

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 3 and 4



Understanding emotions

Goal: Develop language to identify and describe emotions.

Activity: Name and describe the emotions of a character in your favourite TV show. Take turns in doing this with your child.

Goal: Name positive and negative emotions.

Activity: Name three positive and three negative emotions you experienced today. Ask your child to name three positive and three negative emotions they experienced. Ask: *How did it look, sound and feel?*



Personal strengths

Goal: Recognise our personal strengths.

Activity: Personal strengths are our positive qualities. Ask your child: What are your personal strengths? What do you think are my personal strengths? Swap!

Goal: Identify how you can use personal strengths in daily life.

Activity: Kindness is a personal strength. Being kind means you do things for others without expecting anything in return. Encourage your child to do something helpful for a family member. Ask them to share their acts of kindness with your family.



Positive coping

Goal: Try a self-calming technique to calm down when we feel hurt or angry.

Activity: Try the Robot to Rag doll technique with a family member. Scrunch up tight and hard like a robot, then slowly let go to turn yourself into a floppy rag doll.

Goal: Reflect on the impact our actions can have on others and learn how to make a meaningful apology.

Activity: Talk to a family member and ask them: What is an apology? What does it feel like when someone apologises to you? What are the ingredients of a good apology?

For students in Years 3 and 4 continued



Problem solving

Goal: Identify and evaluate strategies to solve problems.

Activity: Encourage your child to talk to a family member and ask: *Tell me about a small problem you faced? How did you solve the problem? If you were faced with the problem again would you solve it differently?*

Goal: Differentiate between levels of problems.

Activity: With your child decide how big the following problems are. Rank them from 1 (little problem) to 3 (big problem):

- You miss your friends at school.
- You are feeling bored being at home all the time.



Stress management

Goal: Identify a range of strategies that can be used to deal with strong emotions.

Activity: With your child, come up with a list of positive strategies your family can use to relax or calm down.

Goal: Put a stress management strategy to practice.

Activity: Do something active with your child. Turn off screens, get out and play in the backyard, listen to music, draw together or have a dance! Get some ideas from <https://fuse.education.vic.gov.au/Pages/funathome>



Help seeking

Goal: Identify people who 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.

Goal: Practice our help-seeking and giving skills.

Activity: Discuss with your child. Imagine a friend comes to you for advice. They tell you somebody has been mean today online. What advice would you give to your friend and why?

Additional activities



Goal: Practice positive thinking.

Activity: Each day for the next week, spend 10-15 minutes with your child getting them to think about three things that went well during the day. Get them to write down the three things and then write down what they did that made them happen.

These can be simple things like someone laughed a joke or more major events.

This can become a weekly journal for your child.



Goal: Practice gratitude.

Activity: With your child, create a family gratitude tree or wall.

Collect colourful pieces of paper, ribbons and string. Cut the paper into postcard-size pieces. On each piece of paper, write down something to be grateful about. Tie them to the tree in your yard, a sturdy house plant or stick them up on a wall in the family room/kitchen.



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.