

The background features a stylized illustration with various elements: large gears in shades of teal and yellow, paper airplanes with dashed lines indicating their paths, and several human figures. One person is on a ladder on the left, another is sitting on a gear in the center, and two are shaking hands on the right. The overall theme is one of industry, progress, and collaboration.

# **Sec 1 Parent Engagement**

**Year Head Talk  
4 Jan 2024**

# Sec 1 Parent Engagement Session- Programme

0900 - 0930	Principal's Address
0930 - 1000	
1000 - 1030	Sharing by Sec 1 YH on Student Well-Being
	Sharing by HOD ICT on PDLP Matters
	Sharing by SH/PE & CCA on LEAPS
1030 - 1100	Tea Break Movement to Classroom
1100 - 1130	FT Interaction with Parents (Classrooms)
1130 - 1200	
1200 - 1230	Lunch Break for Parents
1230 - 1300	
1300 - 1430	CCA Fair



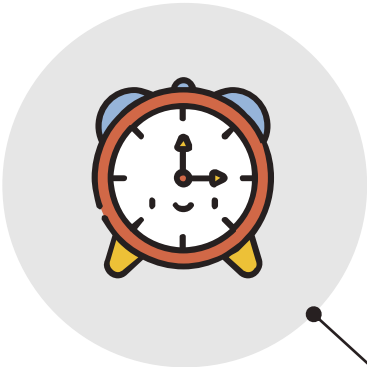
# What we hope you can take away today

- Deeper insight into your child's world in Secondary School
  - *Academic Demands*
  - *Socio-Emotional Changes*
- As the most significant adult in your child's life, how can you navigate these new changes?



# Understanding Your Adolescent's Experience (Transitioning from Pri to Sec Sch)

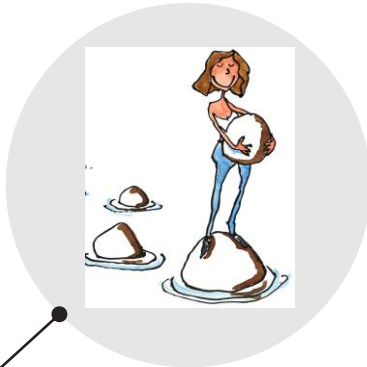
**Longer School Hours**  
More time in school



**New Subjects**  
Increase in number;  
Different standards



**PRIMARY TO  
SECONDARY  
SCHOOL**



**Developmental Milestones**  
Puberty; Adolescence

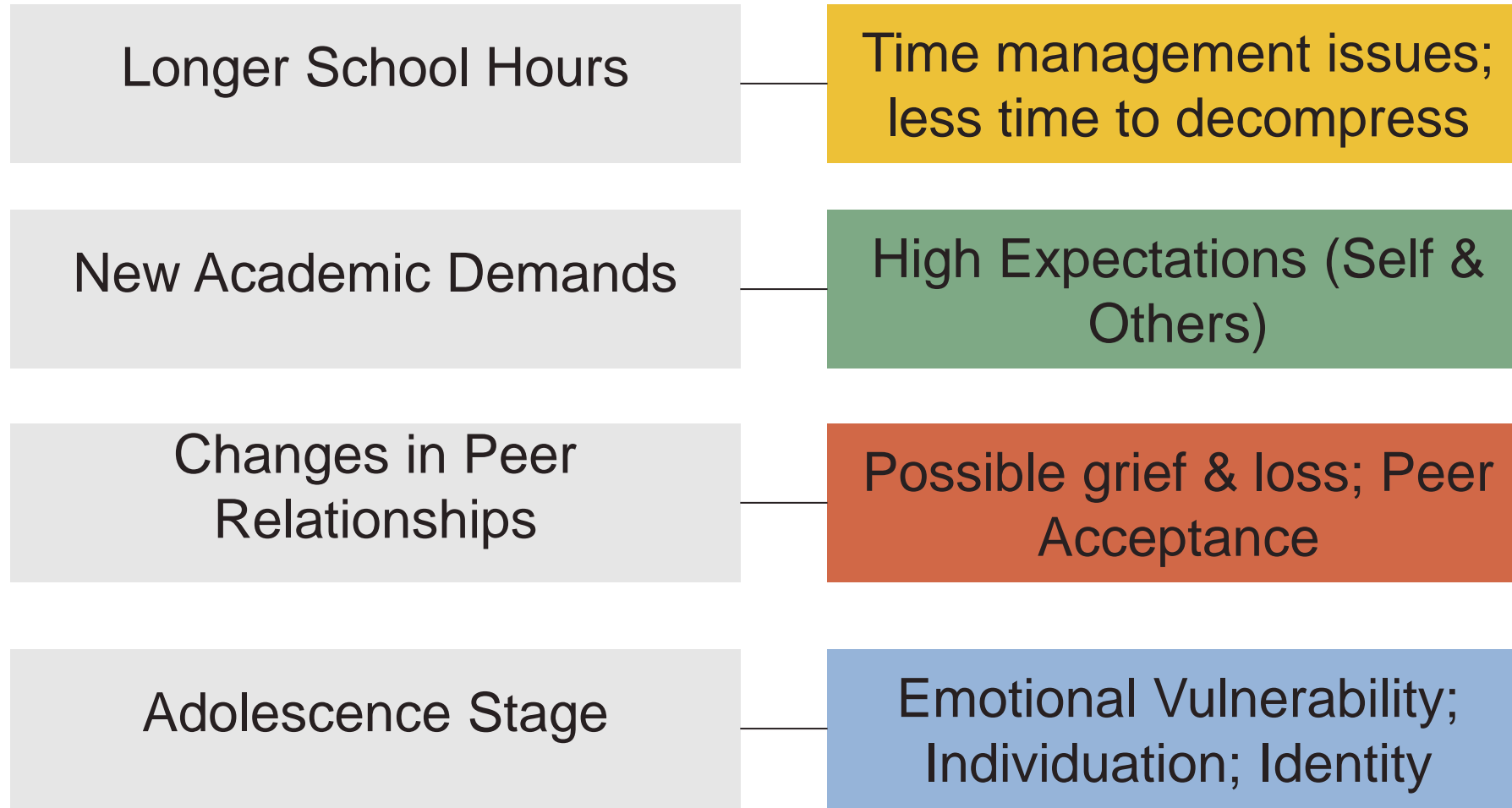


**Changes in Peer Relationships**  
Adapting to new environment

**Academic Transition**

**Socio-emotional Transition**

# Effects of the Transition



# Supporting Student Well-Being in KC



## Understanding student needs

- Check in surveys
- Adolescent needs Survey
- Up Close and Personal



## Monitoring and review student data

- Identification for early intervention (GearUp)
- Case Management Meetings



## Reaching out and supporting students

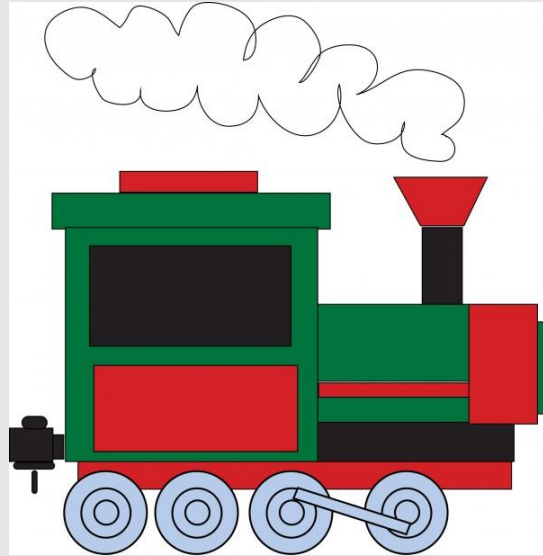
- Building good Teacher-Student Relationships
- Peer Support efforts
- Counselling and SEN Support

## Check In Survey

- Efforts to monitor student well-being throughout the year
- Done at the start Term 1



Emotions	Coping Strategies
<b>How are you feeling about the new school year?</b>	Over the last two weeks, how often have you felt little interest or joy in doing things you usually enjoy?
I am feeling hopeful about the new year.	Over the last two weeks, how often have you been feeling down and hopeless?
What are you looking forward to in the new year?	What do you usually do to relax or calm yourself down?
<b>What are some things you are worried about as you start the new year?</b>	Who do you turn to when you feel worried/upset/stressed?
	How would you like me to support you?



# Supporting Your Child Through Transition



# Familiarise

## SCHOOL LIFE



*What do you like about being in secondary school?  
What is challenging for you?*

## FRIENDS



*Who are you close to in school?  
How do you spend your time together?*

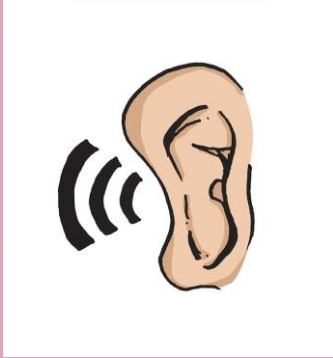
## SCREEN TIME



*Which social media platforms are you on?  
How do they work?  
What device limits are reasonable for you?*

# Support

## LISTEN



*What might be troubling you these days?*

*How would you like to be supported during this period?*

## VALIDATE



*It sounds like you're going through a difficult time.*

*I can imagine how frustrating that might feel.*

## AFFIRM

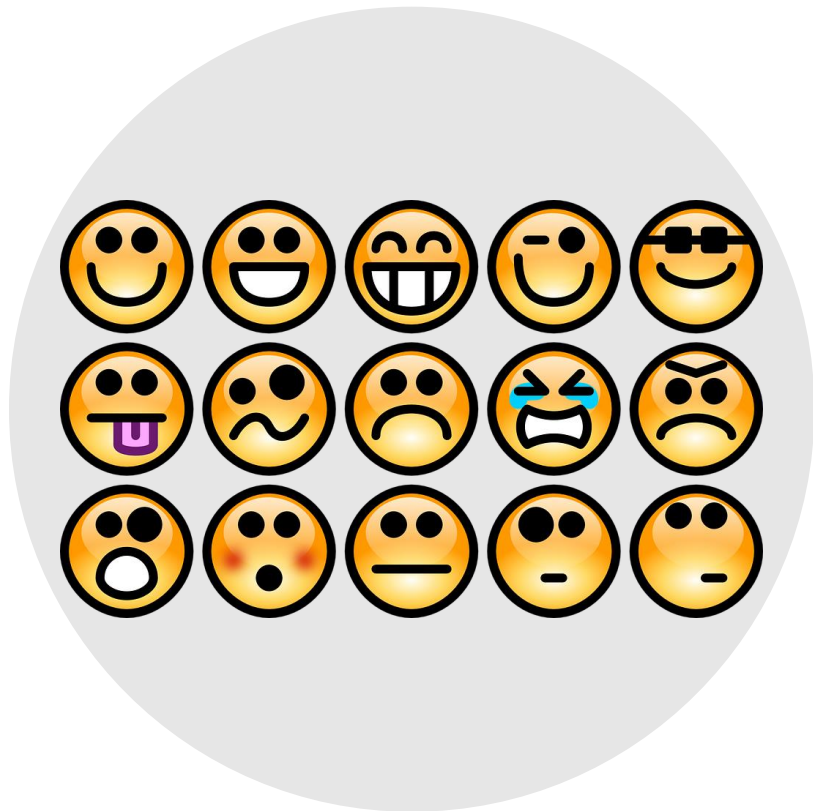


*I like how helpful you are around the house. I see you putting in **effort** in your homework. Great job! You draw beautifully.*



# Emotional Regulation

# What is 'Emotional Regulation'?



The ability to manage emotional responses

Emotional responses are kept within an acceptable range

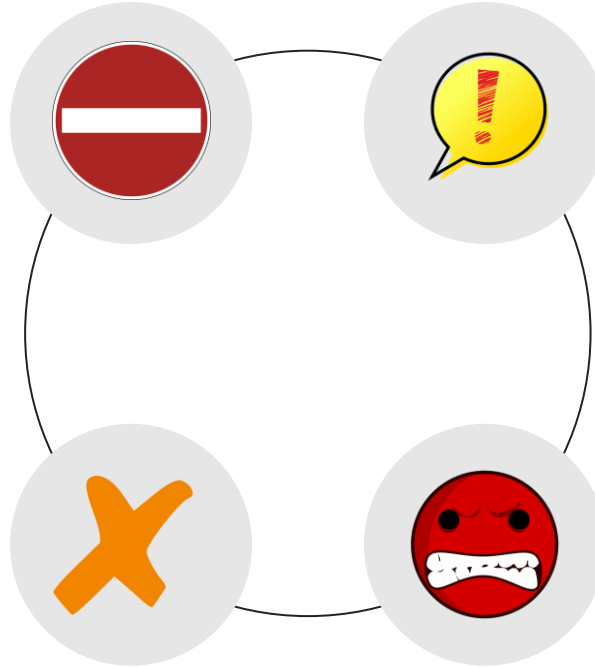
Applicable to a wide range of emotions: sadness, anger, disappointment

We model our emotional regulation coping skills after our parents and/or caregivers

# Examples of Emotional Dysregulation

## Avoid

Deny difficult emotions.  
Convincing ourselves that we are fine



## Impulsivity

Self-harm;  
Substance abuse;  
Disordered eating

## Reject/Judge

"I should not feel this way"  
Confusion; Guilt

## Aggression

Raised voice;  
Violence



# Healthy Emotional Regulation

# Strategies & Activities

## Exercise

Different forms of exercise shown to help regulate emotion

## Deep Breathing

Lowers heart rate, relaxed state, mood improves

## Acceptance

Allowing yourself to feel your emotions without judgment



## Awareness

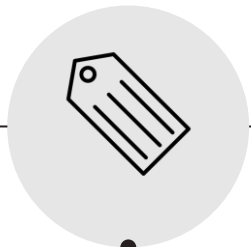
Recognising the reasons for your feelings; gaining insight of your experience



# Practising Acceptance

Be mindful of your feelings

## 1. Notice



## 3. Name the emotion

State what you feel: 'I feel disappointed'; 'I feel lonely'

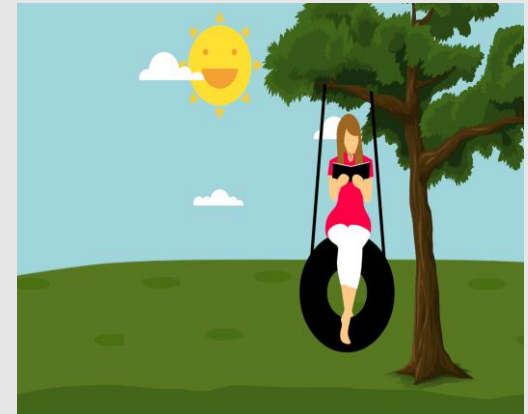
Stay with the feeling; notice where you feel it in your body

## 2. Feel the emotion



## 4. Regulate

Take a few deep breaths and notice if the feeling changes at all





# Gaining Awareness

*What event triggered this feeling?*

Identify



Thoughts

*What thoughts ran through your mind?*

*What feelings did you feel?*

Feelings



Intensity

*How strongly did you experience the feelings?*



## All emotions are valid

It is to acknowledge the emotions.



# Healthy Emotional Expression



1



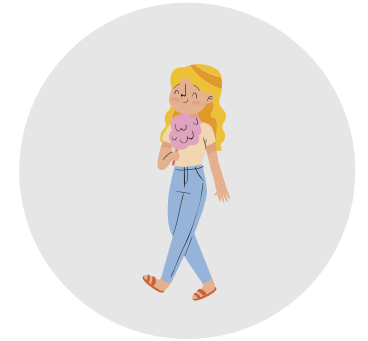
2



3



4



5

**Art**

For suppressed emotions/those hard to express

**Music**

Playing a musical instrument, writing lyrics or composing a song

**Physical**

Expressing through dance or exercise

**Verbal/Written**

Talk to someone about how you feel; Journalling

**Biological**

Crying - emotional release which helps in regulation



**The parent-child connection is  
the most powerful mental health  
intervention known to mankind.**

Bessel van der Kolk

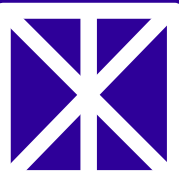
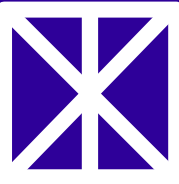
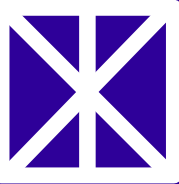
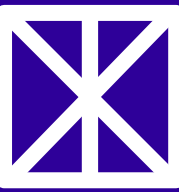
Home > [Raising a teenager is like flying a kite: Learn when to pull in or let go](#)

## Raising a teenager is like flying a kite: Learn when to pull in or let go

03 JAN 2019



Parents need to take steps to let children gain independence slowly. “If parents are always directing, children will not be able to decide for themselves next time – and that will cause a lot of trouble during adulthood,” he remarked.



# Help Our Students to Fly...

ARE YOU A  
**HELICOPTER PARENT?**



**You might be if you...**





-   
Do his woodwork project for him so he can get an A for it.
-   
Debate with his teacher for one more mark so he goes one grade up.
-   
Fly to school with your child's homework when he forgets to bring it.

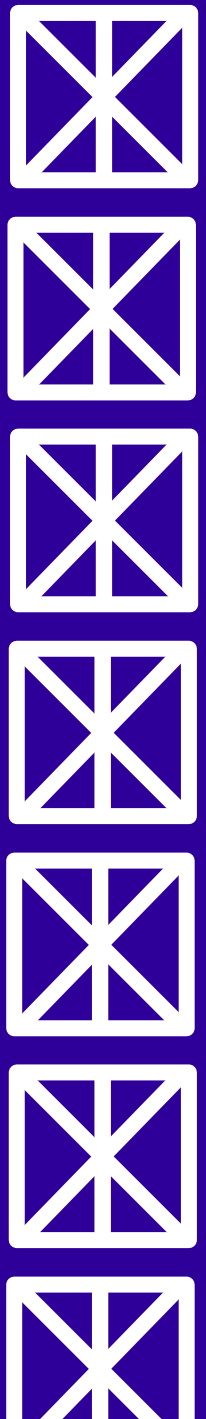
**You want to help, but do you know that this...**

-   
May hinder your child from becoming independent, savvy and street-smart?
-   
May make your child think he isn't good enough, and raise his anxiety level?

Why not help your children fly on their own instead?

**Let them...**

-   
**Do their own homework**  
Help them think through and arrive at the solutions, without feeding them the answers.
-   
**Stand up for themselves**  
Forgot their homework? Let them face the consequences (and the teacher) to build character.
-   
**Develop their own goals**  
Avoid telling them how many marks you expect. Instead, guide them to stage achievable goals!
-   
**Know it's ok to fail**  
Every mistake is a learning opportunity. Share how you've learnt to do so from your own stumbles.



# Help Our Students to Fly...



**“Our job as a parent  
is to put ourselves  
out of a job...”**

*Julie Lythcott-Haims,  
author of “How to Raise an Adult”*

