

Parent Education Resource Package for Primary Schools

Homework and exams made easy: How to support children's learning at home?

Strand IV: Fostering Home-school Co-operation and Communication

Programme Plan

1. Programme Name

Homework and exams made easy: How to support children's learning at home?

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, experiential learning, watching short videos

5. Programme Objectives

Through the activity, parents will be able to:

- a) Understand the role of parents in supporting children's learning at home
- b) Learn how to create an effective learning environment
- c) Understand how to support children's learning through self-regulated learning
- d) Master the skills required to help children do homework and revisions effectively

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.• Help parents understand the three roles required to support children's learning at home, namely companion, guide and facilitator.	<ul style="list-style-type: none">• Explanations	<ul style="list-style-type: none">• PowerPoint slides (Slides 2-3)

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2	33	Creating an effective learning environment	<ul style="list-style-type: none"> • Help parents master the three skills to create an effective learning environment: <ul style="list-style-type: none"> ○ Arranging appropriate tables, chairs and environment ○ Devising an effective timetable ○ Handling children's procrastination 	<ul style="list-style-type: none"> • Explanations • Discussions • Watching short video 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 4-9) • Worksheet on Devising a Timetable with Children • Short video: "Why do I Procrastinate?" (link)
2a	8	Arranging appropriate tables, chairs and environment	<ul style="list-style-type: none"> • Share a picture (slide 4) and invite parents to discuss why the child in the picture cannot focus on studying: <ul style="list-style-type: none"> ○ TV, toys, snacks ○ The view outside the window ○ Cluttered desktop, stationery and books ○ Poor sitting posture • Summarise what parents have shared and refer to slide 5 to explain how they can help their children set up a suitable learning environment: <ul style="list-style-type: none"> ○ Facing the wall to reduce distractions ○ Arranging learning materials systematically ○ Displaying schedules, timers and checklists ○ Having adequate and gentle lighting ○ Setting tables and chairs appropriately ○ Keep the desk neat and tidy 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 4-5)
2b	15	Devising an	<ul style="list-style-type: none"> • Guide parents understand 	<ul style="list-style-type: none"> • Explain 	<ul style="list-style-type: none"> • PowerPoint

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		effective timetable	<p>that the attention span of primary school students is about 15 to 25 minutes.</p> <ul style="list-style-type: none"> • Distribute the Worksheet on Devising a Timetable with Children and invite parents to help their children design a timetable based on their children's daily habits and interests and with reference to the common activities provided. • If time allows, instructor can consider asking parents to form groups of two and practise designing a timetable together with one role playing as the parent and one role playing as the child. Based on their real-time interactions, instructor can bring out the salient points for designing a timetable. • Instructor can also remind parents to give their children an appropriate reward after they complete a task on time. • Instructor can also remind parents that: involving children in designing the timetable will enhance their sense of ownership and make them more willing to follow the timetable. 	<p>ations</p> <ul style="list-style-type: none"> • Discussions • Experiential learning 	<p>slides (Slides 6-7)</p> <ul style="list-style-type: none"> • Worksheet on Devising a Timetable with Children
2c	10	Handling children's procrastination	<ul style="list-style-type: none"> • Play the short video "Why do I Procrastinate?" of the Student Health Service of Department of Health. • Help parents understand 	<ul style="list-style-type: none"> • Explanations • Discussions • Watchi 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 8-9) • Short video: "Why do I

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			<p>why their children procrastinate from a psychological perspective and the skills to help their children. Three main reasons for children's procrastination:</p> <ul style="list-style-type: none"> ○ Perfectionism: The child is worried that they cannot perform perfectly ○ Feeling difficult: The child is finding it difficult to do homework or revision, or even complete them ○ Being easily distracted: The child is easily distracted by their mobile phone, computer or other things when doing homework or studying <ul style="list-style-type: none"> ● Tips for helping your children: <ul style="list-style-type: none"> ○ Perfectionism: <ul style="list-style-type: none"> ▪ Help your child understand that nobody is perfect, and it is because we are imperfect that we can keep improving. ▪ Praise the process more instead of just focusing on the result. For example, you can praise your child for using an appropriate strategy and being hard-working. ○ Feeling difficult: <ul style="list-style-type: none"> ▪ Teach your child to 	ng short video	Procrastinate?" (link)

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			<p>try first, and do what he/she can before seeking help from parents, teachers or classmates to complete whatever is left.</p> <ul style="list-style-type: none"> ▪ Break down difficult tasks into parts and complete them separately. ▪ Do easier or less time-consuming homework first. ○ Being easily distracted: <ul style="list-style-type: none"> ▪ Prepare in advance and put away any items that might distract your child, such as mobile phones, computers, etc. ▪ Plan what they can do when they are distracted and unable to concentrate in advance. For example, they can stretch for one minute, tell themselves to focus on the task at hand for another 15 minutes, etc. 		
3	7	Supporting children's learning through self-regulated learning	<ul style="list-style-type: none"> • Discuss with parents on how the mother in the conversation can give appropriate number of reminders to support her child's learning. 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 10-11)

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			<ul style="list-style-type: none"> • In the conversation, the mother does not immediately point out her child's mistakes. Instead, she guides her child to pay attention to the key words in the sentence. It is only after her child still cannot see the problem that she gives step-by-step reminders: <ul style="list-style-type: none"> ○ Remind children that they can read the sentences aloud to help them identify the problem. ○ Point out key time words to help children notice grammatical mistakes. • Help parents understand that children need important clues to correct their learning skills. When encountering similar difficulties in the future, children will be better at regulating themselves and dealing with the difficulty. 		
4	40	Helping children do their homework and revision effectively	<ul style="list-style-type: none"> • Help parents master the skills to support their children so they can do their homework and study effectively: <ul style="list-style-type: none"> ○ Give visual and action reminders ○ Provide structures and assistance in classifying data ○ Read the question before answering ○ Plan and implement goals 	<ul style="list-style-type: none"> • Explanations • Discussions • Experiential learning 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 12-32) • Online resources (Chinese Version Only) <ul style="list-style-type: none"> ○ Character Structure Table ○ Character Structure

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					Exercise <ul style="list-style-type: none"> ○ Visual Organisers ● Worksheet on Planning and Implementation of Goals with Children
4a	10	Using visual and action reminders	<ul style="list-style-type: none"> ● Take a task on Chinese Language as an example: <ul style="list-style-type: none"> ○ Invite parents to discuss ways to help their children write “銳氣”. ○ Use the Character Structure Table and examples to introduce basic character structures and help parents understand how to give visual reminders to help their children understand the structure of Chinese characters. ○ Explain that the character “銳” has a left-right structure and that the character “氣” has a semi-enclosed structure. ○ Use the Character Structure Exercise to explain how different body movements can be used to simulate the structure of Chinese characters. Parents can give action reminders to help children become more familiar with the structure of Chinese 	<ul style="list-style-type: none"> ● Explanations ● Discussions 	<ul style="list-style-type: none"> ● PowerPoint slides (Slides 13-18) ● Online resources (Chinese Version Only) <ul style="list-style-type: none"> ○ Character Structure Table (link) “Fun with Reading and Writing” (Slide 121) ○ Character Structure Exercise (link) “Multi-Sensory Games” (Slide 2)

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			<p>characters.</p> <ul style="list-style-type: none"> • Take a mathematics question as an example: <ul style="list-style-type: none"> ○ Invite parents to discuss ways to help their children answer a mathematics question: “I have 21 candies and my mother gave me 3 more. How many candies do I have?” ○ Reference answer: <ul style="list-style-type: none"> ▪ Draw pictures of candies on the paper as a <u>visual reminder</u>. ▪ Make small candies out of paper balls and let your child move them around as an <u>action reminder</u>. ○ Similar techniques can be used to help upper primary students deal with multiplication and division problems. • If time allows, instructor can use a task on English Language as an example. For example, parents can mark the letters of the word “Bed” in different colours as a <u>visual reminder</u>. Parents can speak aloud while writing in the air as an <u>action reminder</u> to help their children spell the word. 		
4b	8	Providing structures and assistance in classifying	<ul style="list-style-type: none"> • Invite parents to discuss ways to help their children organise the following nine pieces of data: <ul style="list-style-type: none"> ○ Sampan 	<ul style="list-style-type: none"> • Explanations • Discussions 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 19-23) • Online

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		data	<ul style="list-style-type: none"> ○ Railway ○ Airbus ○ Glider ○ Minibus ○ Helicopter ○ Yacht ○ Bus ○ Ferry ● Point out that these nine pieces of data can be classified into three major categories and expressed in the form of an organisation chart. ● Use examples to further explain how chains, Venn diagrams and concept maps can be used to help children organise data when studying. 		<ul style="list-style-type: none"> resources (Chinese Version Only) ○ Visual Organisers (link) “Coaching Programme on Executive Skills Manual” (Appendix 4)
4c	7	Reading the question before answering	<ul style="list-style-type: none"> ● Take a task on Chinese Language as an example: <ul style="list-style-type: none"> ○ Invite parents to discuss ways to help children complete reading comprehension homework. ○ Guide children to use the following steps: <ul style="list-style-type: none"> ▪ Guess the general meaning from the title ▪ Read the question and circle key words ▪ Search for the information required to answer the question ● Take a mathematics question as an example: <ul style="list-style-type: none"> ○ Invite parents to discuss 	<ul style="list-style-type: none"> ● Explanations ● Discussions 	<ul style="list-style-type: none"> ● PowerPoint slides (Slides 24-27)

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			ways to help children complete mathematics word problems. <ul style="list-style-type: none"> ○ Parents can remind children to circle key words and think about how to relate them to addition, subtraction, multiplication or division. 		
4e	15	Planning and implementing goals	<ul style="list-style-type: none"> • Introduce the WOOP framework and help parents master the skills to teach children to plan and implement goals: <ul style="list-style-type: none"> ○ <u>W</u>ish ○ <u>O</u>tcomes ○ <u>O</u>bstacles ○ <u>P</u>lan • Use the example of your child wanting to score 95 or above in the next English test to demonstrate how to apply the WOOP framework. • Distribute the Worksheet on Planning and Implementation of Goals with Children so parents can practise using the WOOP framework to help children plan and implement their goals. • Instruct parents to read the tips of the worksheet first, then remind them that the goals must be specific, measurable, achievable, relevant and time bound. 	<ul style="list-style-type: none"> • Explanations • Discussions • Experiential learning 	<ul style="list-style-type: none"> • PowerPoint slides (Slides 28-32) • Worksheet on Planning and Implementation of Goals with Children
5	5	Conclusion	<ul style="list-style-type: none"> • Summarise the content of the lecture 	<ul style="list-style-type: none"> • Explanations 	<ul style="list-style-type: none"> • PowerPoint slide (Slide

Section	Time (minutes)	Topic	Content	Mode	Resources / Teaching aids
			<ul style="list-style-type: none"> <li data-bbox="695 331 1096 401">• Complete the evaluation questionnaire 		33)