

WILD
RICE

PARENTS' RESOURCE PACK

#FeelingsToTheMax

PSLE EDITION



Dear Parents,

We made this special episode of #FeelingsToTheMax in a way for our past 12-year-old selves collecting our PSLE result. It's been some years for most of us now, but many of us still remember how we felt on that very day.

While this in no way promises to take away all pressures that you and your child(ren) may be experiencing, we hope that it will lighten your loads, even if just a little bit.

There are two parts to this - first, the video - which you can watch here **#FeelingsToTheMax: PSLE Edition**. Next, we have prepared this resource kit to accompany the episode.

This resource kit contains activities for kids, parents and some for both of you to do together.

It provides tools to address and manage different kinds of emotions, opportunities to get to know each other better, and points to help facilitate important and sometimes difficult topics. We hope you enjoy using this resource pack!

If you have any questions or feedback, please do get in touch with us at academy@wildrice.com.sg

Love,

The Wild Rice Academy Team

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For months, they have been putting in their best efforts. Now, as they receive their results, they may be experiencing a whole range of emotions.

How can we support our children during this time?

We can build a safe space for them.

A safe space is one where:

- We affirm and assure our children that our love comes with no conditions of grades or achievements
- Failures are allowed - they are simply opportunities for learning
- We listen to understand, instead of listening to respond
- We are open to talk about any joys, fears, worries, anxieties that they (or even we!) may be feeling, if and when they are ready to talk about them
- If they are not ready to talk about something yet, they are given the space to work it out on their own, with the assurance that this space and channel of communication is always open
- We support them on their terms from where they are, instead of where we want them to be

*To listen is to lean in,
softly, with a
willingness to be
changed by what we
hear.*

- Mark Nepo

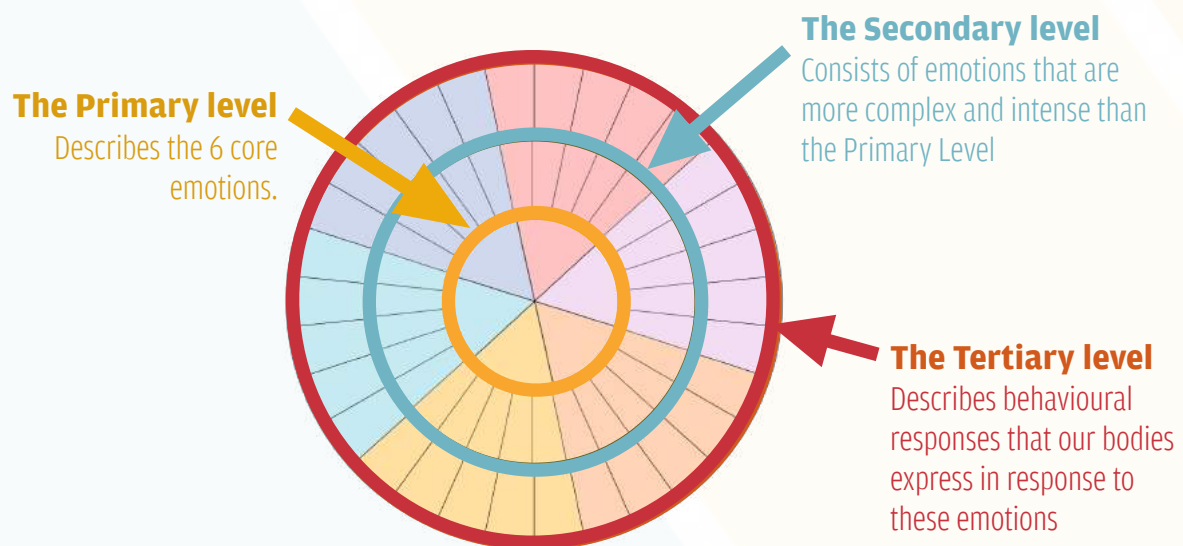
Parents' Guide:

Activity 1 - The Feelings Wheel

The Feelings Wheel can enable children to build the emotional vocabulary to identify and describe their feelings.

We have adapted the Feelings Wheel to include different types of behavioural responses. This is to help children build more awareness to what their body might be communicating to them.

Understanding the Feelings Wheel



How to use the Feelings Wheel

There are many ways you can use the Feelings Wheel to help your child identify and describe their feelings.

Example 1:

Primary ➡ Secondary ➡ Tertiary

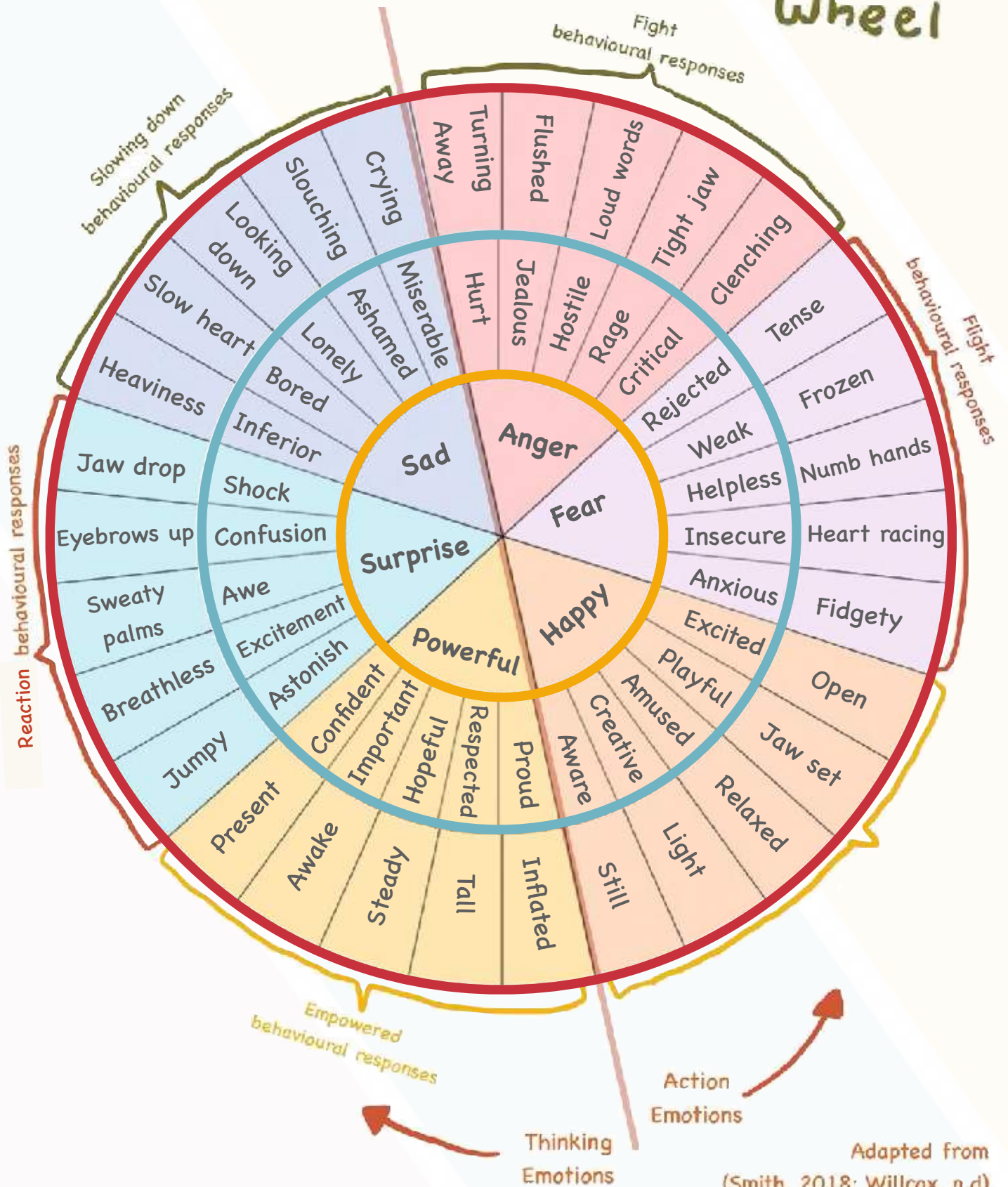
Begin with the Primary level to identify the core emotions with our children. Move towards the Secondary level to explore the intensity of the core emotions, then have them observe or recall their bodily responses to these emotions from the Tertiary level.

Example 2:

Tertiary ➡ Primary ➡ Secondary

We could also begin by observing behavioural responses of our children, or have them be more aware of their responses. Then, identify the core emotions at the Primary level before defining the emotions at the secondary level.

The FEELINGS Wheel



Parents' Guide:

Activity 2 - A Portrait of All I'm Feeling

If you think your child requires support to express how they are feeling about a particular event, this activity sheet is excellent for that!

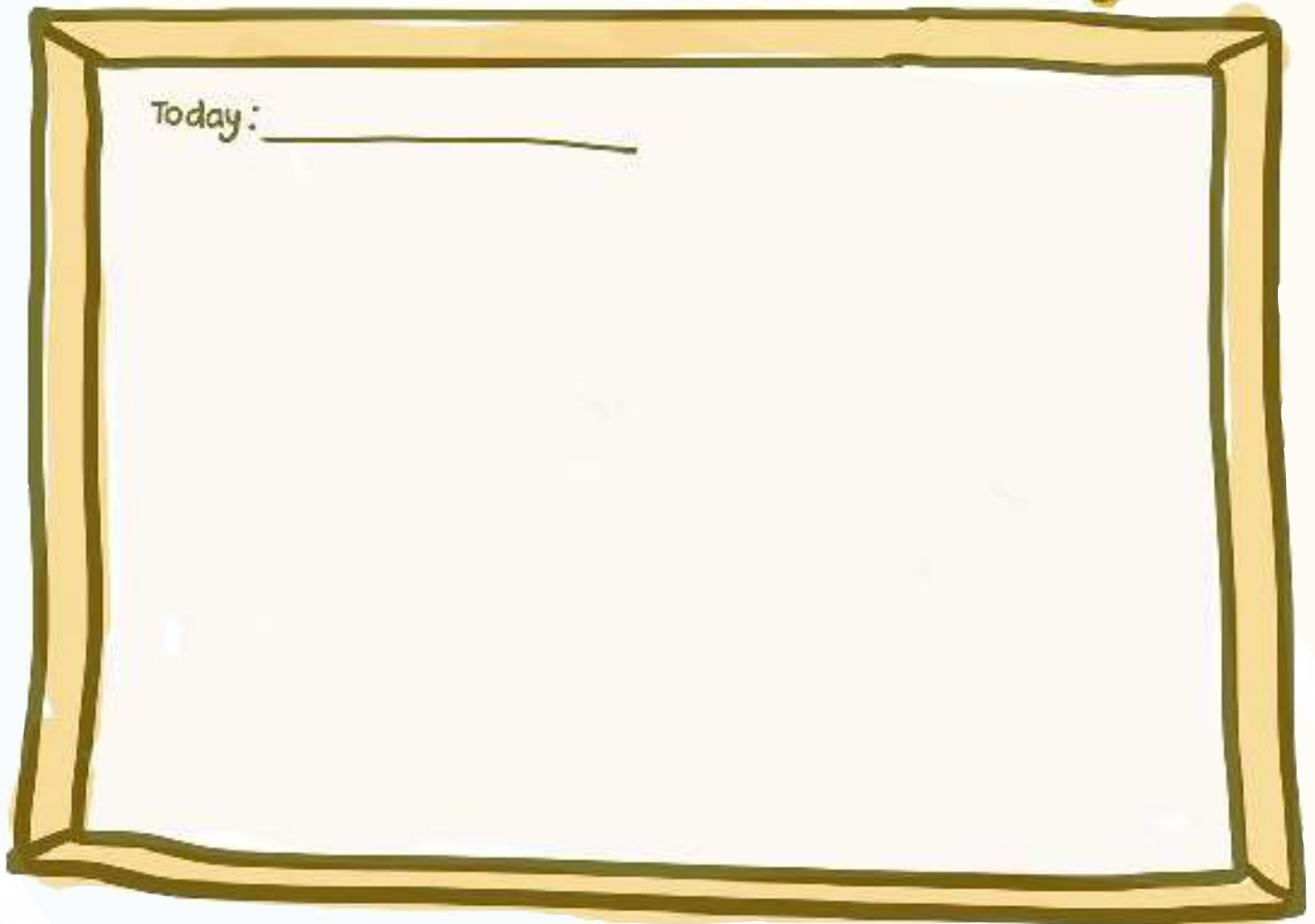
Encourage our children to use the box to draw, doodle, or paint how they are feeling before attempting to fill in the blanks with their own words.

The purpose of this activity is to provide a safe platform for our children to think through what they are feeling and express them. The more often we engage in this activity together, the safer our children would feel and the more emotionally aware they grow.



A Portrait of all I'm feeling

Today: _____



I was feeling _____

when _____ happened.

I know I am feeling _____

because my actions _____

_____ •

Many of us lead busy lives, especially here in Singapore. Sometimes, we go about our daily routines without paying much attention to ourselves, our children and our relationships.

How can we build meaningful relationships with them?

We can take just a little time out of our daily routines, slow down and get to know each other a little better.

- Schedule some downtime to recharge and bond.
Now that the PSLE is over, spend some quality time with them before they enter the next phase of their lives - they will only get busier!
- Shared experiences are a great way to get to know your child and build deep bonds. For example, go for a walk in a nature reserve with nothing but a printout map and navigate through the area together.
- Celebrate their effort, no matter the result. We can show appreciation and recognition of their hard work through simple gestures like bringing them out for a meal or playing their favourite game together.
- Remember to verbally express your intentions to them. Let them know that you are taking them out because you want to take the time to celebrate their hard work.

Parents' Guide:

Activity 3 - Knowing You & Me

This Activity Sheet focuses on our child's perceptions of us and us of them. It aims to encourage both parent and child to affirm and express gratitude to each other.

How to use the Activity Sheet

Print out two copies of the Activity Sheet.

Ask your child to fill in the blanks with what they feel towards you. Take sometime to do the same for your child separately.

After you are both done, read it aloud to each other.

Hugs are encourage especially after a heartwarming exchange!



Knowing YOU & ME

Things I will say about you to a Stranger

_____ is an amazing _____
(their name)

_____ •

When I am feeling down, _____ will
(their name)

(things they do to make you feel better)

_____ to make me feel better.

_____ is the best human being in the world
(their name)

because _____
(things that make them special to you)

_____ •

If I could ask _____ any question it would be
(their name)

why _____
(something you are curious about)

_____ ?

Parents' Guide:

Activity 4 - Conversation Starters

Besides the daily, 'Have you eaten?', 'Did you drink enough water?', 'Who finished the cereal and didn't throw away the box?' (which we believe is a very important courtesy to learn), we can engage in deeper conversations with our children.

How to use the Conversation Starters

You can do it as an activity by asking your child to pick a number between 1 - 15 and see what they have to say. Or, if it's going to be a long car ride, or long train ride, pop them any of the questions below and see where the conversation takes you.

1. If you are a teacher and you could teach your students anything at all, what would you teach them? Why?
2. What is the funniest thing that has ever happened to you?
3. Who is your best friend? Why?
4. If you could change anything in the world, what would it be?
5. Have you caught someone doing something funny?
6. What is one really cool fact you learnt this year?
7. If you could visit any place in this universe, where would it be?
8. What makes a good friend?
9. What are three things about yourself that you love the most?
10. If you could plan a perfect day, what would it look like?
11. If you are chef, what would be on your menu?
12. What is one memory that makes you very happy?
13. What makes someone smart?
14. What do you think makes someone kind?
15. What is the yuckiest thing you have ever eaten? Why was it yucky?

In the same way that we take time to be supportive to our children when they encounter setbacks, we should also take the time to celebrate and share their joys.

How can we help them to learn from their achievements?

We give them the same support, recognition and love.

- Setbacks are not the only times that can be transformed into meaningful learning experiences. In the midst of the celebration, take some time to reflect together on the challenges of this journey.
- Explore their strengths and weaknesses and how both of you can work together to best support each other in future endeavours.
- Remind them that their achievements are not a pre-requisite for your love.
- Encourage them to celebrate their achievements with humility, especially towards their friends who may be feeling disappointed.

Parents' Guide:

Activity 5 - Who Am I? & Who I Think You Are

These two Activity Sheets help your child to reflect upon and to identify their strengths and weaknesses.

How to use the “Who Am I?” Activity Sheet

Help your child complete fill in the blanks at their own pace.

When they have finished, have a look at their statements and guide them to a deeper understanding of themselves by asking them ‘why’ and ‘how’ questions.

How to use the “Who I Think You Are” Activity Sheet

You can fill in the blanks of this Activity Sheet as your child works on the “Who Am I?” Activity Sheet. They ask the same questions but from two different perspectives.

After you are both done, compare the statements in both Activity Sheets.

P.S. Feel free to reverse the roles and have your child write about you!



who am I?

I am _____

(your name)

I worry about _____

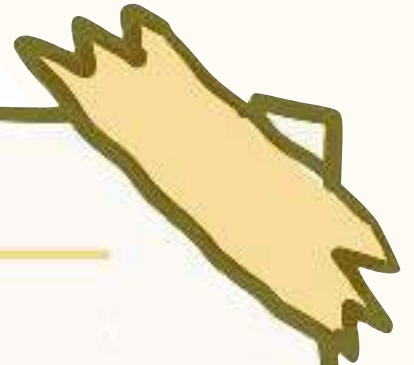
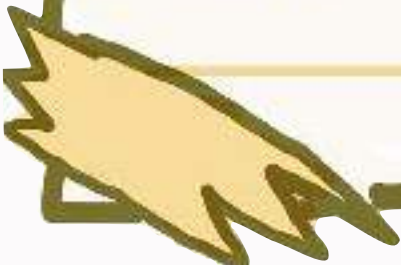
I am good at _____

I am afraid of _____

I want to do better at _____

I struggle with _____

I am proud of _____



Who I think YOU are...

I am _____
(your name)

You are _____
(their name)

I think you worry about _____

I think you are good at _____

I think you are afraid of _____

I think you want to do better at _____

I think you struggle with _____

I think you are proud of _____

When they receive grades that did not meet their expectations, they can be overwhelmed with different feelings and thoughts about themselves.

How can we help them to process receiving grades that are below their expectations?

We share their feelings and disappointment, and our wisdom.

- Allow them some space to process their feelings privately should they not want to talk about it immediately.
- Remind them that their grades are not an indicator of how much they are worth as a person.
- Use “we” instead of “you” so that they may feel supported during this time. For example, instead of “What can you do now?”, use “What can we do now?”
- Model resilience and direct their attention to the opportunity to learn from this experience.
- Share with them your wisdom from setbacks and failures you may have encountered previously.

Parents' Guide:

Activity 6 - Guided Conversation About Failures

This activity allows our children to learn that failures and setbacks are a necessary part of life. The cue cards will facilitate a conversation on failure between you and your child, using our life experiences and wisdom to guide them through their experiences.

How to use the Questions

The questions are designed such that you will start off by sharing one of your personal experiences of failure, before helping them through theirs.

It may be helpful to avoid 'I know how you feel' statements, as we all experience setbacks very differently.

A Guided Conversation About Failures

Recall an experience of failure (Adult's sharing)

1. What happened?
2. How did you fail?
3. How did it make you feel when you failed?
4. How did you deal with the feelings?
5. What kinds of support did you seek out and receive?
6. What inspired you to try again and persevere?
7. Did you succeed eventually? After how many tries?
8. What did the failure teach you?
9. How did the failure grow you to be the person you are today?
10. If you could have done things differently, would you still rather fail or succeed at your first try? Why or why not?

Questions to ask our children after our sharing

1. How similar do you think that situation was to this?
2. What can you do similarly?
3. What can you do differently?
4. Do you need more time before we come up with our next course of action together?
5. What can I do to support you?

Parents' Guide:

Activity 7 - Goal Setting Activity Sheet

This Activity Sheet allows your child to set an attainable goal for themselves.

How to use the Activity Sheet

Ask your child why this goal is important to them.

E.g. "What is the greatest benefit of this goal?"

"How will attaining this goal help others?"

At the Start Point Box, write down where your child is now.

E.g. "Scoring below 50 for Mathematics"

Think about what the next 5 steps that your child can take to work towards the goal.

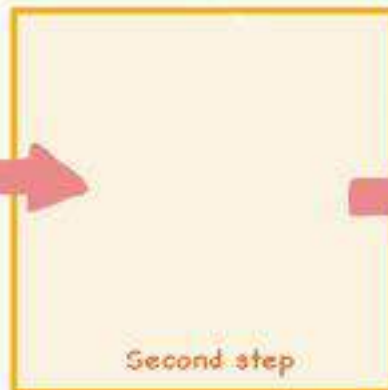
Think about possible obstacles for each of the 5 steps and how you would like to overcome them together.

E.g. If Step 1 is to complete 10 pages of math practice every week, the obstacle may be "feeling tired". So, to overcome this obstacle, we could help to work out a routine with our child.

GOAL Setting



START



We hope you found the activities and worksheets in this pack helpful. Here, we have compiled a list of other resources that you may find useful.

Books

How to Talk So Kids Will Listen & Listen So Kids Will Talk

by Adele Faber & Elaine Mazlish

The Gift of a Happy Mother: Letting Go of Perfection and Embracing Everyday Joy

by Rebecca Eanes

The Yes Brain: How to Cultivate Courage, Curiosity, and Resilience in Your Child

by Daniel J. Siegel, Tina Payne Bryson

Podcasts

I Don't Know How She Does It

Mamamia Podcasts

Quiet: The Power of Introverts

Susan Cain

The Longest Shortest Time

Hillary Frank and Stitcher

Zen Parenting Radio

Todd and Cathy Adams

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#FeelingsToTheMax

PSLE Edition

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WILD RICE LTD is supported by the National Arts Council under the Major Company Scheme for the period from 1 April 2019 to 31 March 2022.