

Parent Connection

Monthly School Wellness Calendar

A weekly five minute conversation starter for home and family communication

48

coordinated
weeks

5 minutes

each week

12 themes

September through August

These conversation starters help families reinforce the same wellness themes students encounter at school. They are not scripts for interrogation or diagnosis. Adapt the language to the child's age, culture, communication style, and developmental needs, and prioritize connection before advice.

Suggested rhythm 1 minute to open, 1 minute to explain, 2 minutes to reflect or practice, and 1 minute to choose a next step.

Safety note If a student expresses suicidal thoughts, self-harm, abuse, threats, stalking, or immediate danger, do not rely on a five-minute activity alone. Follow the school's crisis and reporting procedures. In the United States, call or text 988 for the Suicide and Crisis Lifeline; call 911 or local emergency services for immediate danger.

September Suicide Prevention and Connection

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 You Matter Building Connection

Minute 1 Open This week, invite a low-pressure conversation about you matter building connection. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Belonging and trusted relationships are protective. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name three people or places you could turn to when life feels heavy." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Save at least one support contact where you can find it quickly. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Know the Signs

Minute 1 Open This week, invite a low-pressure conversation about know the signs. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand A lasting change in mood, behavior, sleep, connection, hope, or talk about death deserves attention. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Which changes would tell you that someone may need a caring check-in?" Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Take concerning words and behavior seriously and involve a trained adult. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Ask Listen Connect

Minute 1 Open This week, invite a low-pressure conversation about ask listen connect. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Asking directly about suicide does not plant the idea; a calm question can open a path to help. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Practice: 'I have noticed _____. Are you thinking about suicide?'" Then listen without judgment." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Stay with the person and connect to school support, 988, or emergency help. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Help Seeking Is a Skill

Minute 1 Open This week, invite a low-pressure conversation about help seeking is a skill. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Reaching out early is a strength and a learnable skill. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Complete: "When I am struggling, I can tell ____ by saying ____." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Use the school support pathway; call or text 988 for crisis support in the United States. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

October Bullying Harassment and Belonging

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Conflict or Bullying

Minute 1 Open This week, invite a low-pressure conversation about conflict or bullying. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Conflict is a disagreement between people with similar power; bullying is repeated harm involving a power imbalance. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Sort examples into conflict, rude behavior, bullying, or harassment and explain why." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Respond to the behavior you see and report patterns, threats, or safety concerns. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Bystander to Upstander

Minute 1 Open This week, invite a low-pressure conversation about bystander to upstander. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand People who witness harm can interrupt safely, support the targeted person, or report. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Choose a safe response: distract, document according to policy, get help, or check in afterward." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Do not confront when unsafe; bring in a trusted adult. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Just Joking Is Not a Free Pass

Minute 1 Open This week, invite a low-pressure conversation about just joking is not a free pass. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Intent and impact can be different. Humor stops being harmless when someone feels targeted, unsafe, or humiliated. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Ask: Who is laughing? Who has power? Did the behavior stop when asked?" Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Repair harm by stopping, acknowledging impact, apologizing, and changing the behavior. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Digital Harassment Counts

Minute 1 Open This week, invite a low-pressure conversation about digital harassment counts. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Group chats, rumors, exclusion, impersonation, threats, and sharing images without permission can cause real harm. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Identify what to save, block, report, and share with a trusted adult." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Do not forward harmful content; preserve evidence and use school or platform reporting. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

November Emotional Regulation

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Name It to Tame It

Minute 1 Open This week, invite a low-pressure conversation about name it to tame it. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Precise emotion words help the brain choose a fitting response. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Move beyond "fine" or "mad": identify the feeling, its intensity, and what it may need." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Use: "I feel __ at __ out of 10, and I need __." If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Your Body Talks First

Minute 1 Open This week, invite a low-pressure conversation about your body talks first. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Stress often appears in the body before we recognize the emotion. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Scan jaw, shoulders, chest, stomach, hands, breathing, and energy for signals." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Treat body cues as an invitation to pause, not proof that something is wrong. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 The 90 Second Reset

Minute 1 Open This week, invite a low-pressure conversation about the 90 second reset. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand A short pause can lower intensity enough to make a safer choice. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Try six slow breaths, stretching, cold water, or noticing five things around you." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Pick one reset strategy to practice before you urgently need it. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Respond Instead of React

Minute 1 Open This week, invite a low-pressure conversation about respond instead of react. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Regulation creates space between a trigger and an action. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Practice Pause, Identify, Choose, Respond with a recent low-stakes example." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway If intensity is too high, take a safe break and return at an agreed time. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

December Holidays Stress and Boundaries

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Holidays Are Not Happy for Everyone

Minute 1 Open This week, invite a low-pressure conversation about holidays are not happy for everyone. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Celebrations can coexist with grief, loneliness, conflict, financial strain, or difficult memories. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name one feeling the season may bring and one support that could help." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Make room for mixed emotions without forcing cheerfulness. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Protect Your Peace

Minute 1 Open This week, invite a low-pressure conversation about protect your peace. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Healthy boundaries clarify what you will do to protect time, energy, and safety. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Practice: 'I am not discussing that,' 'I need a break,' or 'I can stay for one hour.''" Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Choose one realistic boundary and one way to follow through. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Grief During Celebrations

Minute 1 Open This week, invite a low-pressure conversation about grief during celebrations. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Grief has no holiday schedule, and joy does not erase love or loss. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Choose a remembrance ritual: a story, recipe, song, candle, donation, or quiet moment." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Ask grieving people what support feels helpful instead of assuming. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Connection Over Perfection

Minute 1 Open This week, invite a low-pressure conversation about connection over perfection. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Pressure for a perfect celebration can crowd out rest and genuine connection. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Identify one expectation to simplify, share, postpone, or release." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Define a successful holiday by safety and connection, not appearance. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

January Reset Without Pressure

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 You Do Not Need a New You

Minute 1 Open This week, invite a low-pressure conversation about you do not need a new you. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Growth works better when it begins with self-respect rather than shame. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name one strength to keep and one habit to adjust gently." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Choose progress you can repeat, not punishment you cannot sustain. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Small Goals Work

Minute 1 Open This week, invite a low-pressure conversation about small goals work. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Specific, manageable actions are easier to begin and measure. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Turn a broad goal into one action that takes 10 minutes or less." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Decide when, where, and how often you will try it this week. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Winter Blues and Depression

Minute 1 Open This week, invite a low-pressure conversation about winter blues and depression. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Temporary sadness differs from persistent changes in mood, interest, sleep, appetite, energy, concentration, or hope. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Notice duration, intensity, and impact on daily life." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Seek support when symptoms persist, interfere, or include thoughts of self-harm. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Checking In With Yourself

Minute 1 Open This week, invite a low-pressure conversation about checking in with yourself. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Regular check-ins can reveal needs before stress becomes a crisis. Children and teens often notice an adult’s tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: “Rate mood, sleep, energy, stress, motivation, and connection from 1 to 10.” Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Pick the lowest area and identify one supportive next step. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

February Relationships Dating and Boundaries

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Green Flags

Minute 1 Open This week, invite a low-pressure conversation about green flags. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Healthy relationships include respect, trust, communication, independence, accountability, and safety. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name a behavior that shows each green flag in everyday life." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Look for consistent patterns, not promises alone. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Red Flags Are Not Romantic

Minute 1 Open This week, invite a low-pressure conversation about red flags are not romantic. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Control, monitoring, isolation, threats, pressure, humiliation, and extreme jealousy are warning signs. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Rewrite a controlling statement as a respectful request." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Talk with a trusted adult if a relationship feels unsafe or hard to leave. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Consent Is Ongoing

Minute 1 Open This week, invite a low-pressure conversation about consent is ongoing. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Consent is voluntary, informed, specific, reversible, and communicated; silence or pressure is not consent. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Practice asking, checking in, hearing no, and stopping without argument." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway When unsure, pause and ask. A past yes does not equal a present yes. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Breaking Up Respectfully

Minute 1 Open This week, invite a low-pressure conversation about breaking up respectfully. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Ending a relationship can be clear and kind, while safety takes priority over politeness. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Plan a brief message, boundaries afterward, and support if emotions run high." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Use adult support and a safety plan when threats, stalking, or violence are concerns. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

March Social Media and Digital Wellness

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Where Did My Time Go

Minute 1 Open This week, invite a low-pressure conversation about where did my time go. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Screen-time data offers information, not a moral grade. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Check daily use, pickups, notifications, and the app using the most time." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Choose one small change based on what you notice. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 The Comparison Trap

Minute 1 Open This week, invite a low-pressure conversation about the comparison trap. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Online posts are selected moments, not complete lives. Repeated comparison can affect mood and self-worth. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Identify what is missing outside the frame of a polished post." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Pause when scrolling leaves you feeling worse, smaller, or behind. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Try a Digital Reset

Minute 1 Open This week, invite a low-pressure conversation about try a digital reset. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Brief, specific boundaries are more realistic than an all-or-nothing detox. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Choose one: phone-free meals, bedtime buffer, notification limits, or focus block." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Try it for seven days and notice sleep, attention, mood, and connection. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Curate Your Feed

Minute 1 Open This week, invite a low-pressure conversation about curate your feed. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand What you repeatedly view can shape attention, emotions, and beliefs. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Identify accounts to mute, unfollow, limit, or replace with supportive content." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Your feed is an environment; adjust it to support your well-being. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

April Stress and Anxiety

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Stress or Anxiety

Minute 1 Open This week, invite a low-pressure conversation about stress or anxiety. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Stress often responds to a specific demand; anxiety may persist, spread, or interfere even when no immediate threat is present. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name the trigger, duration, body response, and effect on functioning." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Seek support when worry is persistent, intense, or limiting daily life. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 What Can I Control

Minute 1 Open This week, invite a low-pressure conversation about what can i control. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Separating influence from uncertainty helps direct energy toward useful action. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Make two lists: what I can control and what I cannot control today." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Choose one action from the control list and one thing to release for now. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Ground Yourself

Minute 1 Open This week, invite a low-pressure conversation about ground yourself. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Grounding redirects attention to the present when thoughts or sensations feel overwhelming. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Practice 5 things you see, 4 feel, 3 hear, 2 smell, and 1 taste." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Use grounding as a reset, not as a demand to erase every feeling. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Challenge the Thought

Minute 1 Open This week, invite a low-pressure conversation about challenge the thought. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Thoughts can feel true without being complete or accurate. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Ask: What is the evidence? What else might be true? What would I tell a friend?" Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Replace the thought with a balanced statement you can believe. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

May Mental Health Awareness

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Mental Health Is Health

Minute 1 Open This week, invite a low-pressure conversation about mental health is health. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Emotional well-being affects learning, sleep, relationships, choices, and physical health. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name one way mental health shows up in the body, behavior, and schoolwork." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Care for mental health routinely, not only during a crisis. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Beyond How Are You

Minute 1 Open This week, invite a low-pressure conversation about beyond how are you. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Specific questions make honest connection easier. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Try: 'What has taken most of your energy?'" or "What felt heavy or helpful this week?" Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Listen for understanding before offering solutions. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 When Coping Is Not Working

Minute 1 Open This week, invite a low-pressure conversation about when coping is not working. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Some strategies numb or distract briefly but create new problems; effective coping supports regulation and recovery. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Compare the short-term and next-day effects of one coping habit." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Keep what helps safely; replace what increases harm or avoidance. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Build Your Mental Health Toolkit

Minute 1 Open This week, invite a low-pressure conversation about build your mental health toolkit. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand A useful support plan includes people, places, activities, coping skills, and professional resources. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Create a five-part toolkit with one item in each category." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Put the plan somewhere accessible and update it when needs change. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

June Transitions and Change

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Change Can Feel Weird

Minute 1 Open This week, invite a low-pressure conversation about change can feel weird. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Transitions can bring excitement, grief, uncertainty, relief, and fear at the same time. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name something you are gaining, leaving, and wondering about." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Mixed feelings are information, not evidence that the change is wrong. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Elementary to Middle School

Minute 1 Open This week, invite a low-pressure conversation about elementary to middle school. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Multiple teachers, schedules, organization, independence, and changing friendships require new skills. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Identify one question about routines and one adult who can answer it." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Practice asking for help before the first difficult week. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Middle to High School

Minute 1 Open This week, invite a low-pressure conversation about middle to high school. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Greater responsibility, identity exploration, peer pressure, and academic choices can increase stress. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Map one academic, one social, and one emotional support." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Belonging matters more than trying to fit everywhere. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 High School to What Is Next

Minute 1 Open This week, invite a low-pressure conversation about high school to what is next. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand College, work, training, military service, gap time, caregiving, and uncertainty are valid pathways. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Name one next step and one piece of information still needed." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway A path can change; the goal is an informed next step, not a perfect life plan. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

July Summer Wellness and Connection

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 When Structure Disappears

Minute 1 Open This week, invite a low-pressure conversation about when structure disappears. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Sleep, meals, movement, purpose, and connection still support well-being when school routines pause. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Choose two daily anchors and one weekly anchor." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Keep the routine flexible enough for summer and steady enough to help. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Loneliness in Summer

Minute 1 Open This week, invite a low-pressure conversation about loneliness in summer. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Other people's highlight reels can hide boredom, isolation, and limited access to activities. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "List three low-cost ways to initiate or maintain connection." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Reach out with a specific invitation instead of waiting to feel less lonely. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 A Digital Summer

Minute 1 Open This week, invite a low-pressure conversation about a digital summer. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand A phone-free activity gives attention and relationships room to recover. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Plan one daily screen-free activity that is accessible and enjoyable." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Start small and place the phone out of reach during the activity. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Rest Without Guilt

Minute 1 Open This week, invite a low-pressure conversation about rest without guilt. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Rest restores capacity; avoidance repeatedly moves us away from needs, responsibilities, or connection. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Ask whether today's pause leaves you more restored or more stuck." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Pair rest with one gentle re-entry step when needed. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

August Preparing for School Transitions

Monthly purpose Create calm, repeated openings for conversation and strengthen connection at home.

Week 1 Back to School Anxiety

Minute 1 Open This week, invite a low-pressure conversation about back to school anxiety. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand A specific worry is easier to address than a global label such as “school anxiety.” Children and teens often notice an adult’s tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: “Complete: “I am worried that ____ may happen because ____.”” Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Match the plan to the actual worry and ask for support early. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 2 Control What You Can

Minute 1 Open This week, invite a low-pressure conversation about control what you can. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Preparation lowers preventable stress even though it cannot remove every uncertainty. Children and teens often notice an adult’s tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: “Review sleep, transportation, clothing, supplies, schedule, meals, and medication needs.” Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Choose the two preparations that will make mornings easier. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 3 Your Support Team

Minute 1 Open This week, invite a low-pressure conversation about your support team. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Students benefit from knowing who can provide academic, emotional, health, and practical support. Children and teens often notice an adult’s tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: “Identify three school adults and how to contact each one.” Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Make the first connection before a crisis or deadline. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.

Week 4 Start With Connection

Minute 1 Open This week, invite a low-pressure conversation about start with connection. Choose a calm moment and lead with curiosity rather than correction. Your child may talk more while driving, walking, cooking, or doing another activity side by side.

Minute 2 Understand Learning and performance improve when people feel seen, safe, and connected. Children and teens often notice an adult's tone before they absorb the advice, so calm listening is part of the intervention.

Minutes 3 and 4 Practice Ask: "Choose one way to learn names, invite voice, or build belonging." Let your child answer without interruption. Reflect back what you heard before sharing your view, and avoid requiring personal disclosure.

Minute 5 Takeaway Begin the year with curiosity about the person, not assumptions about performance. If the answer suggests risk, follow up directly and use school or community supports.

Optional follow up Revisit the conversation later with a brief check-in rather than repeated questioning.