

Parent Education Resource Package for Primary Schools

Laying a solid foundation for development: How to build a positive parent-child relationship?

Strand I: Understanding of Child Development

Programme Plan

1. Programme Name

Laying a solid foundation for development: How to build a positive parent-child relationship?

2. Target

Parents of children studying at primary level

3. Duration

This activity will last for about 90 minutes

4. Mode of Activities

Explanations, discussions, filling out questionnaires, watching short videos, role play, worksheets

5. Programme Objectives

Through the activity, parents will be able to:

- a) Understand how to use acts of service to build parent-child relationships
- b) Understand how to use gifts to build parent-child relationships
- c) Understand how to use physical touch to build parent-child relationships
- d) Understand how to use words of affirmation to build parent-child relationships
- e) Master how to play and chat with their children and spend quality time with them

6. Programme Procedure

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
1	10	Arousing motivation	<ul style="list-style-type: none">• Introduce the topic and content.• Explain that the key to help children develop positive behaviours and reduce negative behaviours is to first	<ul style="list-style-type: none">• Explanations• Discussions• Watching short videos	<ul style="list-style-type: none">• PowerPoint slides (Slides 2-6)• Short video: "Light Up a Bright

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			<p>build a solid parent-child relationship as a positive parent-child relationship enhances the effectiveness of parenting.</p> <ul style="list-style-type: none"> • Play the short video entitled “Light Up a Bright Future with Your Child” (link) (Chinese Version Only) by accessing the following segments: 0:06-0:10, 0:33-0:41, 1:13-1:22 and 1:38-1:48. <ul style="list-style-type: none"> ○ Short video activity: While parents are watching the video, ask them to pay attention to what the children want their parents to do the most in the short video. ○ Key discussion point: In general, children hope their parents will praise them more and spend more time with them. 		<p>Future with Your Child” (link) (Chinese Version Only)</p>
2	75	Five ways to build a relationship with your children	<ul style="list-style-type: none"> • Help parents understand five ways of building a relationship with their children: expressing their love through acts of service, gifts, physical touch, words of affirmation and quality time. • Invite parents to reflect 	<ul style="list-style-type: none"> • Explanations • Completing questionnaires • Discussions • Watching short videos • Role play • Worksheets 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 5-28) • Questionnaire on physical touch • Worksheet on praising

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			on whether they have used these five ways to build good relationships with their children.		strengths exercise <ul style="list-style-type: none"> Worksheet on active encouragement exercise
2a	5	Acts of service	<ul style="list-style-type: none"> Introduce acts of service, including: <ul style="list-style-type: none"> Packing school bags Washing clothes Tidying up their room Preparing meals Taking them to and from school Studying with them Reminder for parents: <ul style="list-style-type: none"> If children are already able to take care of themselves properly, parents should let them do what they can as far as possible. Providing children with overmuch acts of service may weaken their self-reliance, self-discipline and autonomy. They may also misunderstand that they are not doing well enough and feel stressed. 	<ul style="list-style-type: none"> Explanations 	<ul style="list-style-type: none"> PowerPoint slides (Slide 7)
2b	5	Gifts	<ul style="list-style-type: none"> Introduce gifts, including: <ul style="list-style-type: none"> Food 	<ul style="list-style-type: none"> Explanations 	<ul style="list-style-type: none"> PowerPoint slides (Slide 8)

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			<ul style="list-style-type: none"> ○ Clothes ○ Stationery ○ Toys ○ Daily supplies ● Reminder for parents: Small handicrafts made by parents (such as origami and small toys), paintings drawn by parents or non-routine parent-child activities (such as going hiking, playing badminton or going to a theme park) may be more attractive than stationery or toys. 		
2c	10	Physical touch	<ul style="list-style-type: none"> ● Help parents understand the importance of physical touch. For example: <ul style="list-style-type: none"> ○ Physical touch can slow down the heart rate and reduce the stress hormone cortisol. ○ Physical touch can support children's emotional and social development. ● Invite parents to complete the Questionnaire on Physical Touch to help them reflect on their daily interactions with children. 	<ul style="list-style-type: none"> ● Explanations ● Completing questionnaires 	<ul style="list-style-type: none"> ● PowerPoint slides (Slides 9-10) ● Questionnaire on Physical Touch
2d	15	Words of affirmation	<ul style="list-style-type: none"> ● Invite parents to think about the merits of the praise "well done!" and 	<ul style="list-style-type: none"> ● Explanations ● Discussions 	<ul style="list-style-type: none"> ● PowerPoint slides (Slides 11-

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			<p>how it can be improved (Slide 11). Provide further assistance to help parents understand they can focus on their children's actions, efforts and strategies when praising their children.</p> <ul style="list-style-type: none"> • Introduce 24 strengths and point out that these strengths can be divided into six categories (Slide 12). Ask parents to identify three strengths possessed by their children among the 24 strengths on the slide and write down the last time their children exhibited these strengths in Part 1 of the Worksheet on Praising Strengths Exercise. For example: <ul style="list-style-type: none"> ○ My child is very socially intelligent because he/she will take the initiative to greet our neighbours. ○ My child is very honest because he/she will turn himself/herself in after eating candy without permission. ○ My child enjoys learning because he/she will start 		<p>14)</p> <ul style="list-style-type: none"> • Worksheet on Praising Strengths Exercise

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			<p>reading reference books by himself/herself after finishing the homework.</p> <ul style="list-style-type: none"> • Remind parents to pay attention to their children’s strengths and link their positive behaviours to these inner strengths. Parents can refer to the two examples on Slides 13-14. • Apply the two scenarios in Part 2 of the Worksheet on Praising Strengths Exercise and invite parents to practice the techniques on praising their children on the spot. • Summary: When praising their children, parents can focus on their children’s actions, efforts and strategies and link them to their children’s inner strengths. 		
2e	15	Quality time: Play	<ul style="list-style-type: none"> • Help parents understand that play is a child-centred activity. UNICEF recommends that children should have at least one hour of play time every day. When playing with their children, parents can try to follow their children’s thoughts. 	<ul style="list-style-type: none"> • Explanations • Discussions • Watching short videos • Role play 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 15-19) • Short videos and online resources <ul style="list-style-type: none"> ○ “Play (Loose Parts)”

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			<ul style="list-style-type: none"> • Parents can use “loose parts” to conduct constructive games to play with their children and refer to these games to explain different techniques and objectives when playing with children (Slides 16-18): <ul style="list-style-type: none"> ○ Praise: Parents describe children’s positive behaviours while playing and express their appreciation. This increases their children’s engagement. ○ Reflect: Parents pay attention to what their children are saying, reflect and expand on the meaning of their words to let them know that their parents are listening and are interested in what they are saying. ○ Imitate: Parents imitate how their children play and describe their own intentions. They can also show support of the activities the children are doing and let children lead the 		<ul style="list-style-type: none"> ○ (link) “Guess what I drew” (link) (Chinese Version Only) ○ “True or false” (link) (Chinese Version Only) ○ “Playtime with Children: Parent Education Resource Kit” (link) (Chinese Version Only)

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			<p>conversation.</p> <ul style="list-style-type: none"> ○ Describe: Parents pay attention to their children’s every move and describe their actions and intentions. Let children take the lead, showing interest, keep children’s thoughts organised and focus on what they are doing. ○ Engage: Parents and children stay fully present while playing. This increases intimacy with children and let them know their parents enjoy spending time with them. <ul style="list-style-type: none"> ● The instructor can refer to the short video “Play (Loose Parts)” (link; 1:18-4:13) to help parents gain a deeper understanding of techniques such as praise, reflect, imitate, describe and engage. Remind parents that upper primary students also like to play with their parents. Play the short videos for “Guess What I Drew” (link) (Chinese Version Only) 		

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			<p>and “True or False” (link) (Chinese Version Only)</p> <p>to show parents what types of games they can play with elder children and remind parents to continue to follow “child-centredness” principles and let them decide what games to play with their parents. Encourage parents to read the “Playtime with Children Parent Education Resource Kit” (link) (Chinese Version Only) published by the Education Bureau.</p>		
2f	10	Quality time: Active encouragement during a chat	<ul style="list-style-type: none"> • Help parents master the skills of active encouragement (Slides 20-22): <ul style="list-style-type: none"> ○ How can parents respond when their children share good news with them? Refer to the following example: Child said “Dad, look! I drew a picture today, even the teacher said I did well!” The parent can respond in one of the following ways: <ul style="list-style-type: none"> ▪ Passive destructive response: “Can’t you see that I’m 	<ul style="list-style-type: none"> • Explanations • Discussions • Role play • Worksheets 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 20-22) • Active Encouragement Exercise Worksheet

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			<p>watching TV?”</p> <ul style="list-style-type: none"> ▪ Active destructive response: “What’s the point of drawing all the time? You should spend that time studying! Have you memorised all the new English vocabularies I asked you to do so yesterday?” ▪ Passive constructive response: “It looks really beautiful!” (The end) ▪ Active constructive response: “Did you draw a picture of us visiting the park to see the maple leaves last week? You drew the leaves one by one in different colours. You really put your heart into it! Who are these children behind the tree? What did the teacher say? What did your classmates say? You must be very happy!” <p>○ Use the Worksheet on Active Encouragement Exercise to help parents master the</p>		

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			<p>essence of the relevant techniques. For example, the instructor can demonstrate how to answer the questions by role playing the first two questions with the instructor playing the part of the parent and the parents playing the part of the children. The instructor can then ask the parents to complete the worksheet at home.</p>		
2g	15	Quality time: Active listening during a chat	<ul style="list-style-type: none"> • Help parents master active listening skills (Slide 23): <ul style="list-style-type: none"> ○ If a child shares bad news with a parent, the parent can ask questions and reflect on the content of their response and their negative emotions. • Role play (Slides 24-25): <ul style="list-style-type: none"> ○ Play the short video: “Parenting Tips Animation Series” (link) (Chinese Version Only). The instructor can ask parents the following question: “How 	<ul style="list-style-type: none"> • Explanations • Discussions • Role play • Watching short videos 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 23-27) • Short video: “Parenting Tips Animation Series” (link) (Chinese Version Only)

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			<p>can we ensure we listen to what our children have to say first?"</p> <ul style="list-style-type: none"> ○ Divide the parents into groups of three and assign each parent a role. Parent 1 can be the sharer, Parent 2 can be the active listener and Parent 3 can be the observer: <ul style="list-style-type: none"> ▪ The sharer (Parent 1) plays the role of a daughter who does not want to go to school because her classmates do not play with her. The sharer can improvise as they wish. ▪ The active listener (Parent 2) plays the role of the mother and tries to respond by using the active listening skills of asking questions and reflecting on the content of their response and expressing the daughter's negative emotions. 		

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			<ul style="list-style-type: none"> ▪ The observer (Parent 3) pays attention to the positive impact the parent's active listening has on the child. For example: Does the daughter feel understood after talking to her mother? Does she feel relieved? Have her emotions become more stable? ○ The instructor will give a demonstration: <ul style="list-style-type: none"> ▪ Mum: "You're hiding in bed crying. Did something happen?" ▪ Daughter: "My classmates don't play with me! I don't want to go to school anymore!" ▪ Mum: "Your classmates don't want to play with you? You must be feeling terrible! I understand. You're feeling so bad that you don't want to go to school and see 		

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			<p>them, right?”</p> <ul style="list-style-type: none"> ▪ Daughter: “That’s right! They are really mean! They always make fun of me!” ▪ Mum: “Do you feel angry when they make fun of you?” ▪ Daughter: “Yes! I’ve already told them to stop doing it, but the more I tell them to stop, the harder they laugh!” ▪ Mum: “They haven’t stopped even though you’ve asked them many times to stop teasing you. You may feel a little frustrated and helpless.” ▪ Daughter: “Yes, mum! I’m feeling really miserable.” <p>○ Summary: Active listening shows children their parents’ empathy, which helps them feel understood. This will make them more willing to listen to their parents’ advice and accept their help. (Slide 27)</p>		

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3	5	Conclusion	<ul style="list-style-type: none"> • Summarise the content of the lecture • Complete the evaluation questionnaire 	<ul style="list-style-type: none"> • Explanations 	<ul style="list-style-type: none"> • PowerPoint slides (Slide 28)