



Student Holistic Development and Well-Being

Primary 1 & 2



Student Well-being Initiatives and Programmes

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity



-Learning Dispositions

-Home-School Partnership

-Growth Mindset

-Well-being Wednesdays

-Cyberwellness

-Character and Citizenship Education



Learning Dispositions

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity



Learning dispositions are habits of thinking and doing when the students are engaged in the learning process.

They affect how students approach learning and therefore the outcomes of their learning.





CPS Learning Dispositions

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Learning Dispositions	Alignment to CPS Vision, Value and Motto
1) Engagement in Learning	Vision: Joyful Learners
2) Drive to Learn	Vision: Joyful Learners; Value: Responsibility
3) Resilience	Value: Resilience; Motto: Effort Determines Success
4) Creativity	Value: Creativity; ALP: Creative & Inventive Thinking
5) Collaboration	Vision: A Connected Community



(1) Engagement in Learning

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





(I) Engagement in Learning

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I look forward to coming to school.• I am eager to learn.• I enjoy learning.• I will participate enthusiastically in school activities.	<ul style="list-style-type: none">• Comes to school regularly (good attendance)• Pays attention in class• Completes class work and homework• Participates enthusiastically in class and school activities	<ul style="list-style-type: none">• Deliver engaging lessons through various strategies, e.g., role-playing, case studies, peer teaching, demonstrations• Encourage participation• Build a caring and enabling school environment through<ul style="list-style-type: none">• Positive teacher-student relationship• Positive peer support relationship• Student voice and ownership



(2) Drive to Learn

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





(2) Drive to Learn

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Mindset	Observable Behaviours	Classroom Practices and Environment to Nurture the Disposition
<ul style="list-style-type: none">• I take ownership of my own learning.• I have the skills to learn independently – I know what I want to learn and how to learn.• I have an inquisitive mindset and am constantly asking questions and doing research to find out more.• I am intrinsically motivated to learn for life.	<ul style="list-style-type: none">• Completes tasks to the best of his/her ability• Works independently• Asks questions to find out more about topic• Learns to get answers to his/her own questions• Sets goals and works determinedly towards them• Monitors progress of work• Assesses quality of work and makes improvement	<ul style="list-style-type: none">• Teach students learning strategies, such as:<ul style="list-style-type: none">• setting goals and targets• asking questions• finding answers to their questions• assessing their work and progress• Scaffold learning so that students can eventually work independently• Use Formative Assessment to help students identify their strengths and target areas that need work.



(3) Resilience

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





(3) Resilience

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Mindset

- I **persevere** and **keep trying** in the face of challenges.
- I **adapt to changes** that come my way.
- I pick myself up and become stronger when the going gets tough.
- I believe that when given equal opportunities, all of us can succeed, if I have the determination and put in hard work.

Observable Behaviours

- **Keeps trying despite failures or challenges**
- **Adapts** to changes readily
- Accepts feedback and uses it to improve performance
- Manages stress effectively

Classroom Practices and Environment to Nurture the Disposition

- Create an environment where students **feel safe to make mistakes**
- Encourage students to **learn from mistakes**
- Encourage the Growth Mindset, e.g.:
 - Use the Growth Mindset language (the Power of Yet, Challenges help me grow; Failure means I' m learning)
 - Praise efforts instead of results
- Teach stress management and resilience strategies



(4) Creativity

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





(4) Creativity

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Mindset

- I **express myself** and **share my views** openly and respectfully.
- I am **eager to learn new things** and **try out new ideas**.
- I think of different ways to solve a challenge or make things better.
- I am able to manage a challenge in a systematic manner.
- I turn new ideas into reality that benefits the class, school and the community.

Observable Behaviours

- **Approaches tasks in a new or original** way, be it in the arts, writing or problem-solving
- When managing a challenge:
 - Is able to understand and define the challenge
 - Thinks of different ways to solve a challenge
 - Develops effective plans for solving problems

Classroom Practices and Environment to Nurture the Disposition

- Create an environment where **students feel safe to share their views** and **experiment with different ideas**
- Guide students to manage a challenge: define challenge, look at issues from different perspectives, devise a plan
- Develop the students' ability to generate ideas and solutions in CIT and other lessons using the CEDAR idea generator
- Encourage students to look out for issues in school and community which they can help address



(5) Collaboration

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity





(5) Collaboration

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Mindset

- I **work collaboratively** with my peers towards a **common goal**.
- I have the social skills to work with my peers.
- I accept diversity in working styles and opinions when working in a group.

Observable Behaviours

- Works collaboratively with different classmates to complete tasks assigned
- Appreciates everyone's opinions, strengths and abilities when working in a group.
- Practises **good interpersonal skills** such as speaking respectfully, listening actively and receiving feedback graciously

Classroom Practices and Environment to Nurture the Disposition

- Provide opportunities for collaborative or cooperative learning
- Teach skills for effective group work: respectful speech, active listening, accepting feedback graciously
- Develop **social awareness and social skills** in the students
- Promote an inclusive culture where we embrace and celebrate differences



Levels of Development

School Values: Kindness, Integrity, Resilience, Responsibility, Creativity

Development of Learning dispositions is reported under *Personal Qualities* in the Holistic Development Profile (HDP) :

Level of Development	Descriptor in the End-of-Year HDP
Demonstrates on a few occasions	Demonstrates to some extent
Demonstrates adequately some of the time	Demonstrates Adequately
Demonstrates adequately most of the time	Demonstrates Strongly
Demonstrates well and consistently all the time	Demonstrates Very Strongly



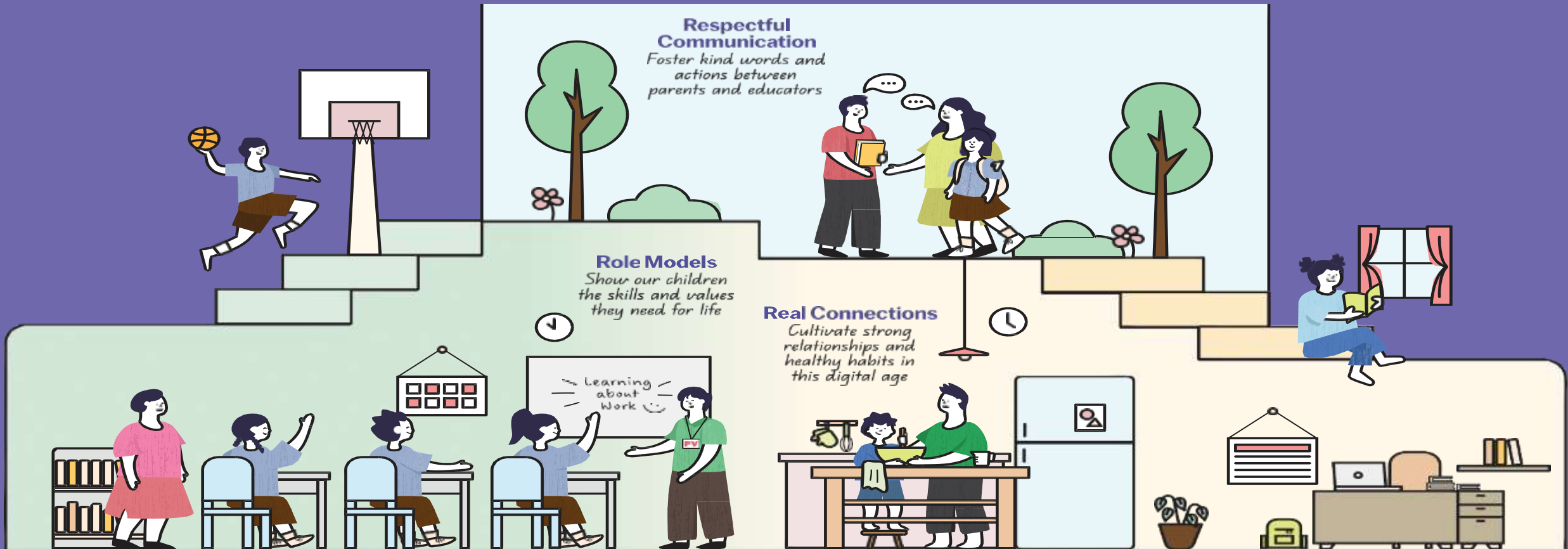
Home-School Partnership:

For Student Well-being and Holistic Development

Raising a Happy, Confident, and Kind Generation Together



Raising a Happy, Confident, and Kind Generation Together





Respectful Communication

Foster kind words and actions
between parents and educators



- **Let us listen to and understand each other's perspectives and concerns regarding each child.**
- **Communicate kindly using official channels:**
 - Leave a message in the Student Handbook or with the General Office (*e.g. to inform us that your child is unable to attend school*).
 - Email your child's/ward's form/subject teachers.
- **Respect each other's time by communicating during working hours.**
 - We seek your understanding to contact us during official school operating hours (**7 am to 5 pm, Monday to Friday** on school days).
- **Model the use of courteous and respectful communication and acceptable social norms through daily interactions**
 - Help your child learn how to engage in respectful conversations so that he/she can become a better communicator, friend and support to others.



Role Models

Show our children the skills and values they need for life



- **Practise gratitude and find joy in everyday experiences with our children**
- **Instil confidence by encouraging responsibility and believing in each child's abilities.**
 - Encourage your child to
 - Attempt his/her homework on his/her own and submit on time
 - Be punctual for school
 - Be school ready – pack the bag, wallet and/or recess food daily
- **Model good values in words and actions, at school and at home.**
 - **Reiterate our school values of Kindness, Integrity, Resilience, Responsibility and Creativity** as depicted in the Mark of a Cedarian, which is found in our Student Handbook
 - Use **Growth Mindset language** and **Well-being strategies** taught to help students cope with challenges, stress and to manage self.



Real Connections

Cultivate strong relationships and healthy habits in this digital age



- **Build strong bonds through shared experiences and meaningful conversations.**
 - Reading together daily for at least 20 minutes.
 - Exposing your child to different social situations with extended family and peers through social activities both in and out of school, like family gatherings, CCAs and camps
- **Establish good habits for our children to stay confident and in control of their technology use.**

The Habits include:

 - Sleeping at regular hours to ensure sufficient sleep – about 9 hours each night.
 - Limit use of mobile and gaming devices
 - Designate a specific quiet study area at home
 - Ensure focus and no distractions whilst doing/revising schoolwork.
- **Provide a balanced mix of engaging online and offline activities, at school and at home.**



Growth Mindset

School Values: Integrity, Kindness, Resilience, Responsibility, Creativity

Embrace challenges
Persevere in the face of failures
Talents and abilities can be developed
Focus on the process not the outcome

Find inspiration in others success
Engage deeply and process the error with a desire to correct it
Accept criticism as a way to learn
Embrace novelty with a desire to master new skills

Look for people who challenge them to grow
Leads to collaboration and innovation



Growth Mindset

Fixed Mindset



Avoid challenges
Give up easily
Talents and abilities are fixed
Focus on the outcome

Feel threatened by the success of others
Run from error, do not engage with it with a desire to look smart
Ignore negative feedback even though it may be useful
Avoid new experiences with fear of failure

Look for people who can reinforce their self esteem
Can lead to cheating and deception



Growth Mindset

GROWTH MINDSET

Even when things get hard, I won't give up!

I understand that achieving my goals takes time and effort.

I can do anything I set my mind to!

I can face my fears and be **COURAGEOUS!**

I can't do it yet, but I will soon!

I learn by making mistakes and taking risks.

I believe in myself!

I am strong, smart, and capable!

FIXED MINDSET

This is too hard. I give up!

I'm not as smart as they are.

Why should I try if I'll fail anyway?

I just can't do it!

What if I'm wrong?

I'll never achieve what she can.

This is good enough, even though it isn't my best.

I don't want to make any mistakes.

The Truth About Our Brain

Effort, struggles, repeated failures

Neurons make connections

Little jolts of electricity pass through the neurons more efficiently

We are able to think faster

Our brain is growing!

What can we do to GROW our brain?

- 1 Talk** to our brain by using positive self-talk
- 2 Ask** questions to find answers by exploring different methods
- 3 Visualise** our plan by drawing pictures in our head based on our knowledge and imagination
- 4 Predict** possible scenarios by anticipating what may happen and generate alternative solutions

The Power of Yet

I'm not good at this... **YET**

It doesn't work... **YET**

I don't understand this... **YET**

I can't do this... **YET**

This doesn't make sense... **YET**

Growth Mindset

Change your words, change your mindset!

Let your child Grow and Glow...



Well-Being Wednesdays

Intent for Well-being Wednesdays :



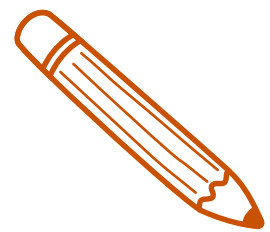
- To **help students manage stress** and be **able to look after their own well-being**
- **Teach** student various Wellbeing Practices/ Strategies to do at school or on their own
 - 1) Positive Self Talk (Term 1)
 - 2) Deep Breathing exercises (Term 2)
 - 3) Gratitude 123 (Term 3)
 - 4) Making Lemonade (Term 4)
(Mindful stretching)



I AM GRATEFUL
for my life
for all blessings
for my family
for my friends
to be housed & fed



Primary 1 & 2 ☀️
**Parents Briefing on
Cyber Wellness**



Cedar Primary School



Did you know?

67% of children aged seven to nine in Singapore use smartphones every day, and are active on social media



Parents may not be aware of the online risks

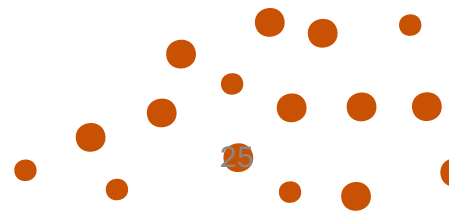
Parents might not be aware, but...

1 in 3 children has chatted with strangers online

1 in 3 children has been exposed to pornographic materials

1 in 4 children has overshared their personal information

Source: MLC-TOUCH Parent Child Poll Findings, 22 Aug 2023



DEVICES USED DAILY BY CHILDREN (%)

	Overall	Aged 7 to 9	Aged 10 to 12	Aged 13 to 16
Smartphone	84	67	85	98
Personal laptop	32	13	30	51
Family laptop	36	44	37	27
Tablet/iPad	52	65	51	40
Others	5	7	5	5

Source: The Straits Times, 7 Feb 2021

Age when they started using social media

Current age/ Starting age	Overall	Age 7 to 9 years old	Age 10 to 12 years old	Age 13 to 16 years old
3 years old or below	9%	17%	6%	4%
4-6 years old	25%	42%	24%	11%
7-9 years old	39%	41%	46%	31%
10-12 years old	22%	NA	24%	40%
13-16 years old	5%	NA	NA	14%



What is Cyber Wellness?

- Cyber Wellness is about our students being able to navigate the cyber space safely.
- This is done through our curriculum which aims to
 - **equip students with the knowledge and skills** to harness the power of Information and Communication Technology (ICT) **for positive purposes;**
 - maintain a **positive presence in cyberspace;** and
 - be **safe and responsible users of ICT.**



What will Pri 1 and 2 students learn about Cyber Wellness during CCE (FTGP) lessons?

During CCE(FTGP)* lessons, students will be taught:

- **Basic online safety rules**
 - Talking to only people you know
- **Importance of a balanced lifestyle** in exercise, sleep and screen time for health and well-being
- **Protecting personal information**
 - Understand the risks of disclosing personal information



E.g. Lower Primary Lesson on Staying Safe in the Cyberworld



What will your child learn about Cyber Wellness during CCE (FTGP) lessons?

● Cyber Contacts

- Understand that the profiles of strangers that we see online may not be their real identities
- Recognise the dangers of chatting with strangers online

- Parents are strongly encouraged to participate in the “**Family Time**” activities in the CCE (FTGP) Journal with your children to reinforce the key cyber wellness messages at home



E.g. Family Time in the lesson on Staying Safe in the Cyberworld



What other Cyber Wellness programmes do we have for our students?

- Opening Cyber Wellness Talks for all levels
- Peer Support Programme
- Termly Cyber Wellness Quizzes
- Digital Literacy Challenges
- ICT Baseline packages for Lower Primary
- Parent engagement through termly communiques



What are the school rules on digital device use?

- School digital devices can only be used for lessons under the supervision of a teacher.
- Students are not allowed to bring/use their smartphones and **smart watches** unless permission has been given.



What are the school rules on communication?

In school, our teachers are mindful of the following -

- Follow age-appropriate screen time guidelines to support your child's well-being.
- Device use is light for P1–P2 and increases from P3 as students mature.
- Guide your child to use technology responsibly and follow social media age restrictions.



How can parents help their child develop good digital habits?

- As parents/guardians, you play a significant role in helping your child establish healthy digital habits, and learn to use technology in a positive and meaningful way.
- Here are some ways:
 - **Role model good digital habits** for your child/ward (e.g. parents/guardians not using devices during mealtimes).
 - **Have regular conversations with your child** to better understand what they do online, how to stay safe and how to use technology in a responsible manner.
 - **Discuss and develop a timetable with your child** to moderate their time spent on screens.
- For more content to support your parenting in the digital age and more, please scan the QR code at the top right-hand corner to access the **Parenting for Wellness** Toolbox for Parents.



Helping Your Child Manage Device Use & Stay Safe Online



Develop a Family Screen Use Plan

- A family screen use plan consists of screen use rules, their consequences and screen-free activities that the family can engage in.
- As a family, create your screen use rules by discussing and agreeing on expectations of screen use and the consequences of breaking these rules clearly.

Your screen use rules can include:



Device-free times and places



Time limit for devices

- "What are some suggestions on when and where devices should not be used?"
- "What should we do if we break our agreement?"
- Decide as a family what screen-free activities you want to engage in, like going outdoors, playing sports or playing board games together.
- "What screen-free activities do you think we can do together?"
- Engaging your child in the process of creating screen use rules and inviting them to suggest activities to do together helps increase their ownership of the whole family screen use plan.
- "What do you think of our screen use rules?"



Role Model Behaviours and Have Open Conversations

- Be consistent in role modelling positive screen use behaviours and habits.
- Engage your child in open conversations about their online activities, how to navigate the online space and its associated challenges. For example:
 - State observation: "I noticed you have been spending a lot of time on your device."
 - Ask open-ended questions: "What do you usually do on your device?"





How can parents better support their child's digital habits?

Achieving balanced screen time

- **Screen time** refers to the amount of time spent using devices each day. Having some screen time can be beneficial, such as when your child uses devices to learn and connect with others.
- However, it is important to be aware that **spending an excessive amount of time using devices is unhealthy**, as it is associated with insufficient good quality sleep, sedentary behaviours, increased obesity, and poorer mental health and well-being.
- **Discuss and develop a timetable** with your child to moderate their time spent on screens.
- Children aged 7 – 12 should have **consistent screen time limits**.

Using parental controls to manage device use and stay safe online

- **Parental controls** refer to a group of settings that put you **in control of what your child can see and do on a device or online**.
- Such controls can allow you to **supervise and monitor your child's online activities and protect them** from inappropriate content, online sexual grooming, cyberbullying and other online risks.
- Parental control settings can be used to **monitor and limit screen time** as agreed with the child.

Scan QR code to download the Ministry of Health's Guidance on Screen Use in Children for more information.





How can parents better communicate with their child on digital habits and matters?

Providing a safe space for conversations

- It can be challenging to grapple with uncomfortable feelings and negative thoughts.
- Children may hesitate to share their true thoughts and feelings with their parents, as they may fear being judged or misunderstood.
- **You can let your child know that it is normal to feel or think the way they do, and that they can feel safe expressing themselves with you.**

Role modelling respectful conversations

- When your child learns to engage in respectful conversations, they become a better communicator and friend.
- **Parents are in the best position to role model these skills** through daily interactions with your child.
- **Listen to understand**, instead of listening in order to give advice and offer solutions.

Have regular and open conversations

- **Have regular conversations** to better understand what your child does online.
 - Is it school work or are they engaging in recreational activities?
 - For example:
 - State observation: “I noticed you have been spending a lot of time on your device.”
 - Ask open-ended questions: “What do you usually do on your device?”
- **Communicate your actions and rationale.** Let your child know you care for them and want them to be safe online.



"Education works best when there's a strong connection between home and school."



"The synergy between parents and teachers unlocks the potential within every student."

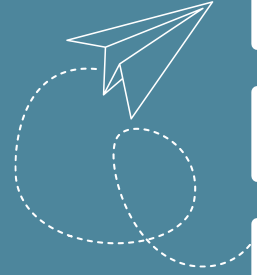

"Together, we can make a difference in your child's educational journey."

Working Together to Support your Child

*“Alone we can do so little,
together we can do so much.”*

- Helen Keller, American Author



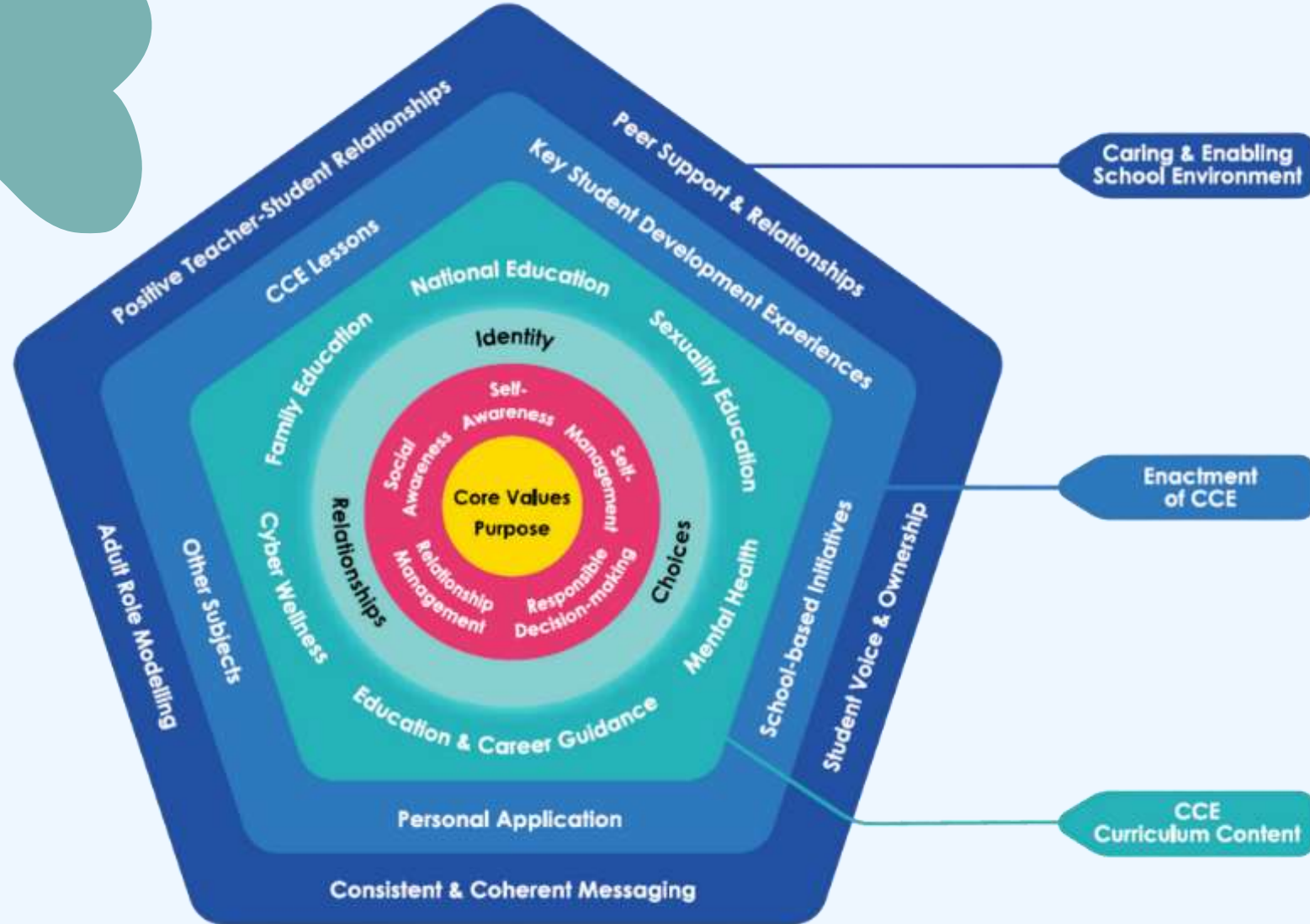


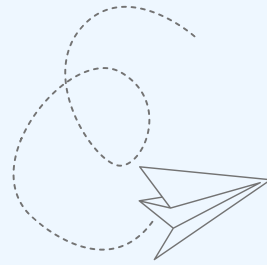
CHARACTER AND CITIZENSHIP EDUCATION (CCE)

**Curriculum Briefing for P1 and P2
Parents 2026**



CCE 2021 CURRICULUM FRAME





Goals of Character and Citizenship Education (CCE)

**Good
Character**

**Resilience
&
Well-Being**

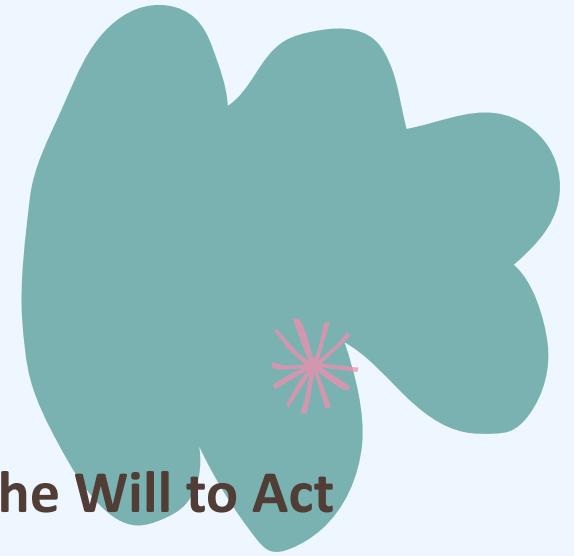
**Active
Citizenship**

**Future-
Readiness**





CITIZENSHIP DISPOSITIONS



A Sense of Belonging

To develop a deeper understanding of who we are as Singaporeans, and a shared understanding of the values that are important to us as a nation.



A Sense of Reality

To be aware of contemporary realities - including Singapore's constraints and vulnerabilities - which affect us as a nation amidst the backdrop of a less predictable world.

A Sense of Hope

To have confidence and optimism in Singapore's future and the resilience to face the challenges ahead.

The Will to Act

To be active citizens who have a collective resolve and a sense of shared mission towards building a Singapore for all.



OVERVIEW OF CCE CURRICULUM (P1 AND P2)



CCE (FTGP)	CCE (MTL)	Student Development Experiences
<ul style="list-style-type: none">• Cyber Wellness• Family Education• Mental Health• National Education	<ul style="list-style-type: none">• Aligned with CCE (FTGP) lessons• Lessons based on 6 core values (R3ICH)• PAL- Social emotional learning through varied experiences	<ul style="list-style-type: none">• National Education (NE) Commemorative Days• Values in Action (VIA) Project• Cohort Learning Journey



CYBERWELLNESS EDUCATION

Staying Safe in the Cyberworld 1

Do you know what the **cyberworld** is?



It is a place to find information.



Anyone can see information that is posted online.



Online information can be shared quickly.



Online information stays in the cyberworld forever.

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Staying Safe in the Cyberworld 2

This set of rules helps us to stay safe online.

My Online Safety Code



1 I ask my parents/teachers before I go online to play games.



2 I do not give my password to anyone I meet online.



3 I set a limit for my screen time.



4 I always ask my parents or teachers whenever I am unsure about what I see online.

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- Understanding what responsible behaviour entails when exploring cyberspace as well
- Learn the knowledge, skills, values, and attitudes one should possess in order to protect oneself online.

A Sense of Reality

FAMILY EDUCATION



School-home partnership is key to the development of good character and citizenship.

A poster for the Family Transition Guidance Programme (FTGP). The top section is blue and titled "In My New School 3". It features a "Family Chat Time!" section with bullet points: "Ask my family members/guardians: - What was your primary school like? - What did you enjoy about primary school?", "Share with my parent/guardians: - How I feel about my new school, - What I have learnt in school.", and a "We enjoyed Family Time" box. The bottom section is yellow and titled "A Note to Parents/Guardians:", containing text about the program's purpose and two QR codes for more information.

CCE (FTGP)

A poster for the Moral Training (MTL) program, titled "第三课" (Lesson 3). It features three illustrations: a child studying at a desk, a parent helping a child with homework, and a child sleeping peacefully. The text includes a question: "你在面对以下情况时,可以做什么来鼓励自己呢?" (When you face the following situations, what can you do to encourage yourself?). Below each illustration is a tip: "从今日起, 你每天上学" (From today, you go to school every day), "勇敢面对, 我可以自己帮忙" (Face bravely, I can help myself), and "勇敢面对, 我可以找人帮忙" (Face bravely, I can ask for help). The bottom section contains a QR code and the text "勇敢面对, 我可以自己帮忙" (Face bravely, I can help myself).

CCE (MTL)

A poster for the Moral Training (MTL) program, titled "Pelajaran 3" (Lesson 3). It features three illustrations: a child studying at a desk, a parent helping a child with homework, and a child sleeping peacefully. The text includes a question: "Dapatkan kata-kata semangat yang boleh kamu katakan kepada diri sendiri dalam setiap situasi" (Get encouraging words that you can say to yourself in every situation). Below each illustration is a tip: "Mula-mula, kamu akan merasa lebih tenang" (At first, you will feel more relaxed), "Berani berhadapan dengan masalah" (Be brave to face the problem), and "Berani berhadapan dengan masalah" (Be brave to face the problem). The bottom section contains a QR code and the text "Mula-mula, kamu akan merasa lebih tenang" (At first, you will feel more relaxed).

A poster for the Moral Training (MTL) program, titled "பாடல் 3" (Lesson 3). It features three illustrations: a child studying at a desk, a parent helping a child with homework, and a child sleeping peacefully. The text includes a question: "எல்லா சூழ்நிலைகளிலும் உயர்வாக இருக்கக்கூடிய வார்த்தைகளை நீ மனம் கொள்ளக்கூடுமா?" (Can you have high words in all situations?). Below each illustration is a tip: "தேர்ந்தெடுக்கப்பட்ட வார்த்தைகளை மனம் கொள்ளு" (Choose the selected words in your mind), "தேர்ந்தெடுக்கப்பட்ட வார்த்தைகளை மனம் கொள்ளு" (Choose the selected words in your mind), and "தேர்ந்தெடுக்கப்பட்ட வார்த்தைகளை மனம் கொள்ளு" (Choose the selected words in your mind). The bottom section contains a QR code and the text "தேர்ந்தெடுக்கப்பட்ட வார்த்தைகளை மனம் கொள்ளு" (Choose the selected words in your mind).

A Sense of Belonging

MENTAL HEALTH EDUCATION

- Building Resilience in our children
- Managing emotions and stress



Yes I Can! 2

Signs That I Need a Trusted Adult's Help

I need to seek help from a trusted adult if I notice that my friends or I...

- don't feel like doing things that they usually enjoy.
- don't feel like being around other people now.
- feel tired, sad, worried or angry most of the time.
- write or draw sad or angry messages.
- find it hard to fall asleep or often have nightmares.

Being teased

I am upset. No one should make fun of my name.

Your name sounds funny!

Imagine you are this student who is being teased. Work with your partner to help overcome this challenge.

Step 1: Think about the ways I can overcome the challenge.

(a) What can I do for myself?

Tick (✓) your response. I can overcome this challenge myself by

- walking away
- telling my classmates to stop.
- Other ways: _____

(b) How can others help me?

Tick (✓) your response. I can get help from someone by

- telling my teacher what happened.
- talking to a friend about my feelings.
- Other ways: _____

Step 2: Compare the different ways.

Step 3: Decide what to do and carry it out.

Understanding My Feelings 1

What are feelings?

Feelings affect how we feel in our bodies, what we say, what we do and what we think.

How are you feeling today?

I feel: _____

Paste sticker from page 43

Growing My Character Strengths 1 and 2

Character Strengths

- We have different character strengths. They are like stars within us, shining through our words and actions.
- The more we practise our character strengths, the stronger they become.

My character strength: _____

Paste sticker from page 43

The character strength my friend sees in me: _____

Paste sticker from page 43

Tick (✓) next to the face that shows what you think about your friend's choice for you.

😊 I agree! 😞 Let me think about it..

A Sense of Hope

NATIONAL EDUCATION (NE) COMMEMORATIVE DAYS



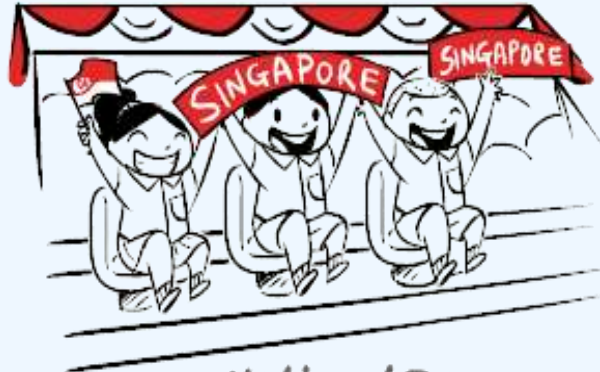
Total Defence Day



International Friendship Day



Racial Harmony Day



National Day

Respecting My Friends
Manners Chart

How do we show respect towards one another?

Situation	Say	Do
When you arrive at your friend's house for their celebration:	Selamat Hari Raya! OR Disperagi! Worthagi! OR Gong Xi Fa Cai!	Prepare a card before you visit. Make eye contact. Smile. Present your card to your friend with two hands.
When your friend invites you to eat during your visit to their house or event:	Thank you for inviting me today.	Take the plate of food or bowl with both hands. Let the others start eating first.
When learning or trying something new about your friend's culture:	I never knew that! Thank you for sharing with me. Am I doing it right? I'm sorry, I did not know that.	Listen carefully and thank your friend. Ask your friend politely if you are not sure. Look at your friend and say "Sorry" if you have said or done something inappropriately.

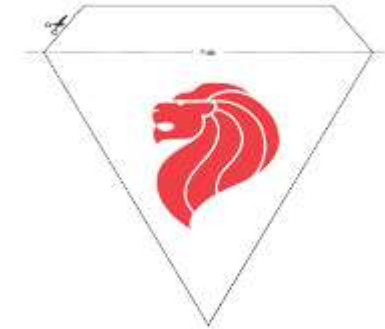
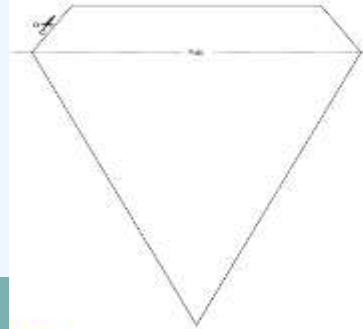
Respecting My Friends
Manners Chart

How do we show respect towards one another?

Situation	Say	Do
When your friend invites you to eat during your visit to their house:	Thank you.	Make eye contact. Smile. Take the plate of food or bowl with both hands. Let the others start eating first.
When learning or trying something new about your friend's culture:	I never knew that! Thank you for sharing with me. Am I doing it right? I'm sorry, I did not know that.	Listen carefully and thank your friend. Ask your friend politely if you are not sure. Look at your friend and say "Sorry" if you have said or done something inappropriately.

My Wish for Singapore

Write your National Day wish for Singapore! Decorate this banner to hang up around your class for the celebrations.

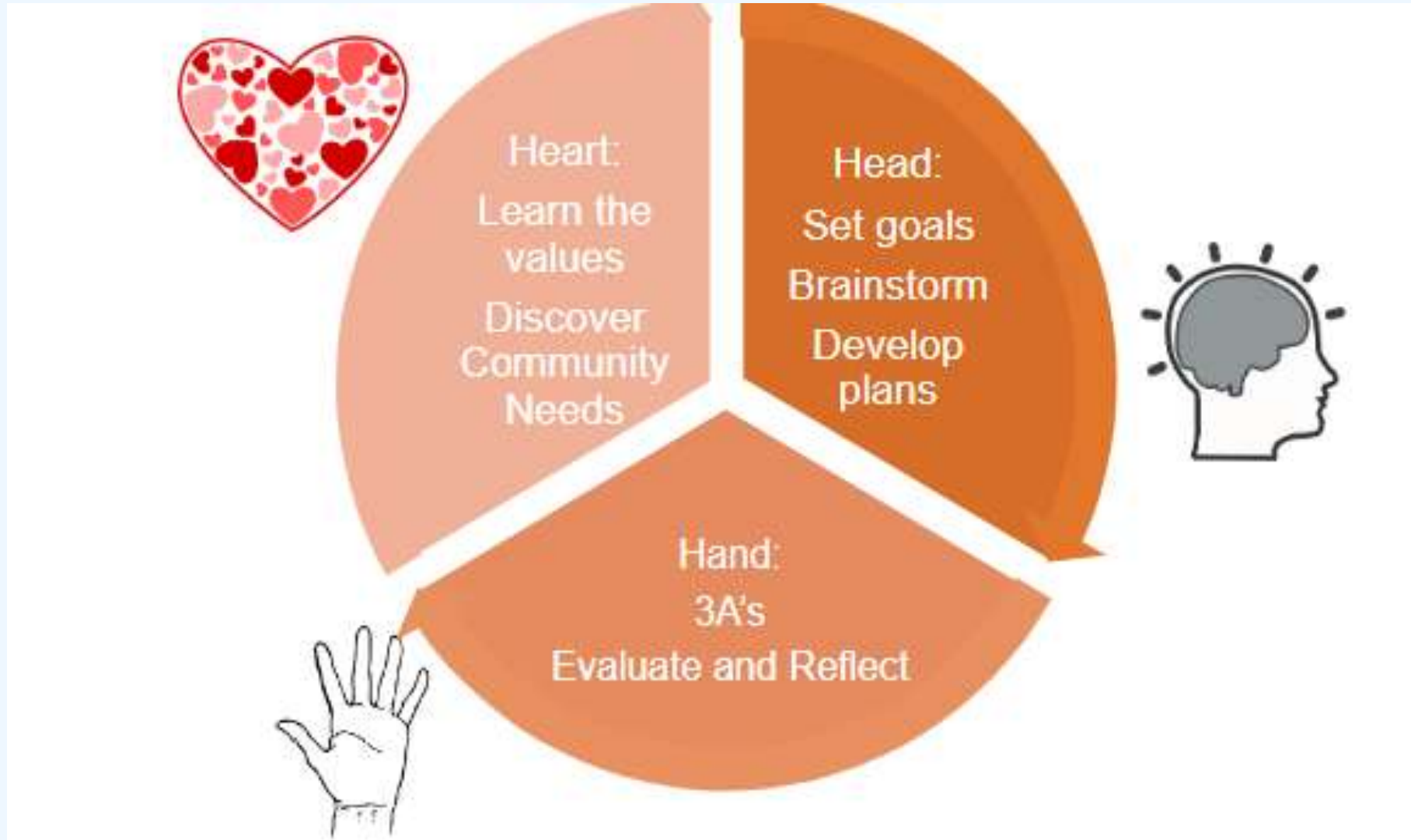


Family Activities
Look for stories you can read and activities you can do at home with your family members in Aardvark Times Journal.

Activities Required
Pen and paper

A Sense of Belonging

VALUES IN ACTION FRAMEWORK



VALUES IN ACTION PROJECT

KINDNESS BEGINS WITH ME



Level Outcomes:

Students will be able to:

- learn what **caring and respectful communication** sounds and looks like
- **demonstrate empathy** and respectful communication with one another.
- **cultivate lifelong good habits** and respect by **helping out in the household** chores for their family.

The Will to Act

KINDNESS BEGINS WITH ME TASK CARD (P1)

FINISH

10. I can help to make my own bed.
Parent's Signature: _____

9. I help to keep my classroom clean.
Teacher's Signature: _____

8. I wrote a positive note for my friend.
Teacher's Signature: _____

7. I can help to keep my house clean.
Parent's Signature: _____

6. I helped my friend today.
Teacher's Signature: _____

5. I can clean the table after eating.
Parent's Signature: _____

4. I said 'Good morning' to someone.
Teacher's Signature: _____

3. I helped my parents today.
Parent's Signature: _____

2. I said 'Thank you' to someone.
Teacher's Signature: _____

1. I can fold my own clothes.
Parent's Signature: _____

START

Kindness Begins with Me!

LEARNING JOURNEY TO OUR NEIGHBOURHOOD (P1)



- Provide opportunities for students to develop an appreciation for the places around their school and neighbourhood.
- Tie in with Social Studies

LEARNING JOURNEY TO NATIONAL ORCHID GARDEN (P2)



- Provide opportunities for to students to learn about national symbols and places of heritage importance in Singapore.
- Tie in with Social Studies and English





Let's work together to help our children grow into joyful learners and responsible citizens, anchored on the right values and filled with a sense of purpose and hope for a bright future!





Thank You

Additional Resources:



Parenting for Wellness



For more bite-sized resources (practical tips and strategies) on building strong parent-child relationships, supporting your child's mental well-being and parenting in the digital age, scan the QR code above to download a copy of the **Parenting for Wellness Toolbox for Parents**.

