date: \_\_\_\_\_

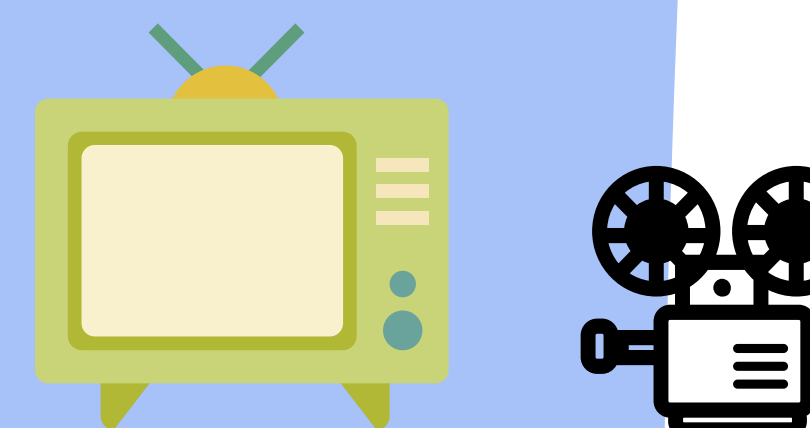
Read a book together~



Date: \_\_\_\_\_

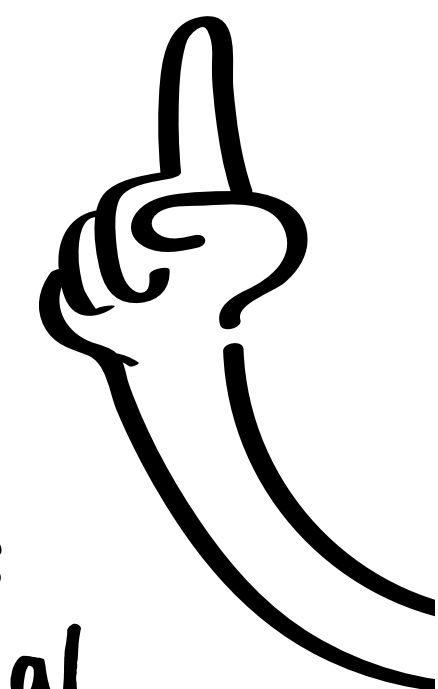
Date: \_\_\_\_\_

Watch a movie~



Date: \_\_\_\_\_

Do you know sports don't just help us keep fit? They help us develop physical and social skills!



Music improves our memory, cognitive development and ability to express ourselves!

Sing karaoke or make some music together~



Date: \_\_\_\_\_

Date: \_\_\_\_\_

Go out for a meal together~



Date: \_\_\_\_\_

Do some Art & Crafts together!



Date: \_\_\_\_\_

Through art, we learn to observe our surroundings, develop ideas and communicate visually!



Bake together!



Date: \_\_\_\_\_

Dance to your favourite songs together!



Date: \_\_\_\_\_

Play some boardgames!



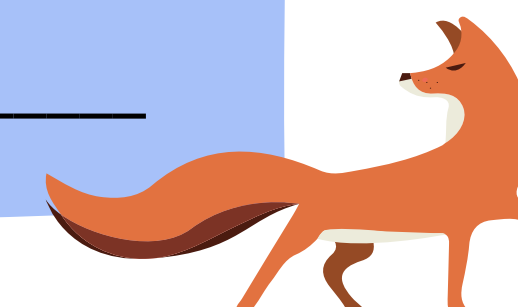
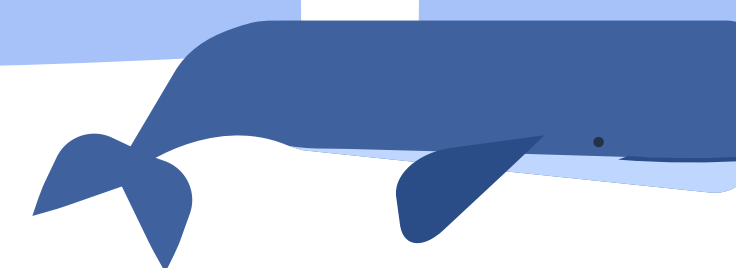
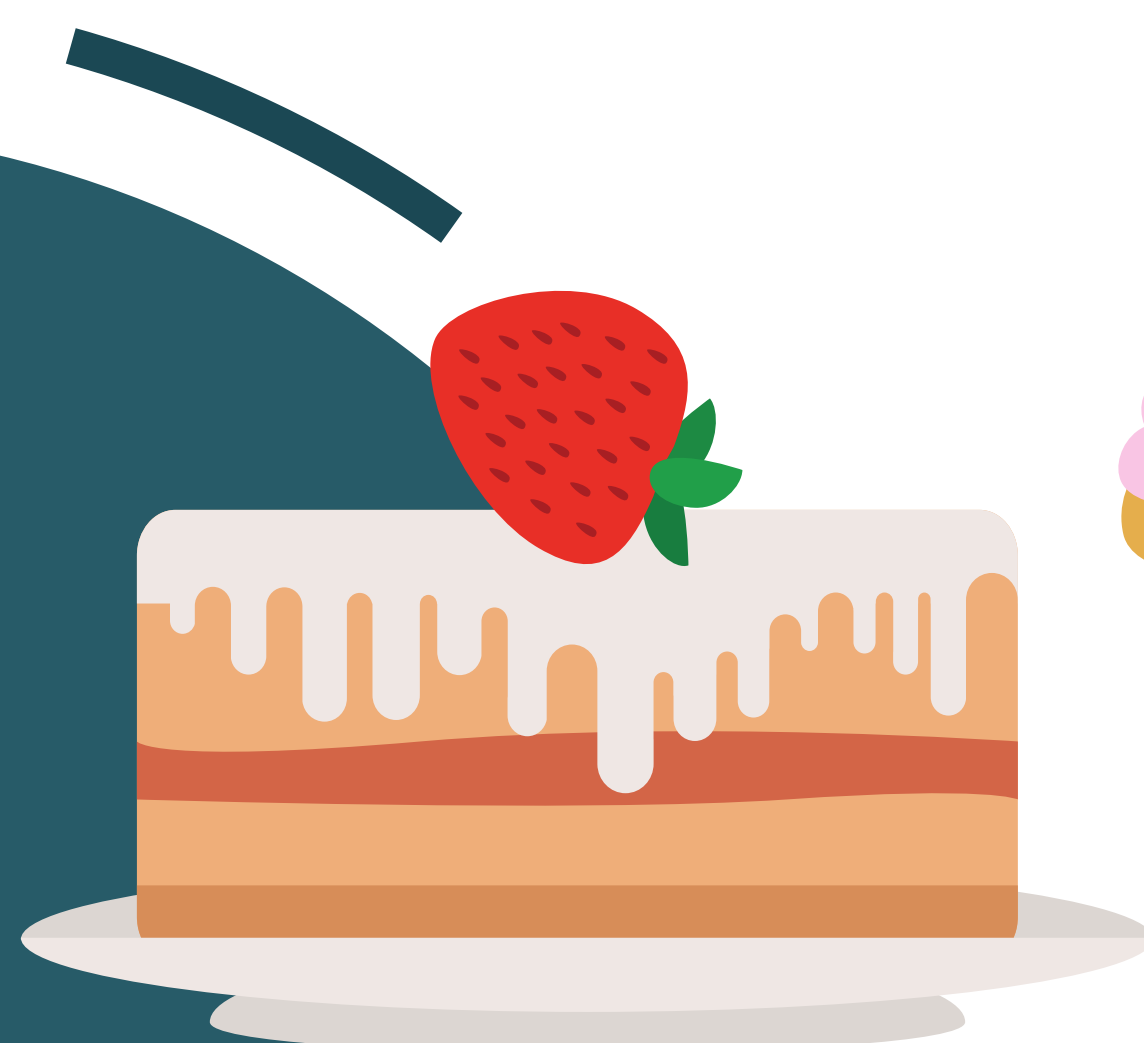
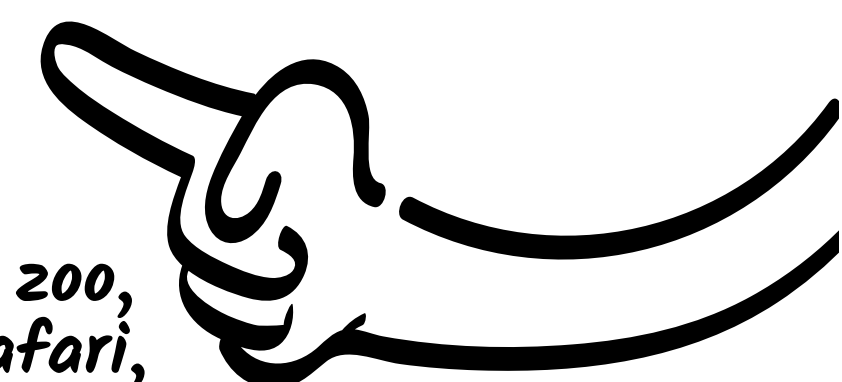
Date: \_\_\_\_\_

Learn about animals together!



Date: \_\_\_\_\_

Tip: Try the zoo, river/night safari, or nature reserves such as Sungei Buloh Wildlife Reserve...

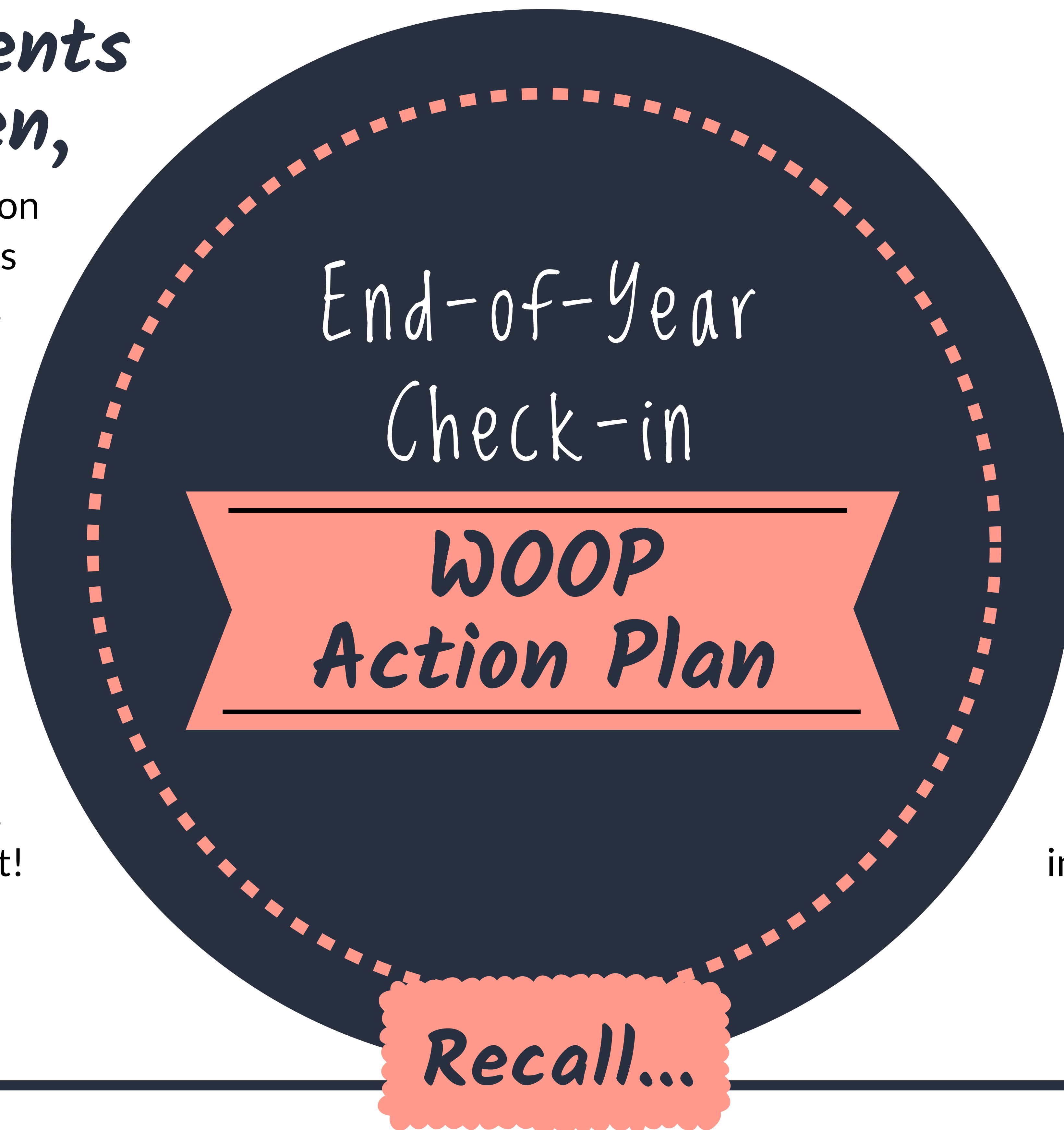


# Dear Parents & Children,

Remember the reflection exercise about what makes us feel stressed or cared for, and the WOOP Action Plan you set together at the start of the year?

**W** - Wish  
**O** - Outcome  
**O** - Obstacle  
**P** - Plan

You might have kept it on a wall or fridge.  
Go and grab it before you start!



## Activity:

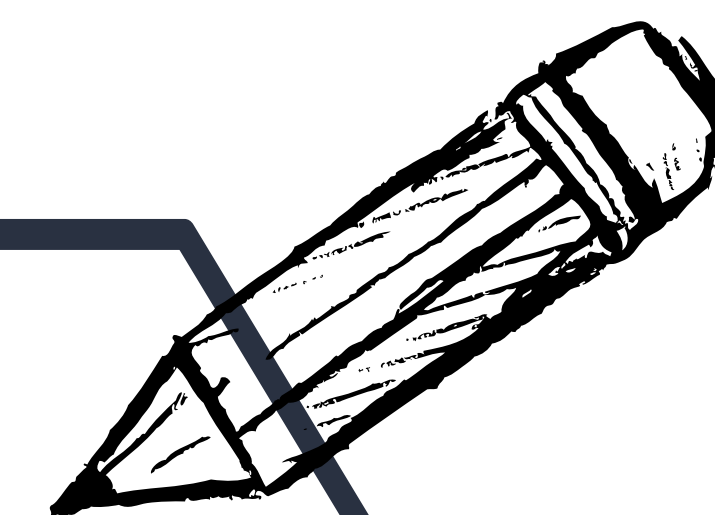
1. Individual Check-in Exercise
2. Joint Reflection Exercise
3. Activity on Sleep
4. Conversation Tips

Now that the end of the year is drawing near, and the examination season is before us, let's take some time to reflect on the year and talk about how parents can better support children in the next few weeks.

Recall...

This year, we will make sure that \_\_\_\_\_

To do this, we will \_\_\_\_\_







# Child Reflection Exercise

*Individual  
Check-in  
Exercise*

The aim of this exercise is to reflect on how you have been feeling recently, and reflect on how much you have stuck to your WOOP Action Plan.

*On scales of 1-10...*

How happy do you feel in general?  
(1 – Not at all happy, 10 – Extremely happy)



1

2

3

4

5

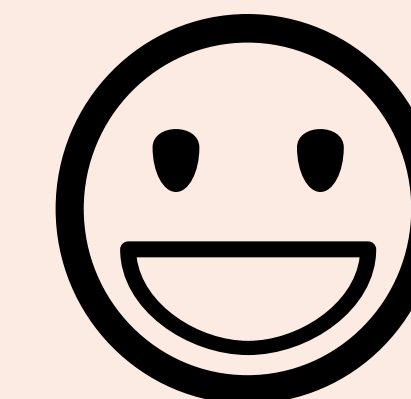
6

7

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10



How do you know when a bird is stressed?  
Biting, screaming, or feather-picking, are all signs that a bird may be stressed out!

How stressed do you feel in general?  
(1 – Not at all stressed, 10 – Extremely stressed)



1

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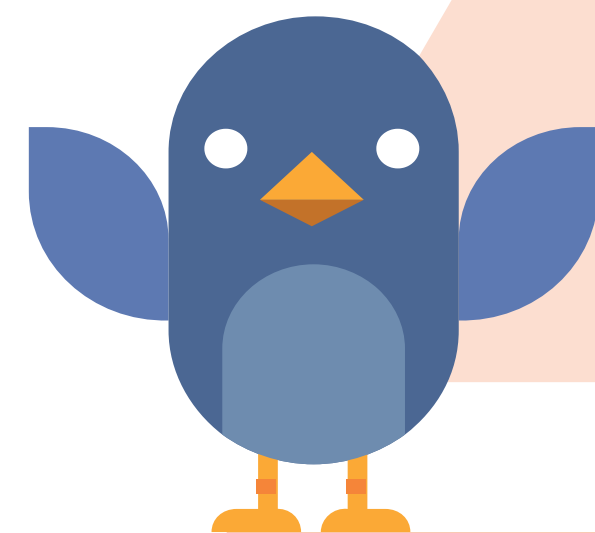
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How well do you think you and your parents have stuck to your WOOP Action Plan or the action that you agreed to take together??  
(1 – Did not stick to the plan at all, 10 – Successfully stuck to the plan!)



1

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# Thank you

*Thank your parent for supporting you in your journey this year!*

**Dear** \_\_\_\_\_

**What are 2 or 3 things you want to thank your parent for?**

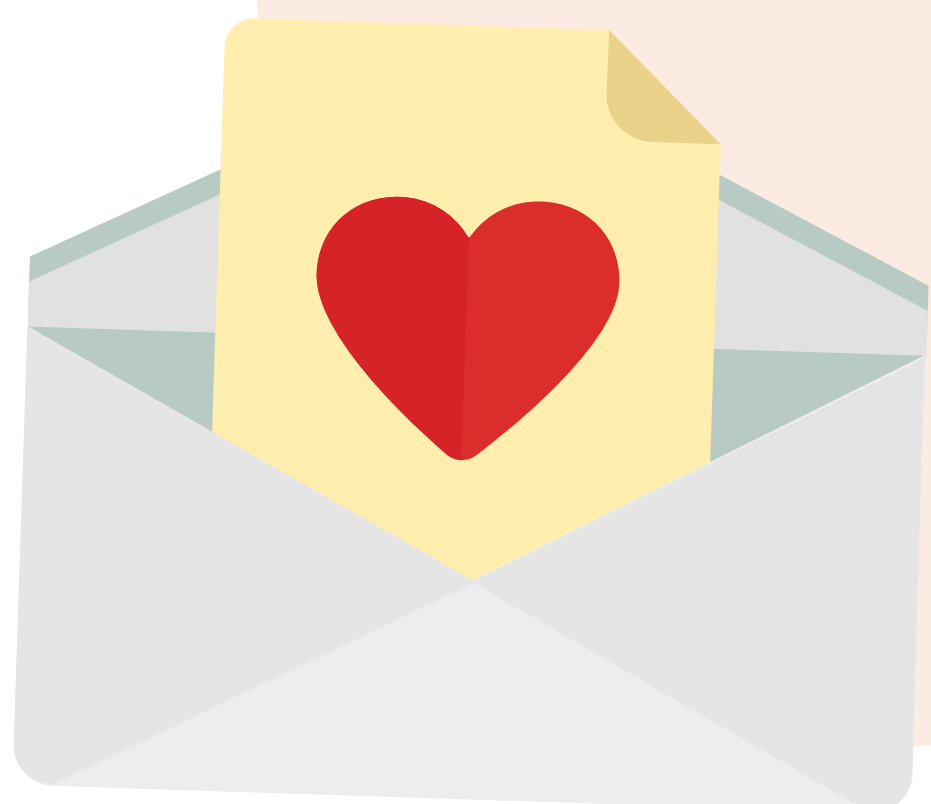
*Some examples:*

*Thank you Mum/Dad for being patient with me.*

*Thank you Mom/Dad for listening to me while I share about my day in school.*

*Thank you Mum/Dad for helping me to study.*

*Thank you Mum/Dad for giving me tips on how to relieve stress.*







# Parent Reflection Exercise

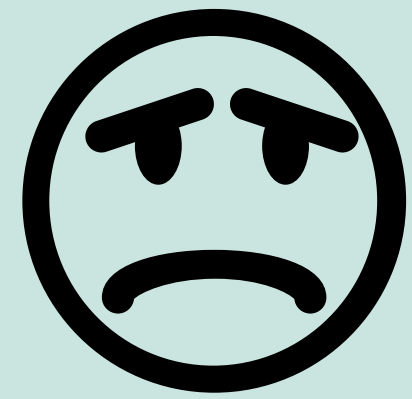
*Individual  
Check-in  
Exercise*

While your child responds to the questions on their own, please take a moment to think about how you have worked with your child to stick to your WOOP Action Plan.

Spend the next few minutes responding to the following questions on your own.

**On scales of 1-10...**

How happy do you think your child feels in general?  
(1 – Not at all happy, 10 – Extremely happy)



1

2

3

4

5

6

7

8

9

10



How stressed do you think your child feels in general?  
(1 – Not at all stressed, 10 – Extremely stressed)



1

2

3

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5

6

7

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9

10



How well do you think you and your child have stuck to your WOOP Action Plan  
or the action that you agreed to take together?  
(1 – Did not stick to the plan at all, 10 – Successfully stuck to the plan!)



1

2

3

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10



# I am proud of you!

*Affirm your child for their journey and best efforts during this year!*

Dear \_\_\_\_\_

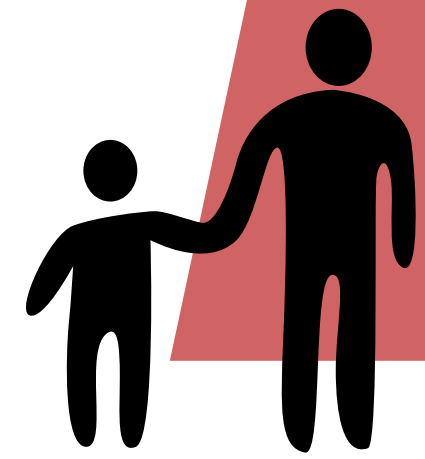
What are 2 or 3 things you want to appreciate or thank your child for?

*Some examples:*

*You have grown so much this year and I am so proud of you.  
Thank you for your determination in your studies/sports/interests!  
I appreciate that you have done your best this year even though  
there were challenges along the way.*

*Thank you for sharing with me when you were facing  
challenges/feeling stressed.*





# Joint Reflection Exercise

Joint  
Check-in  
Exercise

After you and your child have completed your individual reflection exercises and written the short note, take 5-10 minutes to reflect on your responses together.

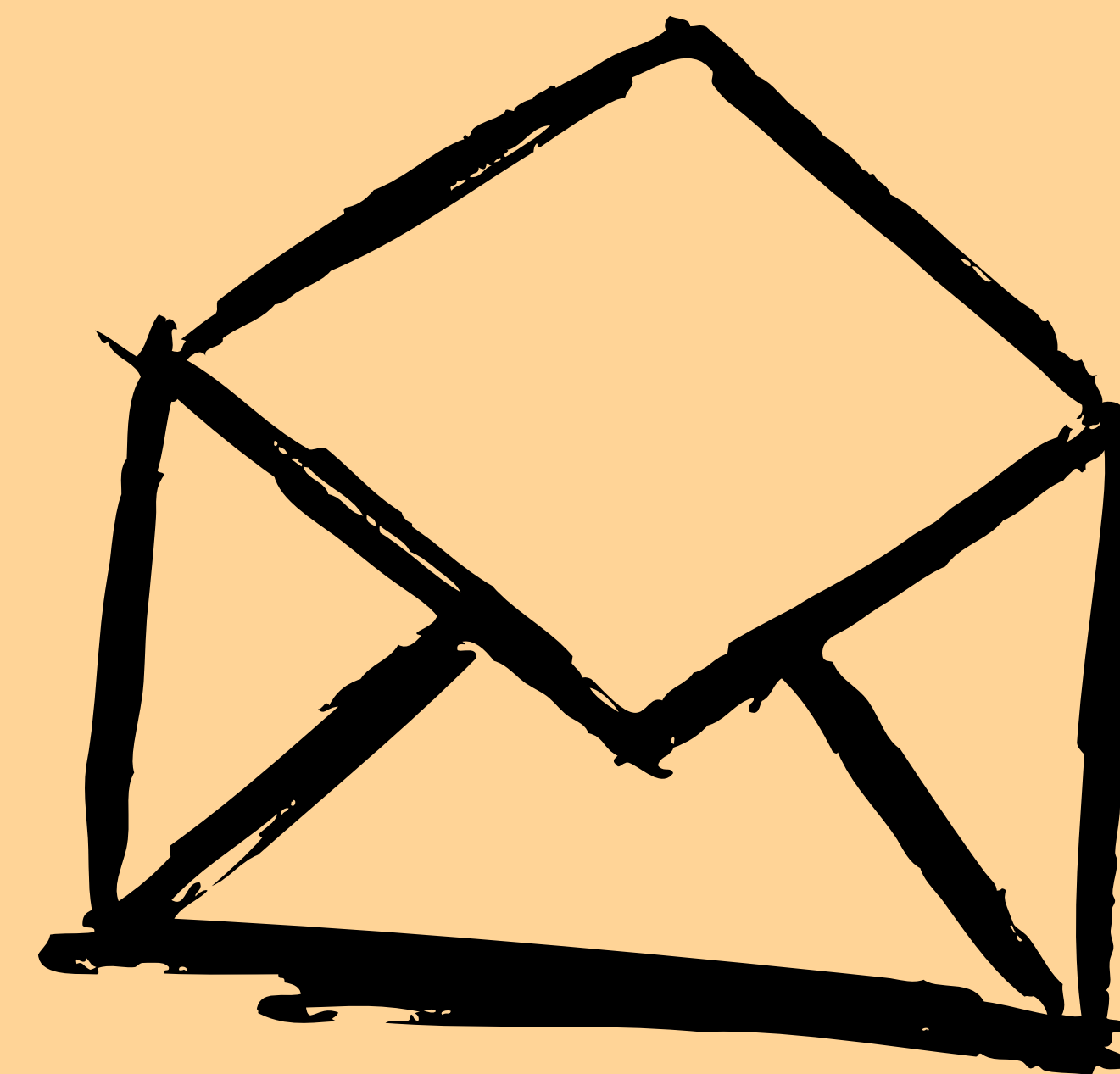
## 1 Have a chat!

**Discuss your responses to Question 2 and share with each other.**

- Why do you feel this way?  
Could you share with me the reason why?
- What are some things I (the parent) can do or say to help you (the child) to feel more supported, especially with the upcoming examinations?

## 2 Read your note (:

**Read out the 'thank you' note you have written in Step 2 to each other.**



# Did you know?



## Activity on Sleep

How much sleep do Singaporean children get and what are the consequences?

4 in 10 Singaporean children (aged 6-9) are sleep-deprived.

**~36% of pri sch children**  
Slept 7 hours or less on a sch day!

(Pri sch children should be getting 9 hours of sleep)

Consequently...  
almost half the children  
fell asleep while travelling,

while six of 10 were found to be  
overactive during the day.

What kind of sleep habits do Singaporean children tend to adopt?

Singaporean students exhibit compensatory sleep patterns, meaning they sleep more on days when they have a chance to, which includes non-schooling days such as weekends, public or school holidays.

Pre-sleep activities include:

- Studying/completing homework
- Using digital devices
- Reading
- Watching television



What is one reason you should get more sleep, especially with the upcoming examinations?

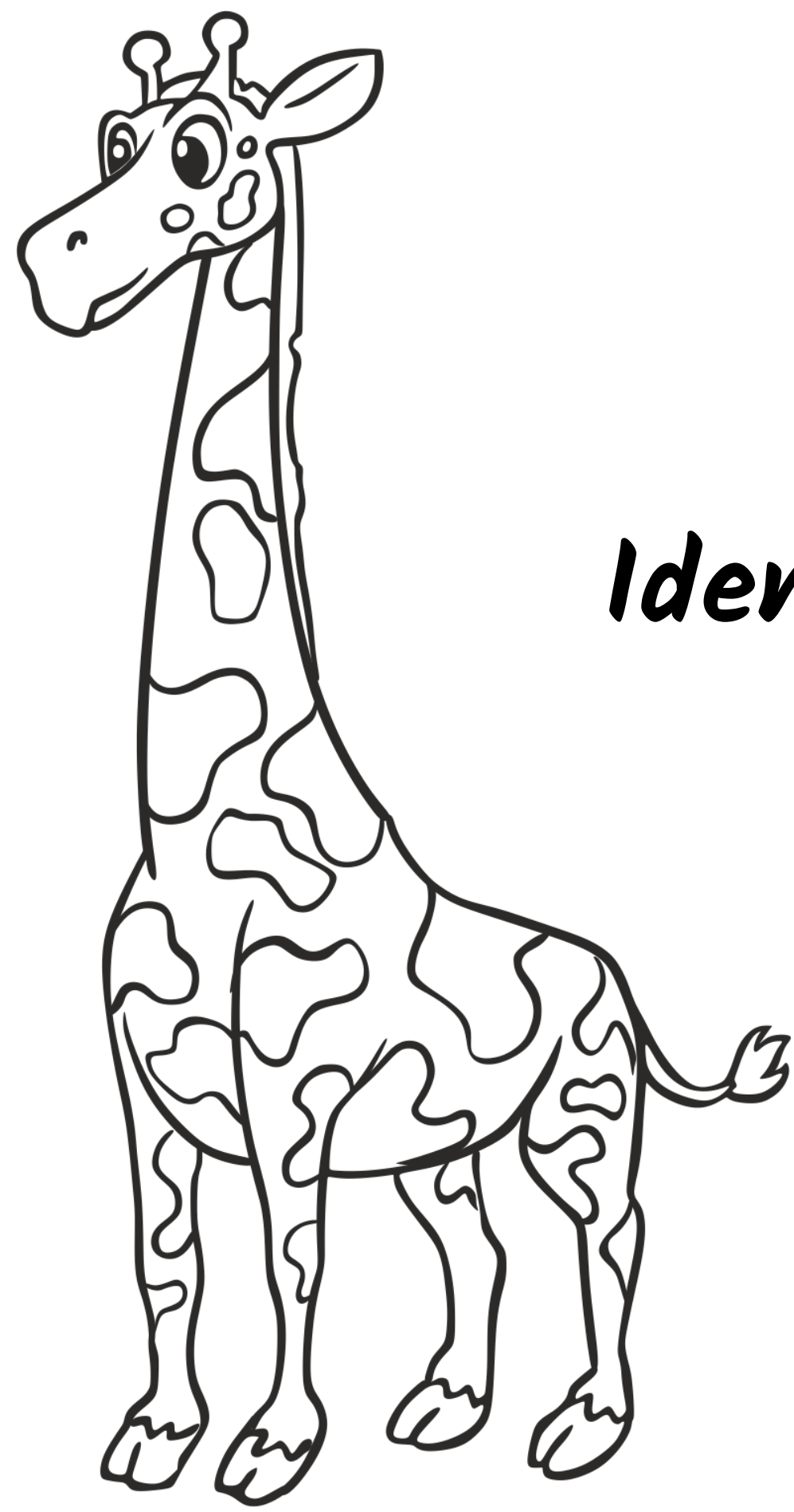
**More sleep leads to better grades!**

For math and language subjects, students need to use skills called "executive functions" - things like working memory and planning.

The brain functions supporting these skills is in the pre-frontal cortex, which is very sensitive to the effects of insufficient or poor sleep.



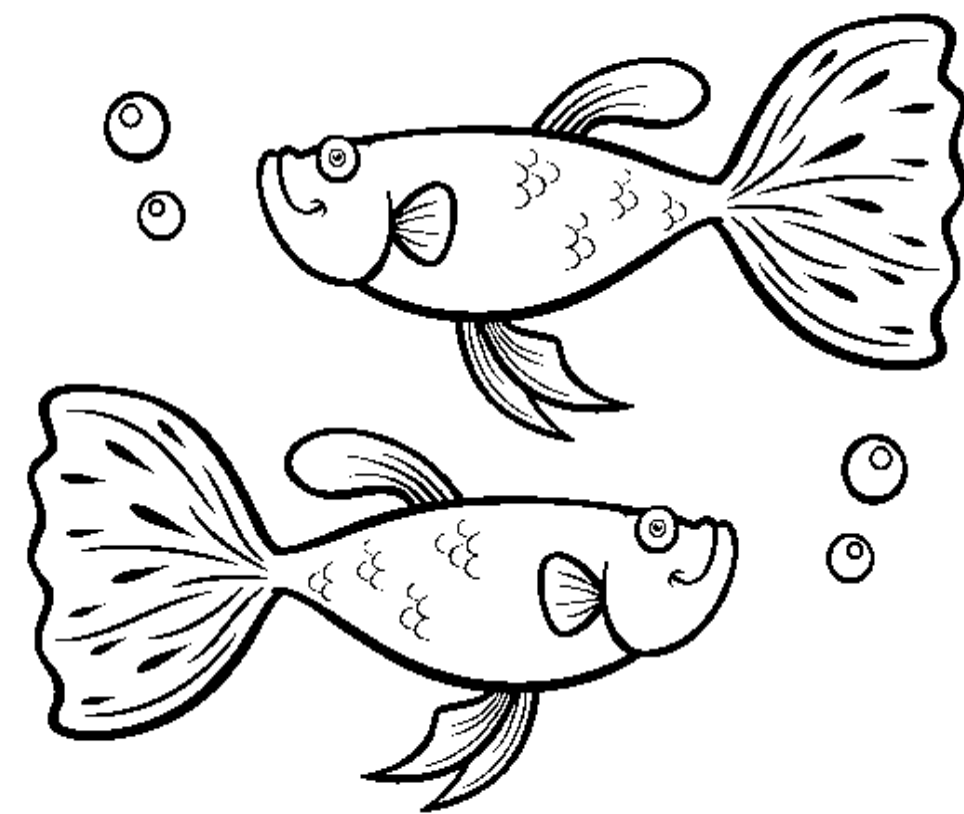




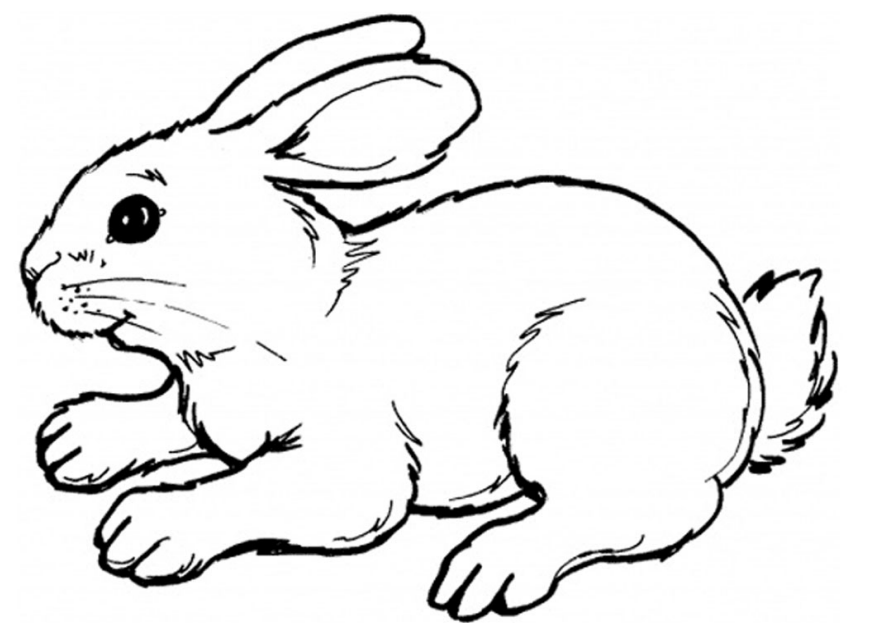
# How much sleep do you get on a typical school day?

Activity  
on  
Sleep

Identify and colour the animal that has the same amount of sleep as you do!



Rabbits can sleep with their eyes open! 0.0 They only sleep with closed eyes if they feel very safe.



5 hours  
Giraffe

6 hours  
Seal

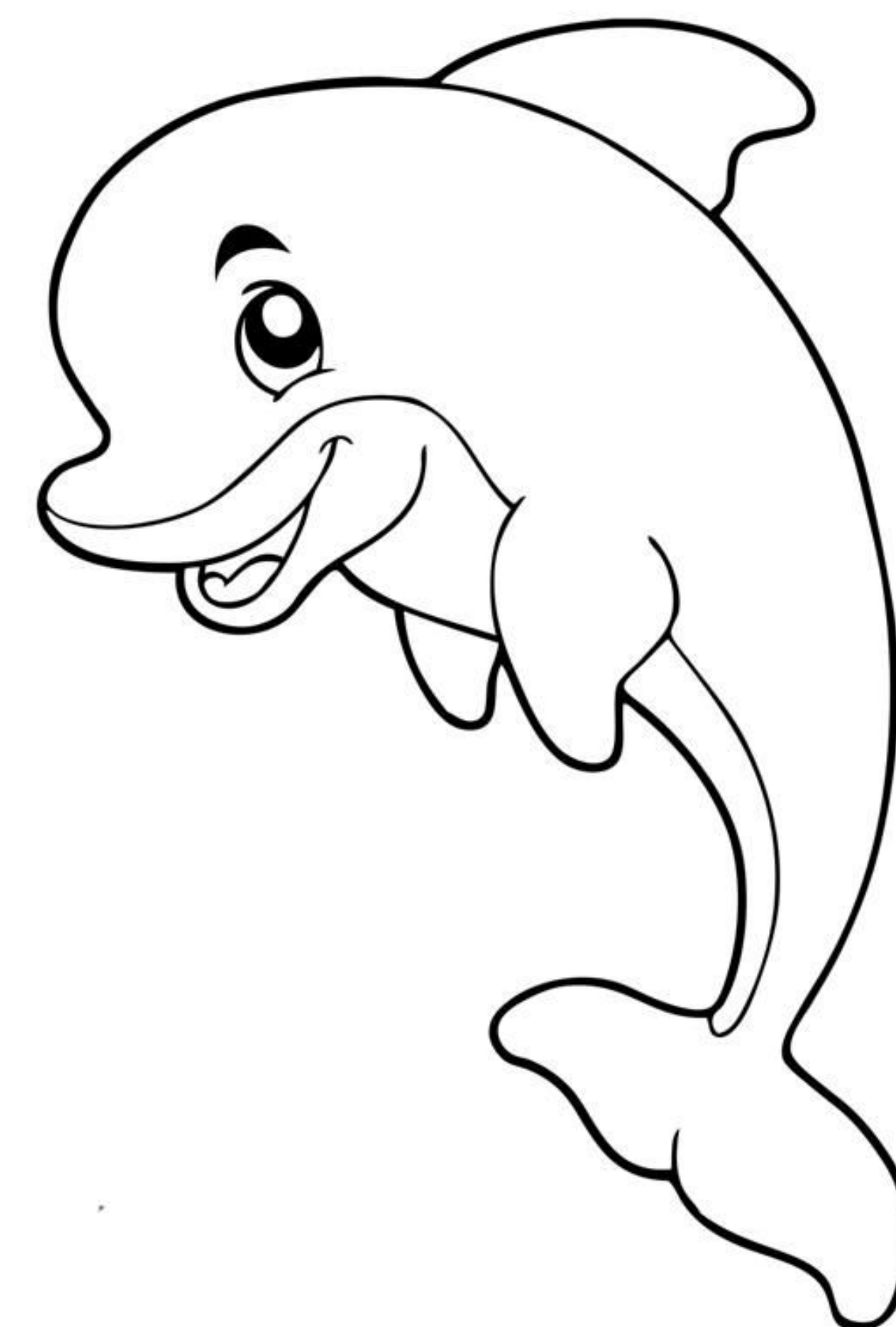
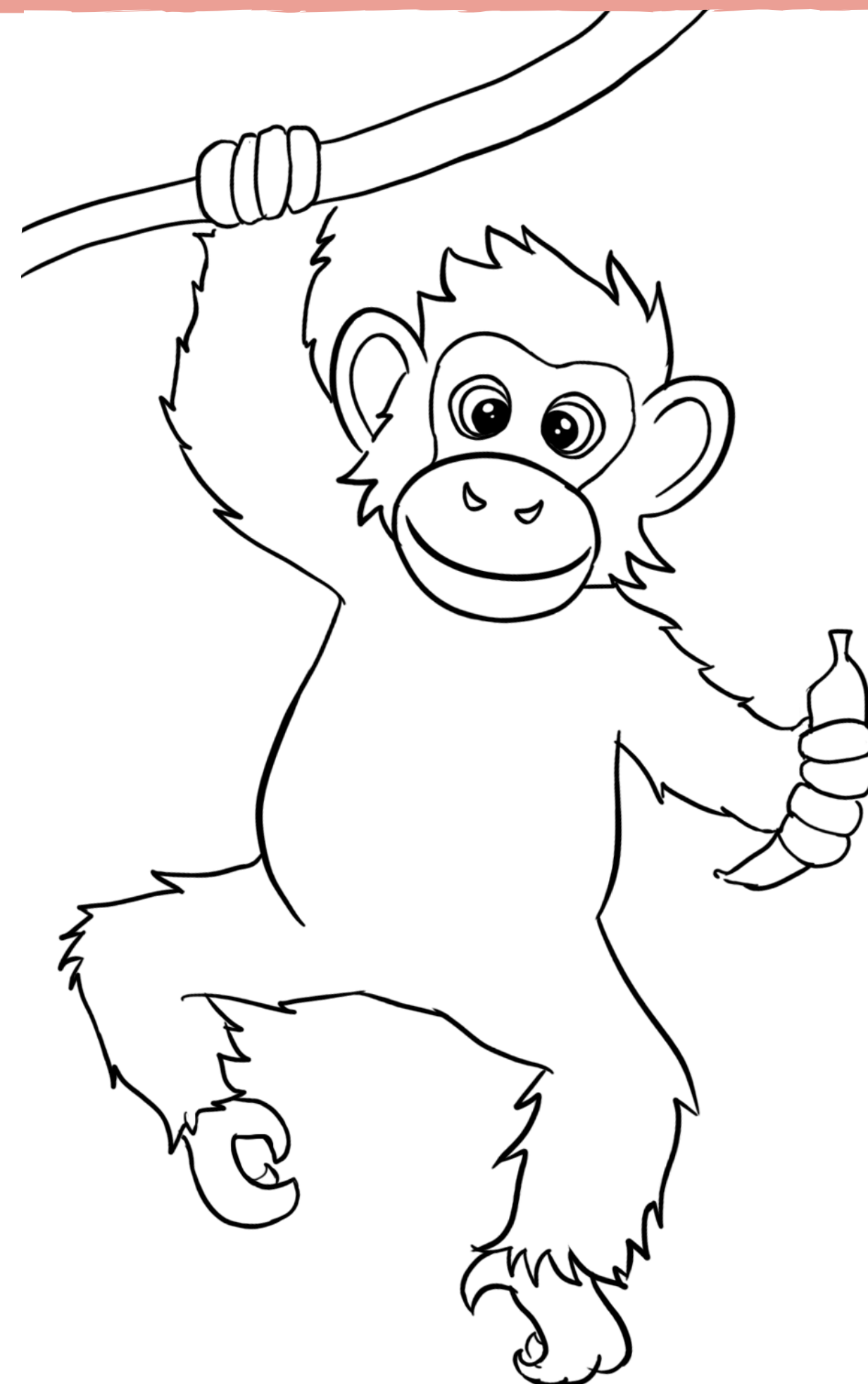
7 hours  
Guppy

9 hours  
Chimpanzee

10 hours  
Hedgehog

10.5 hours  
Bottle-nosed  
Dolphin

11 hours  
Rabbit



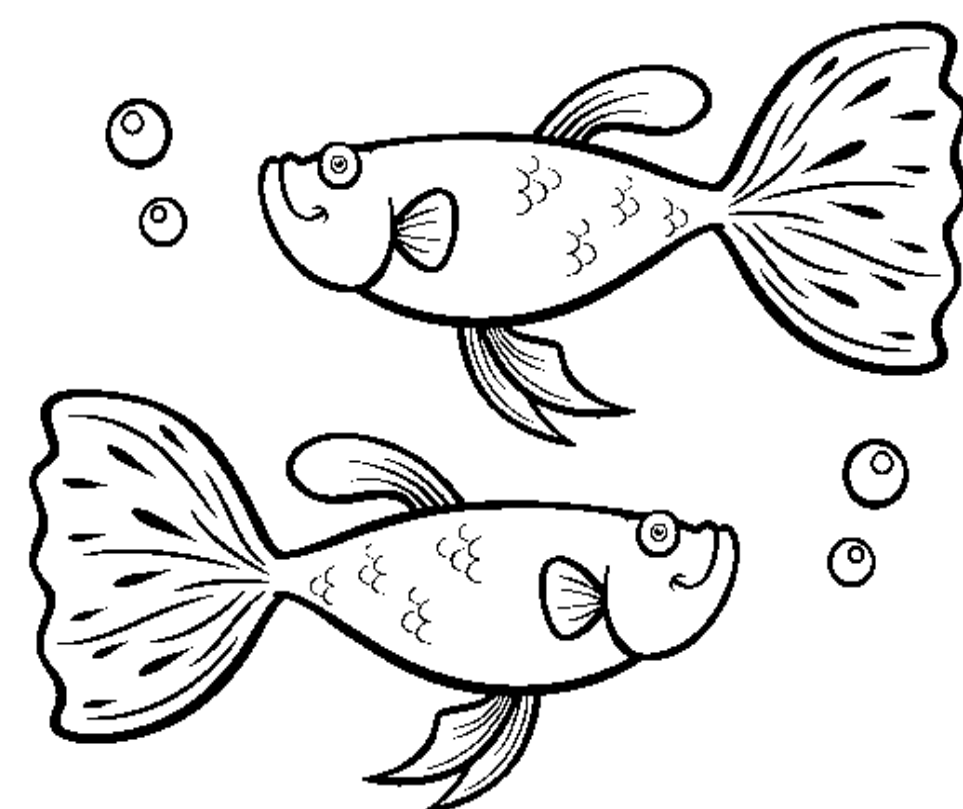
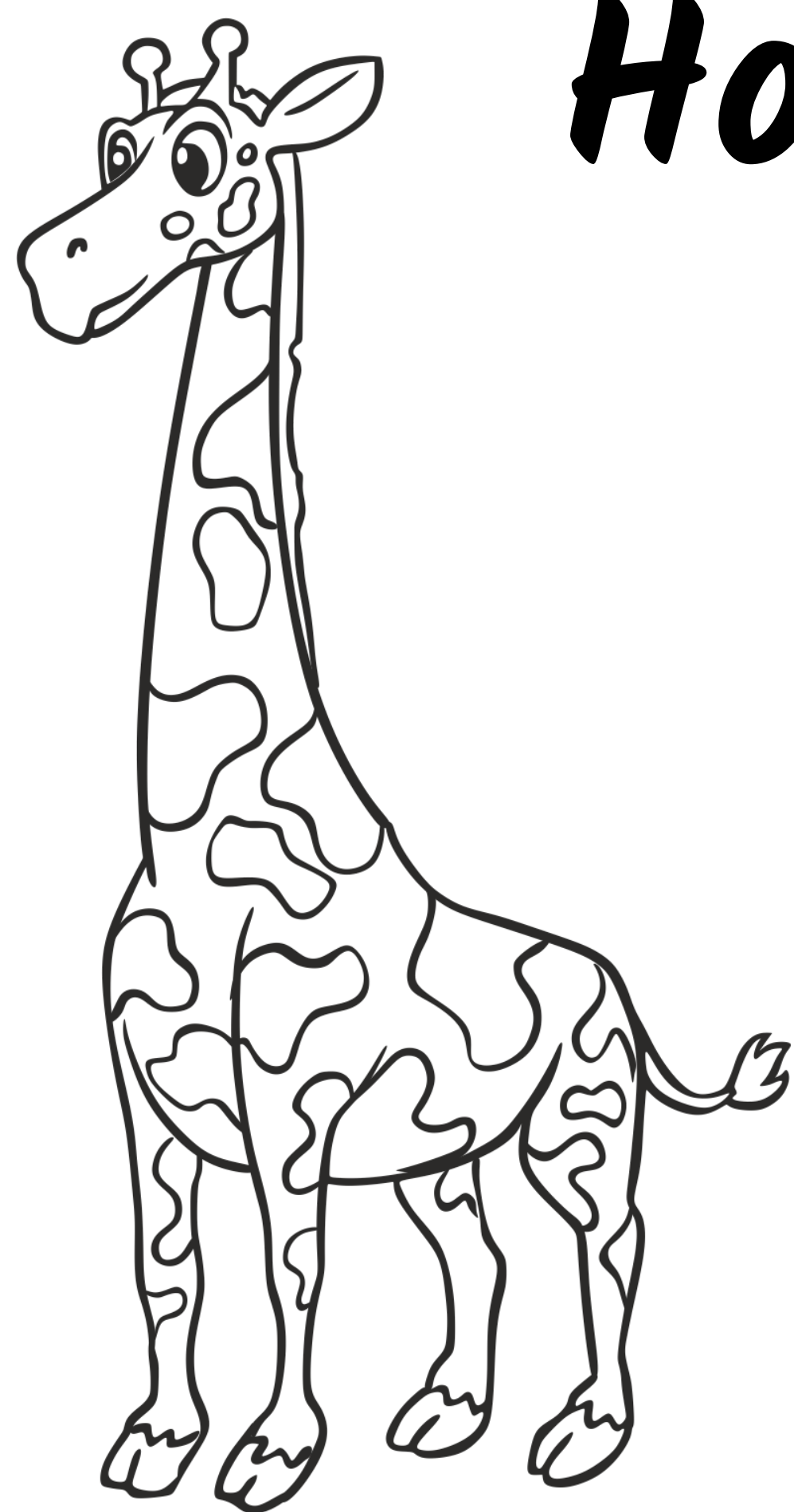
Seals sleep in the water as well as on land! They sink slowly as they sleep in the water.

Dolphins only close one eye when sleeping; the left eye will be closed when the right half of the brain sleeps!

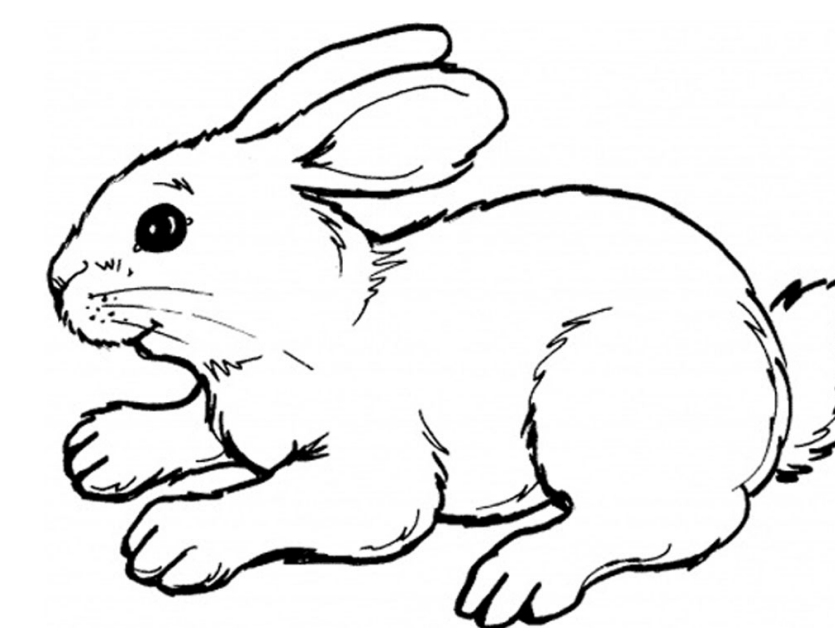


# How much sleep do you wish to get on a typical school day?

Identify and colour the animal that has the same amount of sleep you wished you got!



Guppies are like us!  
They sleep best  
when it's dark and  
the lights are off.



5 hours  
Giraffe

6 hours  
Seal

7 hours  
Guppy

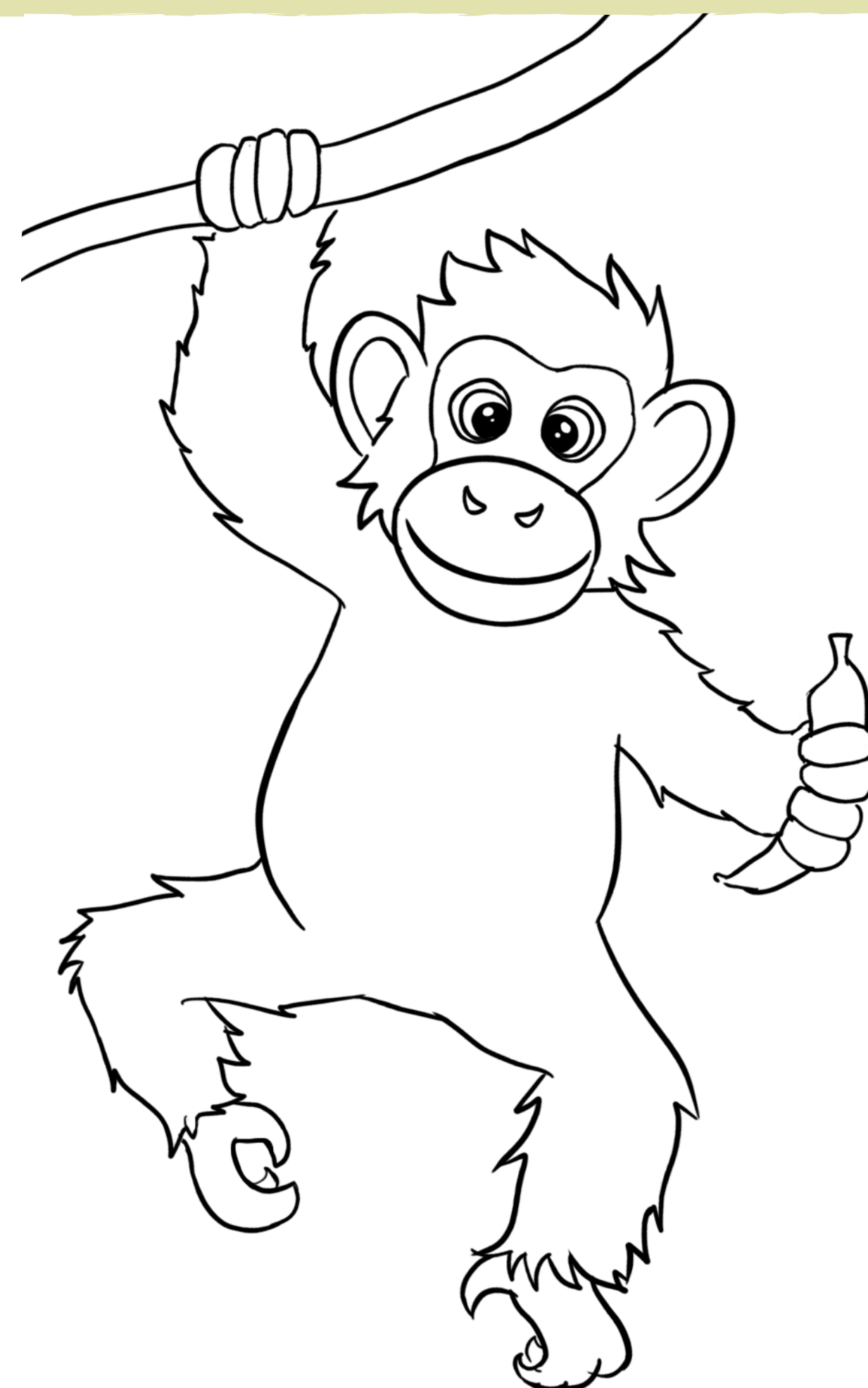
9 hours  
Chimpanzee

10 hours  
Hedgehog

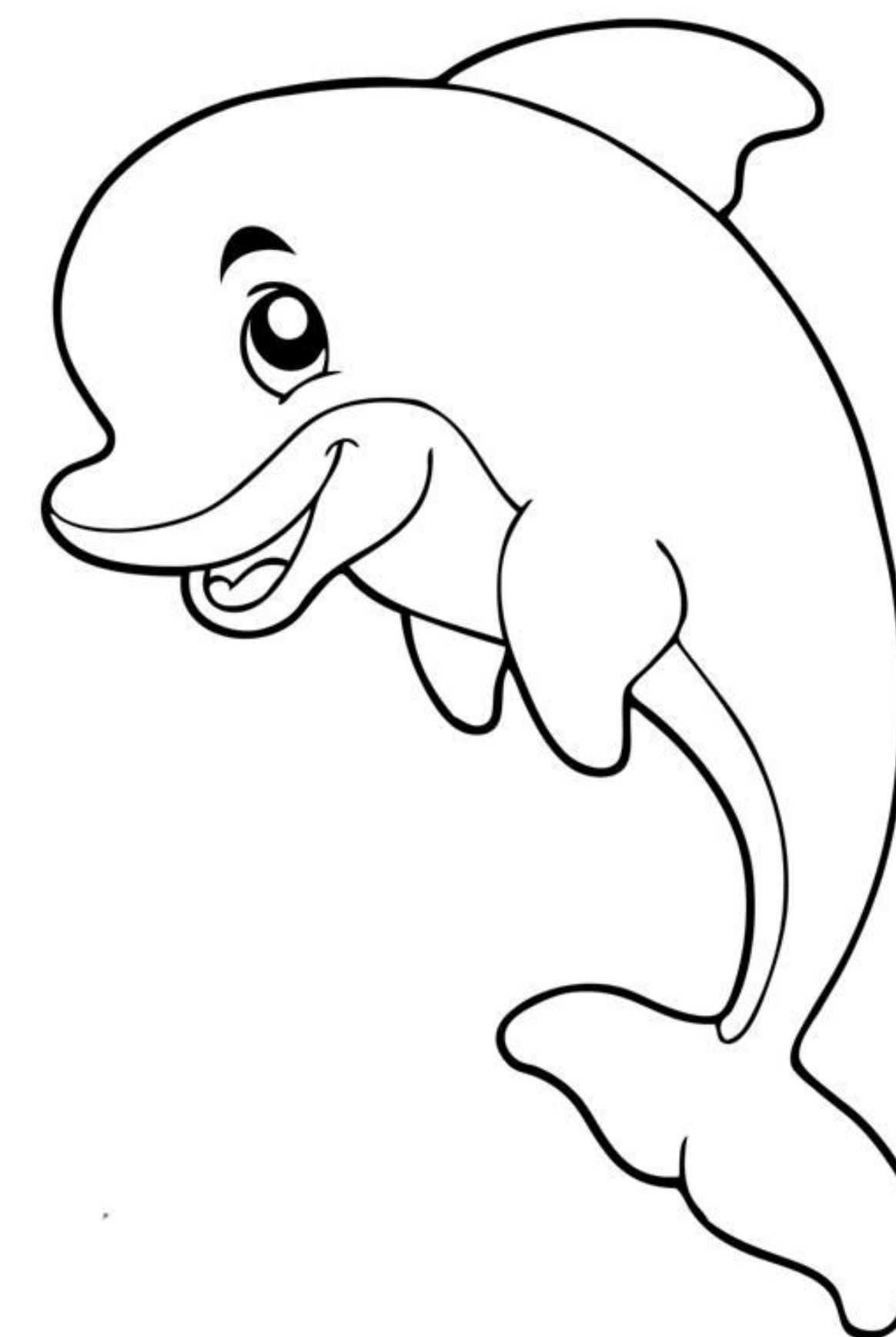
10.5 hours  
Bottle-nosed  
Dolphin

11 hours  
Rabbit

Adult giraffes often  
remain standing  
and fully upright  
while sleeping,  
on the alert for  
predators.



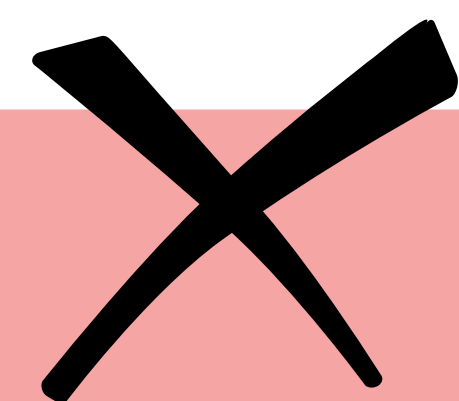
Chimpanzees  
sleep in trees  
and make their  
sleeping nests  
from twigs and  
leaves for  
extra padding!





# Do your words Build Up, or Tear Down?

What kind of conversations do you have leading up to and during the exam period?



## INSTEAD OF

*Stop stressing! You need to focus.*

*You think you're the only stressed one around here?*

*Can you spend less time complaining / whining?*

*How can you think of playing with the exams  
around the corner?*

*Why are you always on the phone/ computer?  
Shouldn't you be studying?*

*So easy... how come you don't know how to do?*

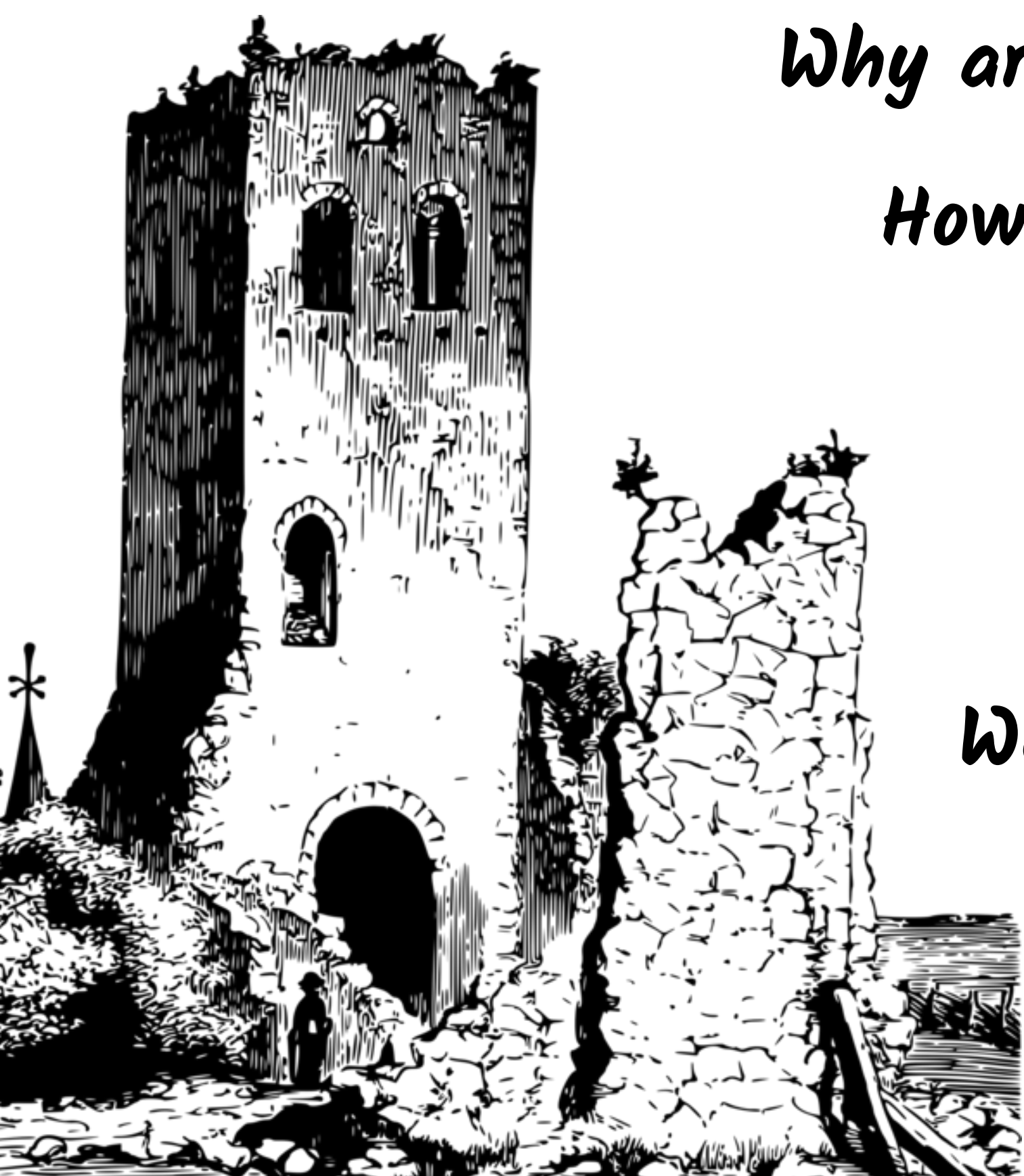
*Why are you still getting this wrong?*

*How many times must I teach you  
how to do this question?*

*If you don't do well...  
you won't get what you want...*

*We will be so disappointed if you  
only score...*

*You MUST get at least...!*



## TRY SAYING



*Children: Tick the top 3  
statements you would like  
to hear from your parents!*

- ☐ *How are you feeling today?*
- ☐ *How can I help you to feel less stressed?*
- ☐ *You can always talk to me whenever you feel anxious.*
- ☐ *Let's plan some things to do to help you destress  
during this period!*
- ☐ *How would you like to enjoy yourself after the exam?*
- ☐ *This exam is NOT the be all and end all.*
- ☐ *It's ok to fail. We can learn from our mistakes!*
- ☐ *I am always here for you.*
- ☐ *Remember that I will always love you!*
- ☐ *I am proud of you no matter what.*
- ☐ *Just do your B E S T!*

**Convo  
Tips!**

