

Parent Education Resource Package for Primary Schools

Helping children manage their emotions: How to develop children's emotional intelligence?

Strand II: Promotion of Healthy, Happy and Balanced Development of Children

Programme Plan

1. Programme Name

Helping children manage their emotions: How to develop children's emotional intelligence?

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, role play, experiential learning, watching short videos

5. Programme Objectives

Through the activity, parents will be able to:

- a) Understand the definition and importance of emotional intelligence
- b) Acquire the skills required to help children recognise, express and regulate emotions

6. Programme Procedure

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
1	5	Arousing motivation	<ul style="list-style-type: none">• Introduce the topic and content.• Introduce the definition of emotional intelligence.• Share research findings to help parents understand the importance of emotional intelligence and acquire the skills to help their children develop emotional	<ul style="list-style-type: none">• Explanations	<ul style="list-style-type: none">• PowerPoint slides (Slides 2-4)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			intelligence.		
2	25	Recognising emotions	<ul style="list-style-type: none"> • Help parents acquire the three major skills of recognising emotions, including: <ul style="list-style-type: none"> ○ Learning emotion words ○ Recognising the facial expressions and physical reactions associated with different emotions ○ Having emotional dialogue 	<ul style="list-style-type: none"> • Explanations • Discussions • Role play 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 5-13) • Exercise on Emotional Dialogue
2a	5	Learning emotion words	<ul style="list-style-type: none"> • Learning emotion words: <ul style="list-style-type: none"> ○ Invite parents to name the colours of the rainbow and guide them to consider the following: “Do you think your child can name the colours of the rainbow? If your child has never been told about the colours of the rainbow, do you think they can name the colours?” ○ Explain the importance of using different emotion words. ○ Introduce that emotions can be roughly divided into four types, which are happiness, sadness, anger and fear. Each type of emotion can be described more specifically. 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 5-6)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
2b	10	Recognising the facial expressions and physical reactions associated with different emotions	<ul style="list-style-type: none"> • Recognising the facial expressions and physical reactions associated with different emotions: <ul style="list-style-type: none"> ○ Invite parents to describe the facial expressions and physical reactions of angry. ○ Explain the importance of being aware of our emotions. For example: “When we feel angry, our heart beats very quickly, our body gets hot, and we might want to scream. The best way to deal with this might be to keep ourselves away from the scene and calm down.” ○ Discussion in groups of two: <ul style="list-style-type: none"> ▪ Invite parents to discuss the facial expressions and physical reactions of sadness and fear with the participant next to them. ▪ The instructor will then invite parents to share the results of their discussions and give a summary. 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 7-9)
2c	10	Recognising what emotions may arise in different situations	<ul style="list-style-type: none"> • Recognising what emotions may arise in different situations: <ul style="list-style-type: none"> ○ Encourage parents to help their children observe their own and others’ expressions and reactions, and guess their own and others’ feelings, 	<ul style="list-style-type: none"> • Explanations • Role play 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 10-13) • Exercise on Emotional Dialogue

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<p>thoughts and intentions.</p> <ul style="list-style-type: none"> ○ Role play: <ul style="list-style-type: none"> ▪ The instructor will present three scenarios under Typhoon Signal No.10 and do the Exercise on Emotional Dialogue with parents (PowerPoint slide 13). ▪ Invite parents to play the role of children. ▪ The instructor will guide parents to respond. ○ The instructor encourages parents to apply what they learnt in the Exercise on Emotional Dialogue to engage their children in emotional dialogues so as to deepen children's understanding of emotions. 		
3	10	Expressing emotions	<ul style="list-style-type: none"> • Help parents understand the importance and skills of using words to express their emotions 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slide 14) • Emotion-expressing sentence pattern
3a	10	The importance and skills of expressing emotions	<ul style="list-style-type: none"> • Guide parents to understand the importance of using words to express emotions: <ul style="list-style-type: none"> ○ Ask parents if they have ever been in a situation where it was difficult to help their children because they kept crying 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slide 14) • Emotion-expressing sentence structure

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<p>and could not tell parents why they were crying.</p> <ul style="list-style-type: none"> ○ Ask parents if their children often use words to describe their emotions. ● Explain possible reasons for why children cannot use words to express their emotions, such as: <ul style="list-style-type: none"> ○ Being unable to master adequate emotion words ○ Having experience of negative responses after expressing emotions. For example: <ul style="list-style-type: none"> ▪ Indifference (e.g. no response) ▪ Teasing (e.g. deliberately twisted the content to make fun of it or respond to it in a playful way) ▪ Punishment (e.g. the parent might have said: “Boys should not be afraid!” or “If you’re going to keep acting upset like this, then we’re going to stop playing and go home!”) ● Help parents use the following sentence pattern to help their children express their emotions: “I feel _____ because _____.” ● Encourage parents to use this sentence pattern more often to express their emotions in front of their children. For example: 		

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<ul style="list-style-type: none"> ○ “I feel sad because grandma accidentally fell and hurt herself.” ○ “I feel angry because that person just bumped into me and walked away without saying anything!” ○ “I feel restless because the results of my application will be announced tomorrow!” 		
4	45	Regulating emotions	<ul style="list-style-type: none"> • Help parents understand four main ways to help children regulate their emotions: <ul style="list-style-type: none"> ○ Using active listening ○ Identifying the source of their stress ○ Relaxing the body ○ Solving the problem 	<ul style="list-style-type: none"> • Explanations • Discussions • Role play • Experiential learning • Watching short videos 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 15-23) • Exercise on Active Listening • Short video: “Progressive Muscle Relaxation Exercise” presented by the Student Health Service, Department of Health (link) (Chinese Version Only)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
4a	15	Active listening	<ul style="list-style-type: none"> • Using active listening: <ul style="list-style-type: none"> ○ The instructor will ask parents to share a past unhappy event, then actively listen to them and express the emotions they experienced as well as why they felt that way to let parents experience the power of active listening. ○ Use the Exercise on Active Listening to help parents grasp the required skills. ○ Role play: <ul style="list-style-type: none"> ▪ Invite parents to play the role of children ▪ The instructor will play the role of parent and guide them to complete one to two scenarios. 	<ul style="list-style-type: none"> • Explanations • Discussions • Role play 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 15-16) • Exercise on Active Listening
4b	5	Identifying the source of stress	<ul style="list-style-type: none"> • Identifying the source of their stress: <ul style="list-style-type: none"> ○ Ask parents to distinguish the difference between two different negative incidents to help participants understand that some stressful events are foregone conclusions (e.g.: your child loses a game despite practising hard for it), and some stressful events can be resolved (e.g.: your child loses in a practice, but the game will be played next week). ○ When dealing with stressful events that are beyond their control, they 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 17-18)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<p>can focus on helping their children deal with their emotions and relax. When dealing with stressful events within their control, they can focus on helping their children deal with the problem itself.</p>		
4c	15	Relaxing the body	<ul style="list-style-type: none"> • Helping children relax their bodies: <ul style="list-style-type: none"> ○ Practise the progressive muscle relaxation exercise with parents. (The instructor can adjust the instructions of the progressive muscle relaxation exercise as needed). ○ Remind parents that the version of the exercise they just practised is designed for adults and that they can do the exercise with their children while watching the short video: “Progressive Muscle Relaxation Exercise”. 	<ul style="list-style-type: none"> • Experiential learning • Watching short videos 	<ul style="list-style-type: none"> • PowerPoint slides (Slide 19) • Short video: “Progressive Muscle Relaxation Exercise” presented by the Student Health Service, Department of Health (link) (Chinese Version Only)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
4d	10	Solving the problem	<ul style="list-style-type: none"> • Helping children solve the problem: <ul style="list-style-type: none"> ○ Ask parents the following question: “If your child’s pencil case was snatched by his/her classmate, what do you think your child would do to solve the problem?” ○ Introduce four problem-solving steps: <ul style="list-style-type: none"> ▪ Define the problem ▪ Search for a solution ▪ Envision the consequences ▪ Make a decision ○ Use the above example to demonstrate how the four problem-solving steps can be used to solve the problem. ○ Remind parents that after applying these four problem-solving steps and communicating with children, parents still need to help them with the skills they need to implement their decision. For example, even if the child decides to ask the classmate to return the pencil case, he/she might not know how to express this request, so parents may need to help him/her practise this at home. Furthermore, if the classmate says no to the child’s request for returning the pencil case, parents still need to 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 20-23)

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<p>discuss countermeasures with the child.</p>		
5	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 24)