



## Sheng Hong Student Care Centre Newsletter

January 2021 to June 2021 | Year 2021 Edition

HAPPY MOTHER'S DAY !

"Thank you mummy for taking care of me and buying all the nice clothes and always feeding me good food!"  
- Avery (P2)

### Our Mission :

Our mission is to develop a quality and affordable support service for parents especially working parents so that their school-going children can be supervised and developed adequately during out-of-school hours

### Our Core Values :

As the centre believes in cultivating values in every student and nurturing them into responsible citizens for the society, the centre will be focusing on the values below:

Attentiveness (January), Kindness (February), Honesty (March), Responsibility (April), Respect (May), Self-Control (July), Forgiveness (August), Care & Compassion (September).

## ANNOUNCEMENTS

Please be informed that the centre will be closed on the following dates / times (2021):

20 Aug / Friday	Staff Training Day
03 Sept / Friday	Teacher's Day
23 Dec / Thursday	Spring Cleaning Day
24 Dec / @ 2PM / Friday	Christmas Eve
31 Dec / @ 2PM / Friday	New Year's Eve

*\*Public Holidays are not included in this list.*

# 29th Jan : NLB Home Sweet Home

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Wen Ru (P2), Sophia (P2), Isabelle (P2) and Taufiq (P1) showing their completed birdhouses. Good job everyone!

The National Library Board held a programme through Zoom titled Home Sweet Home. The programme gave the children insight into the various types of birdhouses around the world!

The children were able to experience an interactive storytelling session with the presenters. After the storytelling, they participated in some hands-on activities, which allowed them to build their very own birdhouses!

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"I liked the arts and craft. I made a small bird and a purple birdhouse for the bird. I liked making the birdhouse and it was very nice. "

- Yannice (P1)



Yannice (P1) proudly showing off a cute little bird she made!



William (P1) posing with his completed bird house!

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"Making the birdhouse was quite difficult for me but I liked it very much! I also really enjoyed the story!" - William (P1)

# 22nd Feb : NHB Secret Treasure Storytelling

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The children attended a storytelling session by the National Heritage Board that was called Secret Treasure. The storyteller told the story with so much energy and passion that made the children feel so involved as if they were part of the story.

They also made their own version of a secret treasure box where they can place their most loved valuables and treasures inside it after decorating them beautifully!



*Isabelle and Zhi Xian working on their boxes*

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"The storytelling was interesting and I even had the opportunity to make my own treasure box, which I still keep till today!"

- Zhi Xian (P2)



*Wen Ru (P2) on the finishing touches of her box*

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"It was easy to fold the box and I quite liked the programme. I would like to make another box again."

- Wen Ru (P2)

"I liked folding the box. It was smooth and easy to make the box. The programme was enjoyable and I would like to do it again. I also liked the story they told. Unfortunately, I lost the box I made which made me sad."

- David (P1)



*David (P1) working on her box*

# 15th & 17th Mar: Admiralty Park

The children went on an exciting trip to Admiralty Park Playground - Singapore's largest park in the north. Group A children went first on the 15th of March - but were encountered with the unexpected factor of rain. It started drizzling within the first few minutes of laughter and cheers of the children meeting the enormous playground. Unfortunately, we had to retreat to a shelter nearby and had a quick tea break session.

The rain subsequently cleared up and there was just cold wind left. Seizing this opportunity, we headed over to one of the bigger playgrounds in the park that had multiple slides, swings, and even a little merry-go-round. The children were careful not to run rashly among the wet equipment. They were able to enjoy it for a while longer before rain deterred their fun again.

"I felt happy. We got to go to different playgrounds, and one of the playgrounds had a merry go round. I played so much that I started feeling nauseous and had no water. However, I felt better after sitting down, walking slowly and drinking water."

- Aqwa (P3)

"The park was very fun but I got scratched while playing. I was sliding down the slide while someone else was climbing up the slide and I got scratched. I cried a little. There was also a lot of sand at the playground. It was my first time touching sand which was exciting."

- Austyn (P3)

We proceeded to take cover in a nearby shelter where a vending machine could be found. The children were very fascinated by the vending machine. The caregivers also organised some indoor games such as Simon Says with the children, allowing them to move around and exert their energy and excitement. By the end of the day, the children were exhausted from fun and were ready to go home!

For Group B and C, fortunately for them, there was little to no rain and they were able to enjoy the different playgrounds in the park at full force, having a wonderful time!



Wayne (P4) taking on a rock slope!



Group B & C children having fun climbing!



Austyn's hurt eye. Be careful next time!

# 16 & 19 Mar : ACJC Coding Lesson

Some children from Group B and C were able to participate in a coding session that span over two days, conducted by volunteers from ACJC! The children were able to interact with the volunteers and learn about the basics of coding, and from the program Scratch. They had high engagement and interest in how to make their character perform a certain set of functions and acquire the basics of coding. Learning new interesting skills was fun and something different for them and the children even received snacks from the volunteers!



"I felt very happy and I want to do it again. I learn how to play Scratch and enjoyed eating the snacks. The volunteers were very nice and I liked them. I feel like I want to do the Programme every weekend and learnt something new."

- Ayden (P3)

"The seniors were very good at teaching and I learnt how to use the computer to create things! It was very fun!"

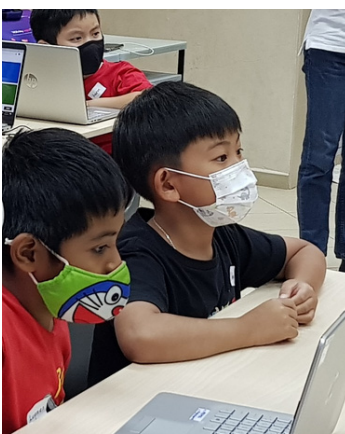
- Rafael (P3)

"I liked the experience. It was fun and you get to learn about how to code. I felt excited learning how to code. They were friendly and I liked them. They also brought food for us!"

- Anne-Marie (P3)

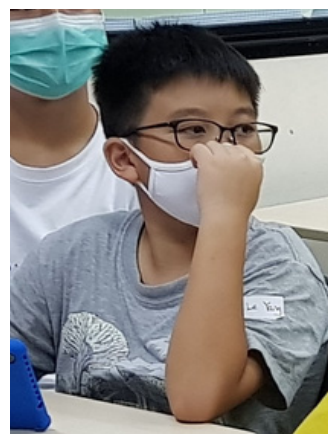
"I didn't really like the programme because it was hard. It was difficult to understand but the volunteers helped me. The volunteers were nice and if they helped me I will do the programme again."

- Shina (P3)



"I felt good and really want to do it again. I learn how to code and I felt smart. I would code again, The volunteers were kind and I liked them."

- Yi Heng (P4)



"I liked the Scratch programme. Sometimes it was difficult but I received help from the volunteers. The volunteers were good and friendly. I liked that I was able to make a game and enjoyed the snacks."

- Le Yang (P5)

# 18 Mar : NHB Let's Makan

It was a whole day program where the children explored and learnt more about food. In the morning, there was a storytelling session followed by a handicraft session where the children used materials such as felt and paper to create food to be placed and decorated on a plate. In the afternoon, the children had the chance to make their own food, Ondeh Ondeh, and even had the chance to eat their own creations!



*The craftwork by the children*



" I didn't really like the ondeh ondeh as it wasn't my favourite. It was not very exciting to make the ondeh ondeh but I was able to make it all by myself. I would prefer to make pizza in real life instead and I liked the pizza craft I made. "

- Jacquell (P2)



" I was excited during the event because I can do a lot of activities. I enjoyed making the ondeh ondeh and it was nice. I made rice and sushi for the craftwork. The ondeh ondeh was too difficult to make, but with someone's help I will make it again. "

- Hao Yang (P1)



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## 27 Apr : Storytelling by SAJC

The children were fortunate enough to be able to experience this storytelling session by SAJC volunteers. The SAJC volunteers had prepared a storytelling session with various props and even pictures for the children to colour! The children were able to expand their vocabulary, choose the endings for the story and interacted with the props provided. They had lots of fun and were very happy to receive a goodie bag for participating!



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"The storytelling was very interesting especially when they were talking about the cave. The seniors were good storytellers and I loved the session. I hope there will be more!"

- Avery (P2)

"The storytelling was very interesting and memorable because the seniors were very engaging and interactive the whole time. I especially loved the photo of the caveman!"

- Hao Yang (P4)

"The story was interesting and the seniors were very good at telling the story. I like how they used props too!"

- Charlie (P2)



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# 27th May & 28th May : VJC Interact Club VIA

Students from VJC interact club held a 2-day zoom programme for the children, where they played games such as Hangman and Follow The Leader. The students also taught the children how to make origami frogs, that was able to jump and gave the children a lot of fun to play with! The children were also able to bring home goody bags that contained snacks and sweets prepared by the VJC students!

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The whole event was fun, but my favourite was the making of origami frogs! I even kept it as my mascot!"

- David (P1)

"It was very fun! The instructions were clear and I enjoyed the time spent with the seniors, thank you!"

- Cyan (P1)

"I liked the session. I felt very happy as it was very fun. The volunteers were also very fun and I would like to have this programme again."

- Sophia (P2)

"The seniors made me do some magic tricks. I did one of the most confusing magic tricks, the 10 stars magic trick for them. The seniors liked it which made me feel happy."

- Laurent (P3)

"I wasn't able to fold the origami since I had no paper. I was playing with my brother during the zoom session. I felt sad that I wasn't able to do much at home."

- Tuan Khang (P3)

"I liked the activities planned for us. I liked folding the frog paper which was fun to play. I liked the volunteers because we got to do activities together."

- Vahin (P1)



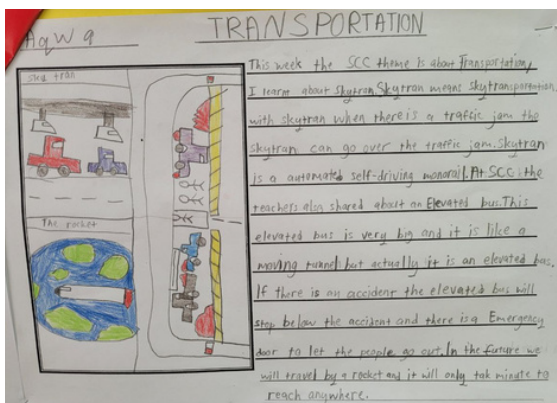
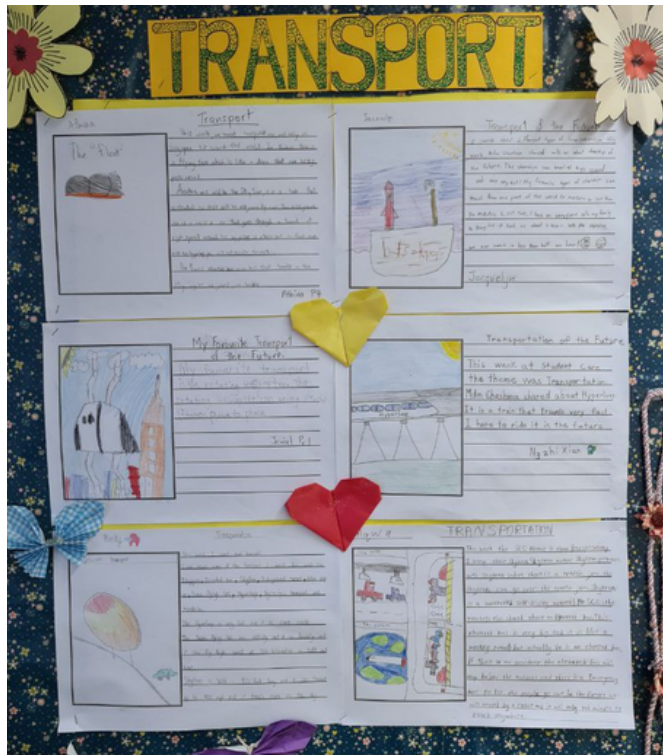
Permission to use the photos of the VJC students was granted.



# JUNE HOLIDAYS

## Week 1 - Transport

In the first week of the June holidays, the topic that the teachers had come up with was Transport. The children learnt about the various modes of transport, and even explored the history of transportation discovering the far back past where ships were the main mode of transport. The children were able to involve themselves in drawing some of the modes of transportation, and even participated in some handicraft work with boxes to make mini buses. They carefully constructed buses which were then used to decorate the wall, creating a beautiful art piece.

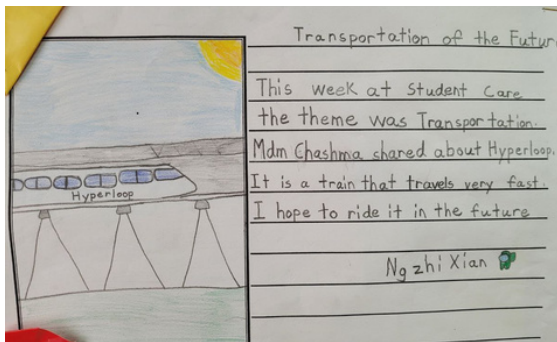


Transportation

This week the SCC theme is about transportation, I learnt about skyTran . SkyTran means sky transportation. With skyTran when there is a traffic jam the skyTran can go over the traffic jam. SkyTran is an automated self-driving monorail.

At SCC, the teachers also shared about an elevated bus. This elevated bus is very big and it is like a moving tunnel but actually it is an elevated bus. If there is an accident the elevated bus will stop below the accident and there is an emergency door to let the people go out. In the future we will travel by a rocket and it will only take minutes to reach anywhere.

Aqwa (P3)



Transportation of the Future

This week at student care the theme was Transportation. Mdm Chashma shared about Hyperloop. It is a train that travels very fast. I hope to ride it in the future.

Ng Zhi Xian (P2)

# JUNE HOLIDAYS

## Week 1 - VIA by ACJC

The children attended a 2-day workshop involving volunteers from ACJC. The workshop was conducted on zoom and children could also attend due to covid-19 measures. The children participated in various activities and mini games held by the volunteers and had a fun time getting to know the volunteers on the first day. On the second day, they did some yoga and stretching exercises before starting the session. The children then had an arts and craft activity involving pointillism and were all able to create amazing and beautiful pieces!



Athina (P4) working on her art piece.



Ian (P2) showing his art piece.

" It was fun drawing Mickey Mouse! "

- Ian (P2)

" I've learnt how to draw with dots, because at first I thought that I only can draw using straight lines and it was interesting and eye opening! I would even try doing more pointillism drawings in the future! "

- Lucas (P6)



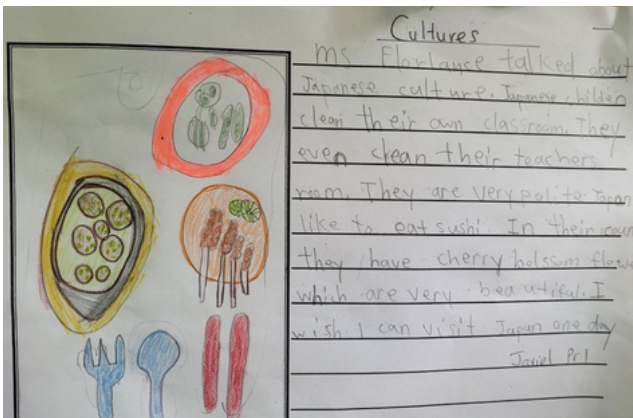
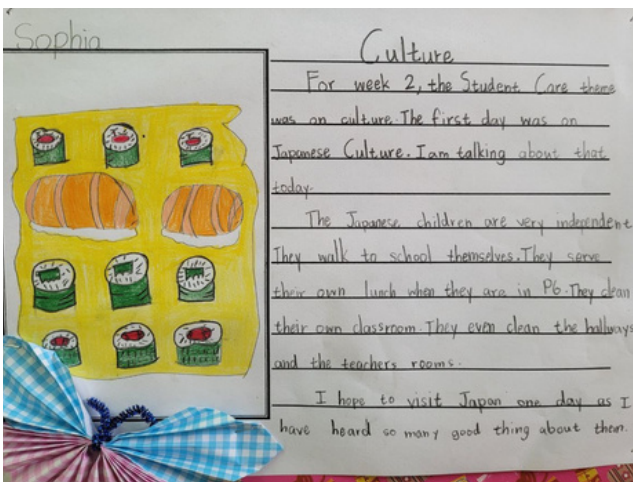
Pointillism drawings by the children!

# JUNE HOLIDAYS

Week 2

## Culture Week

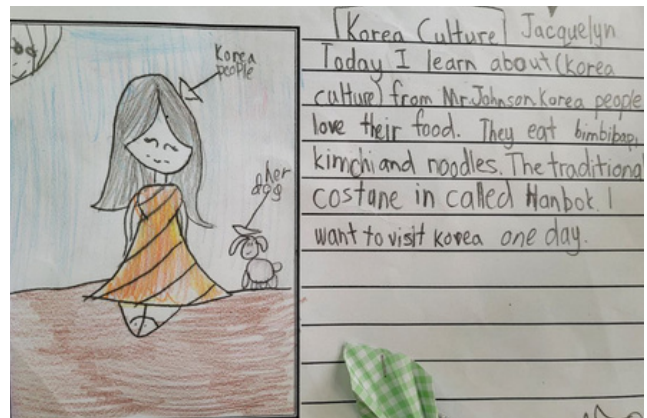
*In the second week of the June holidays, the topic was Culture. The children had a chance to learn more about the various cultures from different people in our multicultural Singapore. The children had an insightful time gaining a better understanding of the wide variety of cultures of various people!*



Cultures

Ms Florence talked about Japanese culture. Japanese children clean their own classroom. They even clean the Teachers' room. They are very polite. Japanese like to eat sushi. In their country they have cherry blossom flowers which are very beautiful. I wish I can visit Japan one day.

Javiel (P1)



Korea Culture

Today I learnt about Korea culture from Mr Johnson. Korean people love their food. They eat bibimbap, kimchi and noodles. The traditional costume is called Hanbok. I want to visit Korea one day.

Jacquelyn (P2)

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# JUNE HOLIDAYS

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Week 2

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## ACJC VIA 10th June

*This was another exciting event that the children looked forward to, after their previous experience with the other ACJC class which they thoroughly enjoyed. The theme for this programme was Old School Games.*

*The children started the session by discovering about the various types of games through an online quiz platform Kahoot. This was then followed by their favourite game, Hangman, which was carried out using another online platform Skribbl.*

*Lastly, they did some origami and made a Kusudama Flower using origami paper, which they were able to bring home to show their families their beautiful creations!*

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*Prabhleen (P4) with her Kusudama Flower*

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" The seniors were very nice and I enjoyed every bit of the session!"

- Vahin (P1)

" I had fun playing Kahoot and I even made an origami flower with my sister! It was a good opportunity to bond more with my sister!"

- Javiel (P1)

# JUNE HOLIDAYS

## Week 3 - Singapore History

### Singapore History

In the third week of the June holidays, moving on from cultures in Singapore from last week, the theme this week was on Singapore's History. Each of the teachers shared a specific part of Singapore's History with all the children. The children were able to gain a better understanding of History of Singapore before independence, expanding their knowledge on the history of the main 4 racial groups in Singapore. They were also exposed to the history and development of HDB flats, learning about the Founding Fathers of Singapore and even the Development of Singapore after Independence. Throughout this whole week, the children managed to gain a lot of insight on our History as well as having opportunities to draw and pen down some of their learnings!

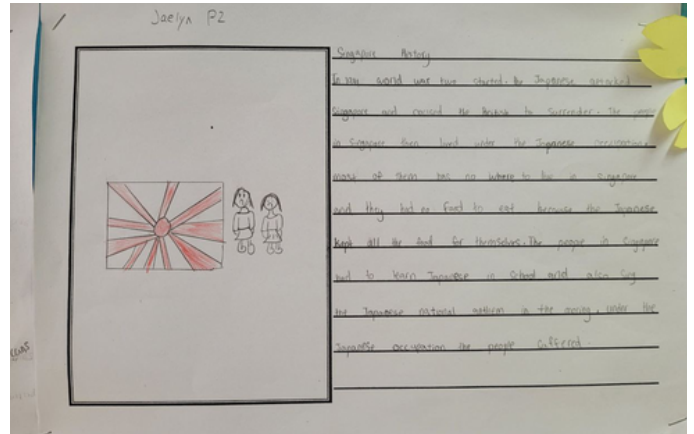
#### Singapore History

In 1941, World War 2 started. The Japanese attacked Singapore, causing the British to surrender.

The people in Singapore then lived under the Japanese occupation. Most of them had nowhere to live and no food to eat because the Japanese kept all the food for themselves. The people in Singapore had to learn Japanese in schools and sing the Japanese national anthem in the morning.

Under the Japanese occupation, the people suffered.

Jaelyn (P2)



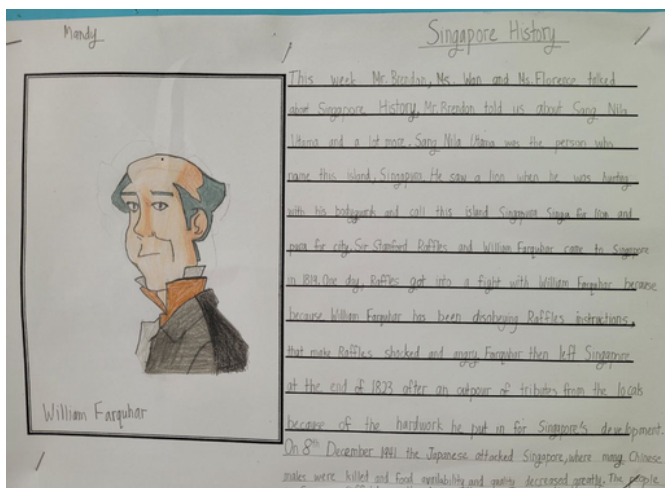
#### Singapore History.

This week Mr Brendon, Ms Wan and Ms Florence talked about Singapore History. Mr Brendon told us about Sang Nila Utama and a lot more. Sang Nila Utama was the person who name this island, Singapura. He saw a lion when he was hunting with his bodyguards and call this island Singapura. Singa for lion and pura for city.

Sir Stamford Raffles and William Farquhar came to Singapore in 1819. One day, Raffles got into a fight with William Farquhar because William Farquhar has been disobeying Raffles' instructions. That made Raffles shocked and angry. Farquhar then left Singapore at the end of 1823 after and outpour of tributes from the locals because of the hardwork he put in for Singapore's development.

On 8th December 1941, the Japanese attacked Singapore, where many Chinese males were killed and food availability and quality decreased greatly. The people in Singapore suffered greatly during the Japanese occupation.

Mandy (P2)



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# JUNE HOLIDAYS

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## Week 4 - Drama

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### Drama and Emotions

*In the last week of the June holidays, both Mr Brendon and Ms Wan planned and came up with a 2-day drama workshop that contained drama games and activities for the children. The drama session allowed the children to experience what drama is like, for many of them for the first time, and allowed the children to express themselves well.*

*The children had a lot of fun being able to move around the space whilst expressing themselves with drama. They also had the opportunity to be involved in an interactive storytelling session, which excitingly allowed them to further add their own details while unfolding the story!*

*The whole activity ended off with the children acting out their own sea creature character that they had drawn and created themselves beforehand.*



*The children acting out and frozen in their position showing how they eat.*

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*"I felt that it was scary and it was overwhelming on the first day. I liked the workshop on the second day as it was fun. I was very comfortable with the drama games."*

*- Athina (P4)*

*"It was fun as I got to interact with my friends during the first day. I liked to play the engaging friends. The second day was good and it was funny to see Ms Wan wearing the Goldie costume. I liked the story and drawing of the sea creatures. I would like to have the drama games again."*

*- Prabheen (P4)*

# JUNE HOLIDAYS

## Week 4 - Emotions

### Emotions

In the last week of the June holidays, both Mr Brendon (sadness) and Ms Florence (happiness) also gave a presentation on Emotions, specifically sadness and happiness. Sharing about why people feel sad and how to cope with it and how to keep feeling happy. Ms Florence also tasked the children to draw what made them happy and Mr Brendon asked the children to draw something that would cheer them up when they feel sad.



Jacquel (P2) with her encouraging drawing.



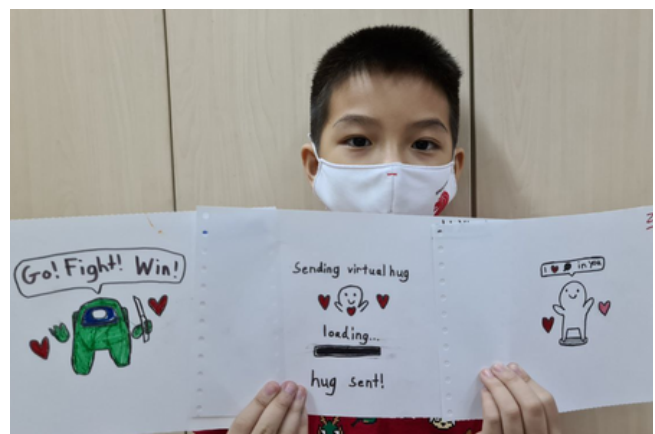
Mandy (P2) with her encouraging drawing.

"I learnt what to do when I feel sad and also I enjoyed drawing all the different Pokemon as they make me happy! I even keep this drawing in my school bag and I will use it to cheer me up when I feel sad."

Mandy (P2)

"I loved spending time to draw the encouraging drawings. I was so excited that I drew three different ones. I will use them and look at it when I feel sad."

Zhi Xian (P2)



Zhi Xian (P2) with his encouraging drawing.

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# JUNE HOLIDAYS

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## NHB Let's be Stars Storytelling

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### NHB Let's Be Stars

*This programme by the National Heritage Board, Let's be Stars was a 2-hour storytelling event, where the children were actively involved by having to make their own decisions and expressing themselves differently in the 2 teams they were separated in, Red and Green. They also made rocket ships using origami paper at the end of the event. The children had lots of fun, and each child even brought home a goody bag and milo to drink!*



*Jacquelyn (P2) showing off the rocket ships she made!*



*William (P1) showing off the rocket ships he made!*

*"The story was very interesting and I've managed to have fun while making the rocket ships even though it was difficult! Thank you teachers."*

*- Jacquelyn (P2)*

*"I loved the part where I made the rocket ships! It was fun!"*

*- William (P1)*



# Finding joy in our children's PSLE and life journey

By **YVONNE KONG-HO** *Published* APRIL 30, 2021



As parents, we seek to give the very best to our children; be it the food they enjoy, the supplements we procure to ensure their optimal growth and health, the activities we seek out for them (for pleasure, growth or both) because we love them.

For many of us in Singapore, this love we have for our children has understandably influenced us and propelled us to ensure that they have the best educational pathways ahead.

The prevalent narrative among many parents in Singapore is still built upon good schools and the opportunities which they afford our children.

I am no exception.

Despite having worked in the education sector for close to two decades, my emotions, fears and worries are magnified when it comes to my own offspring.

The stakes are higher now in the education system.

I am more emotionally invested in my children's journeys and ironically, because I know how the education system works, it is actually harder to navigate around it.

Wistfully, I realise a certain amount of ignorance can truly be bliss.

The new Primary School Leaving Examination (PSLE) grading system has been the talk of the town for the past few days, following the Ministry of Education's release of indicative cut-off points for secondary schools.

Many parents have their concerns about it.

For instance, it only allows our children very little mistakes if they wish to achieve an Achievement Level 1 (AL1 for 90 marks and above).

Yes, an AL1 may not be what every child aspires to have.

It has been published in MOE's PSLE guide that to gain entry to top schools, a perfect score of four would not be necessary as these top schools would have cut-off points of four to six.

However, some parents may err on the side of caution and instruct their children to achieve a four instead of a six so as to stand a higher chance of entering the school.

What will this mean for the mental wellbeing of our children when they are told to obey such exacting standards of success, with such a very small leeway for failure?

What if our children do not achieve good scores and henceforth do not have the opportunity to enter the nation's most prestigious schools?

Would they be deemed to have less opportunities to do well in their trajectories?

Are we able to change the traditional notions of success in our minds as parents and encourage our children to be their very best; regardless of the ALs they achieve in their subjects?

In the course of having worked with so many youths, I look at a child's entire academic journey and think of it as very long.

Every child blooms and blossoms at their own paces and places.

While doing career coaching with mature workers, I observe and am convinced of the importance of lifelong learning and the curiosity to constantly discover and learn.

Our universities have thankfully evolved into places where we embrace (and offer letters of acceptance to) various individuals who have multiple areas of talents.



Some have the risk appetite to start entrepreneurial pursuits of their own. Others have such strong learning agility that they master Google Adwords, filming, photography via YouTube videos and use these self-learnt skills to enhance the online presence of their businesses.

Their strengths germinated because of their passions.

Some start social enterprises because of the causes which they champion. They overcame numerous difficulties because of what they believed in.

Some literally faced rejections after rejection after standing in front of investors to pitch their entrepreneurial babies.

Many of them whom I have spoken with and spent time coaching did not come from the smoothest academic journeys.

Many a time, I have come to realise, the strongest and most resilient of my students are who they are because of their very humble academic beginnings.

As a mum, I constantly remind myself that my children have unique gifts and talents and they will excel in their own arenas.

It would be grossly unfair to expect our children to be who we want them to be.

Increasingly, as the children grow, I find it such a delight to uncover their hidden talents, to see the good and beautiful in what they create and to provide a safe and nurturing environment for them to be who they are and not who they are expected to be.

Just a few days ago, one of my children showed me what she had drawn on our family whiteboard.

"See, mummy!" There can be 'Le' in PSLE! The word 'Le' means joy in Chinese.

At that moment, I did not know how to respond to her enthusiasm, knowing that her brother will be sitting for PSLE this year.

Honestly, it is tedious and there does not seem to be much joy in preparing him through mastering math heuristics, answering science open-ended questions with very specific keywords so that marks would be awarded, doing more Comprehension Cloze passages to be more familiar with the style of answering, memorising more dramatic phrases to ace Chinese compositions.

The power is, however, in my hands to dictate the tone of the PSLE for my children.

I can choose to communicate it to them as a 'do-or-die' examination or as one of the many milestones in their lives, almost like a rite of passage to enter another phase of their educational journey.

I can choose to speak life into them and support them into becoming the best versions of themselves, regardless of how the PSLE and other national examination grades may be.

I can choose to continue my focus on coaching their other areas of growth especially in their values, attitudes and life skills.

Are they continuing their unique Lego creations even if it's not an examinable subject?

Can they clean toilets, prepare meals for the family and clean up after themselves?

Are they kind and considerate towards the people around them? Do they have a heart towards the invisible and less-privileged of our world?

Do they have the courage to pursue the needful, even when it is unpopular and perhaps not lucrative?

The 'Le', the joy in this PSLE can be determined by us parents, when we choose to fix our eyes on the entire journeys ahead for our children.

May I humbly invite all parents to embrace our children's unique journeys, allow them to bloom at their own paces and provide a safe and nurturing space for them to become the very best versions of themselves?

A child's future will not be determined by a grade, a number, a school and the collective judgement caused by a fixed set of examination and scoring rubrics.

Read more at <https://www.todayonline.com/commentary/finding-joy-childrens-psle-life-journey>



# 7 Reasons It's Tough to Raise Mentally Strong Kids

Today's world isn't exactly conducive to building mental muscle.

By **Amy Morin**, Published October 4, 2017

This article is in light of a recent saddening case of an alleged murder of a 13-year-old boy in one of our local schools.

A young 16-year-old boy attending the same school, has been charged of the murder. It was revealed that the accused had some mental health issues, and was to be remanded for psychiatric observation.

The 16-year-old has been previously assessed at the Institute of Mental Health in 2019 after he had attempted to commit suicide.

This highlights the importance of mental health of children, and this is arguably more important than academics. This article is a guide to understanding the challenges that comes with raising mentally strong children and its importance.

*(this information is dated 21st July)*

On the surface, it might seem like today's parents have it easier than ever. After all, you don't have to go down to the river to do your laundry anymore. Clearly, modern society offers advantages that make it easier to keep your kids healthy. But at the same time, the digital world may actually make it more difficult to raise kids who are equipped to tackle the challenges of adulthood.

It takes mental strength to raise kids who will become responsible adults. Here are seven reasons why it's harder than ever to be a mentally strong parent in today's world:

## 1. Happiness is all the rage.

You don't have to look very far to find books or articles that talk about the steps you can take to raise happy kids. And while happiness is a great byproduct, it shouldn't be the goal.

Letting your child eat endless amounts of ice cream and playing video games 24 hours a day will make him happy right now. But over the long haul, he'll be miserable. It's important to focus a fair amount of your effort on teaching kids skills that won't necessarily make them happy at the moment. Self-discipline, impulse control, and emotional regulation are essential for long-term happiness.

## 2. Social media fuels parenting competition.

Most parents want to share images of their children enjoying family vacations, participating in sports, and receiving awards on Facebook and Instagram. But rather than revel in your joy, looking at other happy families can spark competition among parents who want to show how amazing their children are too.

It's hard to share an image of your child being grateful or overcoming self-doubt. So even if your child is kind and caring, you might fall into the trap of thinking you have to brag about his latest tangible achievement. And suddenly, your online activity may become a competition to prove who is raising the "best" kids. But raising mentally strong kids is about helping them become the best versions of themselves, not making them better than other people.

## 3. Parents weren't taught mental strength-building skills.

Whether you were a latchkey kid growing up in the 80s, or you are a millennial raised by someone who believed kids should be seen and not heard, there's a good chance your parents weren't sitting around talking about your feelings. Some households stressed obedience, and the kids' opinions didn't matter. Other parents just didn't have the knowledge of mental strength to pass it along. If no one taught you how to develop healthy self-talk and how to regulate your emotions, it's hard to pass those skills to your kids.

## 4. Too many helicopter parents make it hard to let kids fail.

If a child forgot to do his homework 25 years ago, it wasn't a big deal. All kids forgot their homework sometimes. Once helicopter parents entered the scene, kids stopped making mistakes, because their parents wouldn't let them fail. So now a missed homework assignment or forgotten basketball sneakers mean your kid might fall behind. But natural consequences can be life's greatest teacher. It's important to let kids experience failure and setbacks so they can learn how to bounce back.

# 7 Reasons It's Tough to Raise Mentally Strong Kids

Today's world isn't exactly conducive to building mental muscle.

By **Amy Morin**, Published October 4, 2017

## 5. Parent shaming incites fear.

People are quick to pass judgment about each other's parenting choices. Whether someone shames a Facebook "friend" who doesn't feed her children organic fruit, or a reader leaves a comment that says a celebrity's divorce will scar the children for life, parent shaming is a real problem.

No one wants to face that kind of scrutiny. So in an attempt to avoid looking like a "bad" parent, many mothers and fathers are changing their habits. Rather than let their preschooler throw a tantrum when she's told she can't have candy, parents are giving in to make the crying stop. Or instead of letting a child get a bad grade, parents are correcting their kids' homework. And those little parenting choices make a big difference on kids' ability to develop resilience.

## 6. Marketing companies prey on parents' guilt.

Advertisements will tell you that you're a good mom, as long as you buy your child certain toys. And that you're an awesome dad, as long as you take your kids to a certain theme park. Companies know that parents feel guilty about not spending enough time with their kids, not giving them every possible competitive advantage, and not giving them all the things they need to be happy. And they prey on that guilt to sell you stuff you don't need.

Whether it's too much food, too many toys, or too much time on their electronics, many parents are overindulging kids. Giving kids more temporarily relieves parents of their guilt, but the kids are the ones who ultimately lose out.



## 7. Technology prevents mental muscle-building opportunities.

Kids used to have to deal with uncomfortable emotions, like boredom and frustration. But now, most of them use their digital devices to escape their feelings. Being glued to their screens means they don't have to calm themselves down or privately deal with their anxiety. Instead, they can play games or use social media to regulate their feelings for them.

Parents have to be more proactive than ever to ensure that kids are learning the social, emotional, and cognitive skills they need to succeed.

## Build your mental muscles

The extra challenges of today's world make it more important than ever for parents to become mentally strong. That means developing healthy habits that build your mental muscle, while also giving up the bad habits that can hold you back. Becoming mentally stronger has an added bonus: It increases the likelihood that your kids will be mentally strong. After all, they learn how to manage stress, solve problems, and tackle challenges by watching you



## References

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