

Wellbeing activities and conversation starters for parents of primary school-aged children



There are a range of activities that will help build and maintain your child's wellbeing. Most of them are short and require very few materials.

The activities cover six key elements that are important to wellbeing. There are also activities that focus on positive thinking and gratitude as well as breathing exercises that promote calm.

These activities are based on the optional Resilience, Rights and Respectful Relationships teaching and learning materials.

Six key elements that are important to wellbeing



Understanding emotions

Understanding emotions helps your child to understand themselves and other people.

We can do this by focusing on recognising, expressing and managing emotions.

Understanding emotions is key to building empathy and self-awareness.



Personal strengths

Help to build your child's ability to recognise and understand positive qualities in themselves and others.

This will help to build your child's self-confidence and the capacity to face and manage challenges.



Positive coping

Provide opportunities for your child to discuss and learn different types of coping strategies.

This will increase your child's ability to manage stress, control impulses and overcome obstacles.



Problem solving

Your child can develop their critical and creative thinking skills to explore different types of problems.

This can build your child's ability to make responsible decisions that consider the likely consequences of different ways of solving problems.



Stress management

Learn about different calming strategies to deal with stress.

This can help your child to cope with challenges they are facing now and in the future.



Help seeking

In these challenging times, it is important to normalise asking for help.

Your child will learn to recognise situations in which to seek help, identify trusted people in their lives to ask for help and practice asking for and providing help.





For students in Years 1 and 2



Understanding emotions

Goal: Understand our emotions.

Activity: Play emotional charades with members of your family. Each person acts out an emotion and family members guess the emotion/feeling.

Goal: Understand situations that can trigger different emotions.

Activity: Your child asks a family member how they would feel if:

- They were starting a new school or job
- Their friend had told everyone a secret they shared with them
- They had won a prize.



Personal strengths

Goal: Describe how we use our strengths to be a good family member.

Activity: With your child, discuss what each of your character strengths are. Draw a picture of yourselves using one of these strengths at home.

Goal: Describe how we use our strengths in daily life.

Activity: With your child, watch a TV show or read a story book together and identify how a character showed any of these strengths (honesty, fairness, patience). What would the opposite of these look like?



Positive coping

Goal: Discuss ways we can cheer up and calm down.

Activity: Discuss with your child:

- When I feel lonely, I can...
- When I feel angry, I calm myself down by...
- When I feel sad, I can...
- When I feel bored, I can...

Goal: Talk about fears and how to cope with fear.

Activity: Talk about:

- Things that make me afraid are...
- When I feel afraid, what are some things we do to help us manage our fears.

For students in Years 1 and 2 continued



Problem solving

Goal: Build collaboration and teamwork at home.

Activity: Using items that are safe and stackable (e.g. paper cups, playing cards), make a tower as tall as you can. Once your tower is complete, remove one item at a time, trying not to make the tower collapse. Or, if you have Jenga, play it together!

Goal: Work together to solve problems.

Activity: Talk about this scenario with your child: I had a disagreement with my best friend and felt left out. What are three positive ways one could solve this situation?



Stress management

Goal: Recognise how stress can feel in the body.

Activity: With your child, tell each other about a situation when you felt stressed. How did the body respond to this stress (e.g. sweaty palms; butterflies in your tummy).

Goal: Discuss coping strategies for stress.

Activity: Write a list of actions with your child that you can take to deal with stress, fear or anger. Name this list: *Our Family's Calming Strategies*. Display this list somewhere at home.



Help seeking

Goal: Work with and support each other.

Activity: Encourage your child to help a family member with a something around the house, such as clearing the dishes after dinner.

Goal: Identify people we can go to for help.

Activity: Make a "hand" or "star" showing five people your child can seek help from. Use it as your family plan by writing it up and placing it somewhere visible to everyone.

Additional activities



Goal: Practice gratitude.

Activity: You'll need a set of pick-up sticks for this activity. On a piece of paper write down the following and assign each one a colour from the pick-up sticks:

- Name a person you are thankful for
- Name a place you are thankful for
- Name a food you are thankful for
- Name a thing you are thankful for
- Name a thing of your choice

For each stick they pick up, they need to match the colour to the category and name the person, food, place or thing they are grateful for.



Goal: Practice gratitude

Activity: Encourage your child to collect, find or make pictures of all the people, events and things in their life that make them feel grateful. Print them, cut them out of magazines, draw them, pull out old family photographs.

Once you have the images, stick them to a piece of poster paper and hang in your child's bedroom. Your child can decorate the poster.



Goal: Calm the mind.

Activity: With your child, sit in a comfortable position. Ask your child to close their eyes, breathe deeply and relax.

Ask your child to breathe in through their nose for four seconds, hold their breath for seven seconds and breath out through their mouth for eight seconds.

Repeat this cycle four times.