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Education Bureau



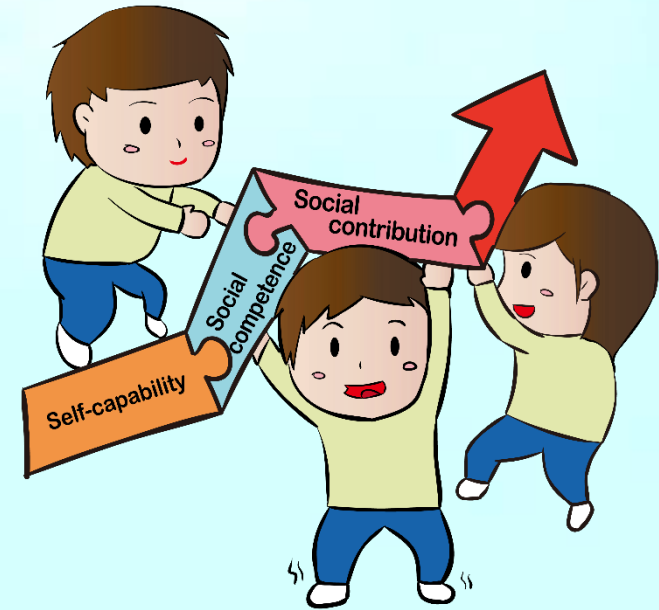
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The University of Hong Kong
香港大學教育學院

Positive Me ☆ Positive Kid

Dr. Sylvia Liu

Faculty of Education
The University of Hong Kong

15 December 2019





Positive Education

Having its roots in Positive Psychology, Positive Education focuses on well-being and flourishing that relate to all members of the school community.

The fundamental goal of Positive Psychology is to help people build a flourishing life; or in other words, feeling good and functioning well (Seligman, 2011).

Source :

Seligman, M. E. P. (2011). Flourish: A visionary new understanding of happiness and well-being. New York: Free Press.



Positive Education – Positive Psychology

- ☆ Positive emotions / Interpersonal relationships
- ☆ Mindfulness / Wellbeing of body, mind and soul
- ☆ Resilience / Solving problems confidently
- ☆ Exploration / Positive engagement
- ☆ Growth mindset / Positive sense of achievement
- ☆ Personal goals and purpose in life
- ☆ Understanding of self and others' character strengths



Source: <https://www.positiveeducation.org.hk>

Positive Parents



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We are positive parents, how could we guide our children positively?

☆ Play education – Play is a happy language for communication with children

☆ Catch them right – Positive reinforcement starts from children's strengths

☆ Reflection and appreciation – Learn to appreciate and solve problems confidently

☆ **3S Positive Strengths** – Nourish children to be healthy and happy individuals



Play Education

Play is a happy language for communication with children

- Playing instead of teaching, take the approach of “playing a game together” instead of “scolding”: Play to learn, learn through play.
- Children develop their social-emotional skills through interactive games. Children naturally “learn” when they “play”; play to learn, learn through play. Through the numerous variations of games, their learning can also be developed in different directions.
- When playing with children, parents not only develop positive parent-child relationship, but can also guide and inspire children, and find out what social skills need to be developed. Play interactive games, enjoy social gains.



Be Positive Exercises

How would parents handle these situations?

Scenario (1)

Every morning, your child greeted the lady at the news-stand whenever he/she walked by. The lady never responded. Some time later, your child stopped saying “Good Morning” to the lady anymore.

“Why is your good habit overcome by other’s bad habit!”



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Be Positive Exercises

How would parents handle these situations?

Scenario (2)

“What a pity! Beautiful roses have thorns, it hurts!”

“Interesting! The plant has thorns, but grows beautiful roses!”



Be Positive Exercises

How would parents handle these situations?

Scenario (3)

“It is so troublesome to clean up the table and wash the dishes after dinner.”

“It’s so good to have a chance to do a hand mask!”

“Playtime! Let’s blow. Blow away all the dishes!”



Positive Thinking

What you see in others is a reflection of yourself?

Being optimistic means always look on the bright and beautiful side.

Playing games = **Happy** = Positive energy





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What are the skills and competence
required of children and talents in the
21st century?



Professor James Heckman

Factors of Success in the 21st century

Social and emotional skills are more critical to success. Research has shown that non-cognitive skills, such as motivation, sociability, attention, empathy, self-regulation, self-esteem, etc., which are considered less important traditionally, are actually more critical to a person's success in life than almost anything else.

(Heckman, 2018)




Positive Parents

✓ **Set reasonable expectations and rules with children**

✓ **Self-acceptance, appreciation, self-confidence, love and care**

× **Avoid over-training and overscheduling-**
Fill up and pack the timetable of your child

× **Avoid comparison - Compare your child with others**

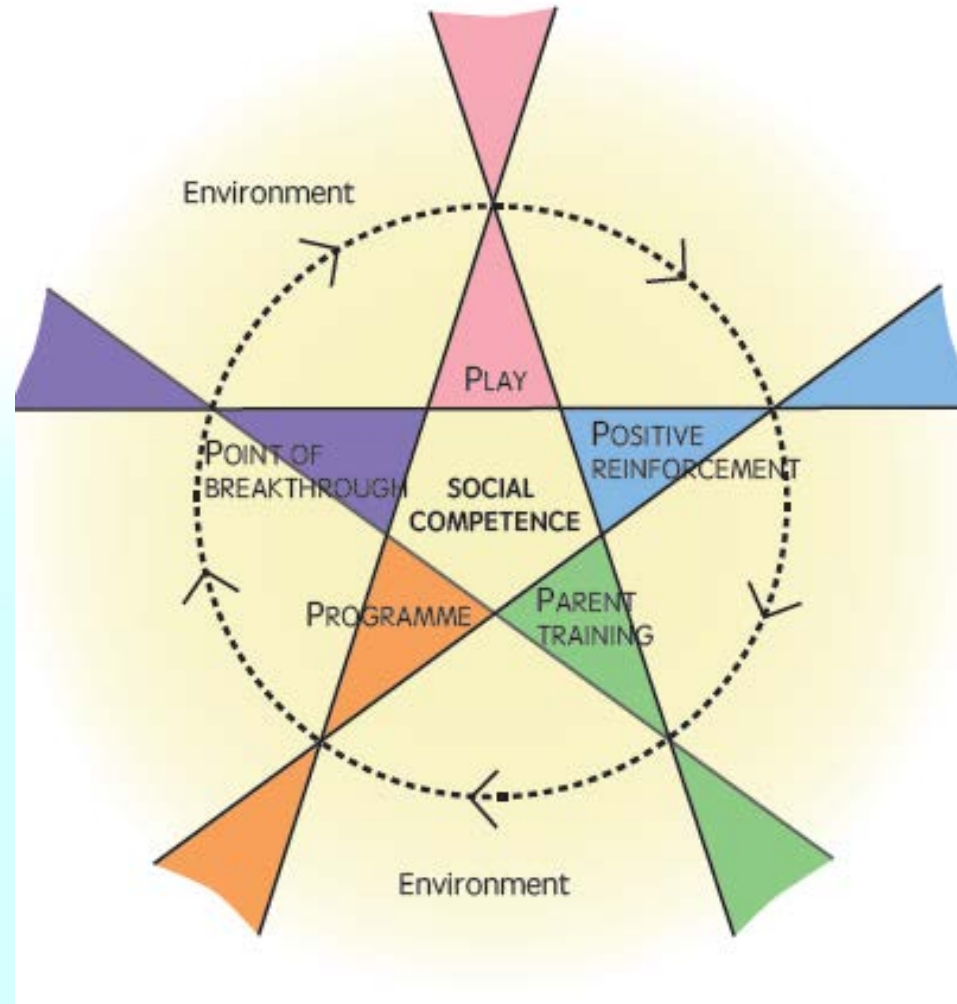


Identify individual strengths

Observe responses

Fit the age group

Individual differences



Source: Dr Sylvia Liu, Impact of a play-based social skills programme for high-ability and average-ability primary one students in Hong Kong, 2015



Social Star Mirror Model 5P



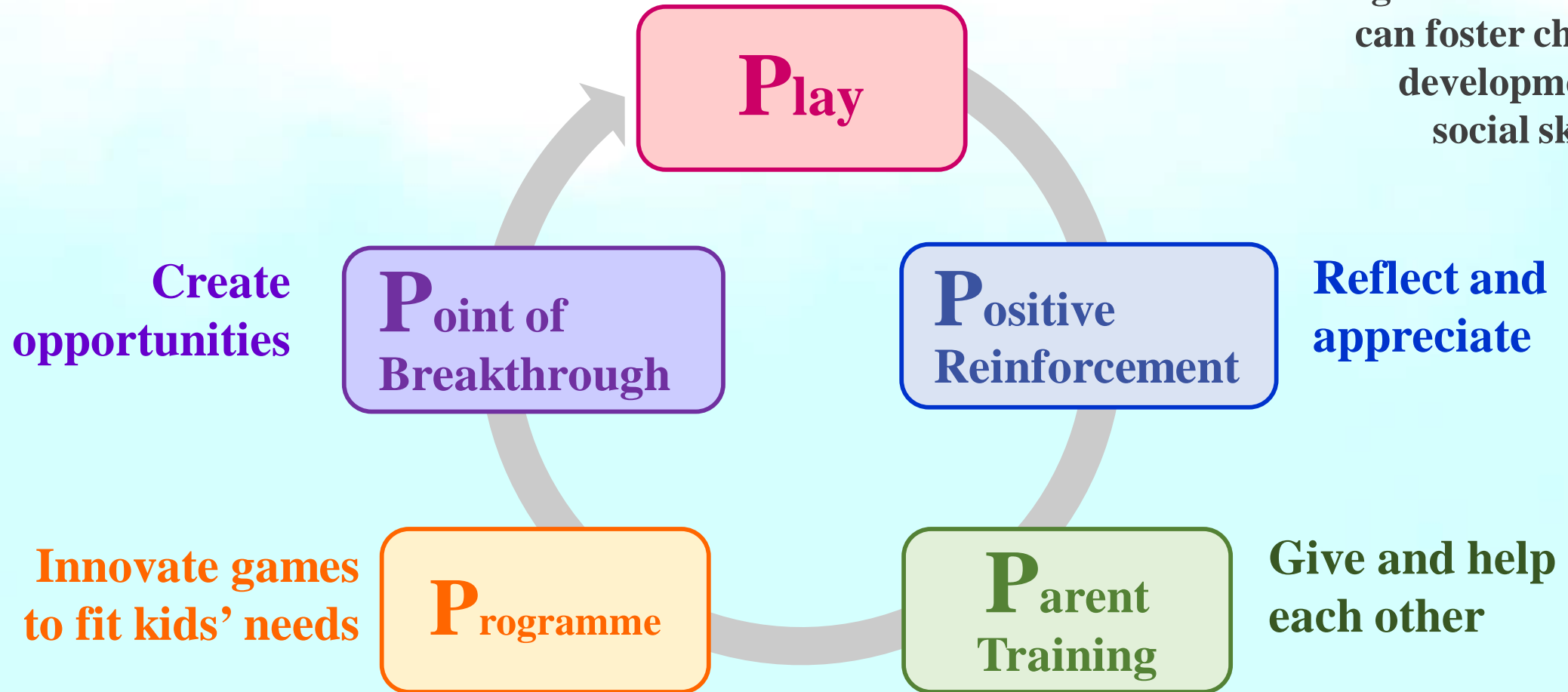
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Connect children through play

Playing interactive
games face-to-face
can foster children's
development of
social skills

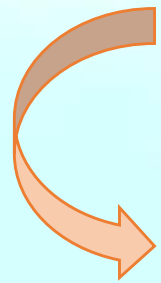




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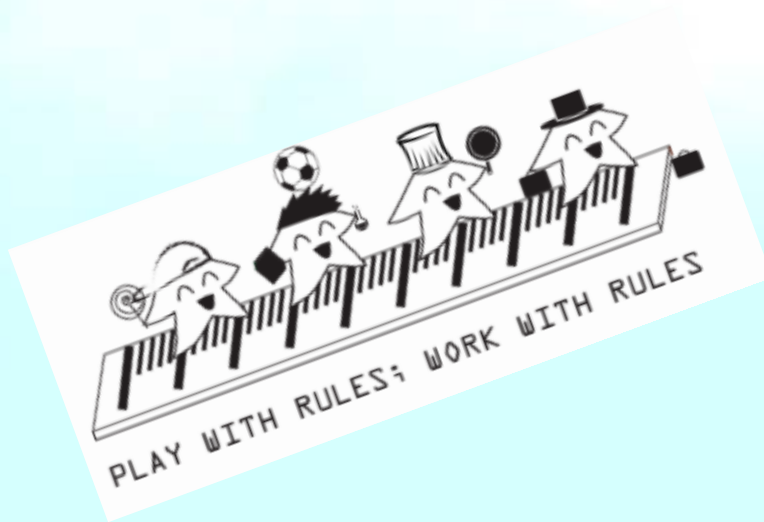
**Interactive
Games**



**Social-
emotional
development**



Nature of **interactive** games



Play with rules,
Work with rules.

Source :

Masters, Wallace, & Harwood (2011). *Personality development for life and work* (10th ed.). Mason, OH: South-Western Cengage Learning.
Whitley, M. D. (2001). *Bright minds, poor grades: Understanding and motivating your underachieving child*. New York: Perigee.



Learn to learn

Should parents overschedule their children to learn different kinds of knowledge,

Or should parents help their children learn the skill of **learning how to learn**?

**Do NOT overschedule
children's learning**

Play Education



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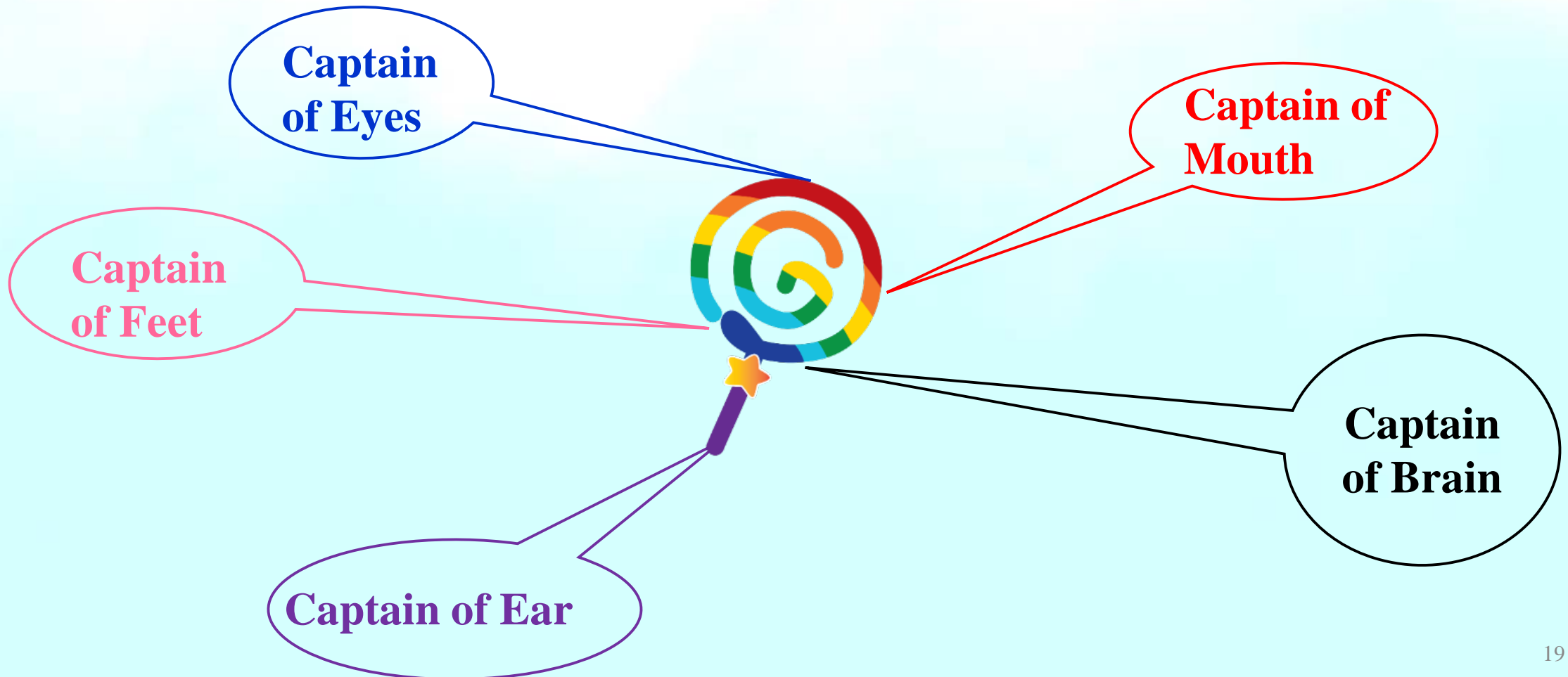


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- ★ Play is a happy language for communication with children
- ★ Connecting children through play is a habit
- ★ Children are born to love playing



Sensory Integration





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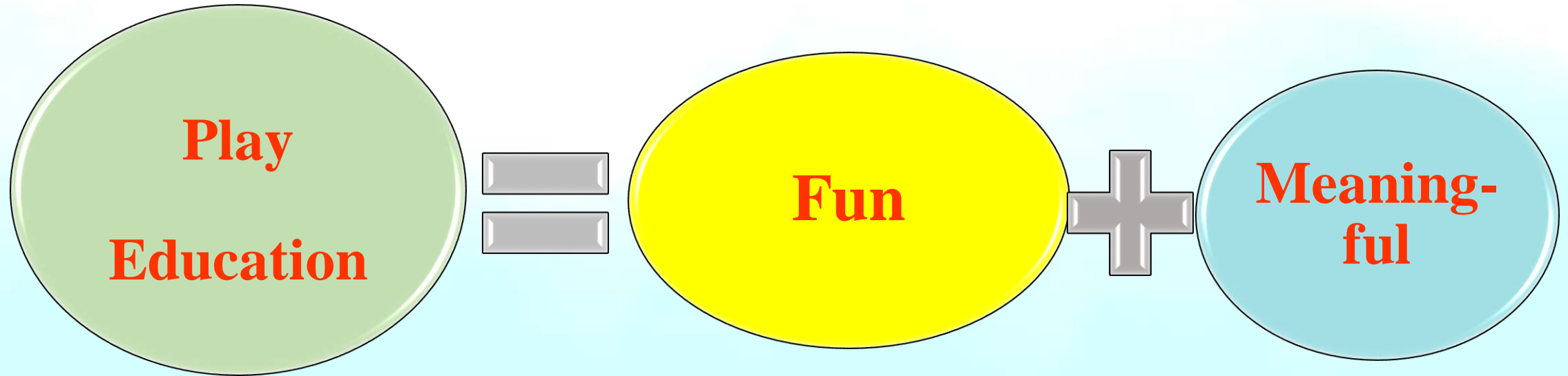
Five Senses

Listen = Connect to the world

Speak = Open up to the world

Observe = See each other closely

PLAY = Keys to **Listening**, **Speaking** & **Observing**



Learning may not happen only in **classrooms**,
Learning comes naturally through **playing**.



Research Findings

Playing interactive games can foster peer relationship

1. Children need more play opportunities and environment
2. Children need more play-mates
3. Children do not know what and how to play

Play Competence ↔ *Peer Relationship*

Dr. Sylvia Liu, *Impact of a play-based social skills programme for high-ability and average-ability primary one students in Hong Kong*, 2015.



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Definition of a good game



Environment Opportunities Play-mates



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Children need play **environment**, **opportunities** and **play-mates**.

When every learning becomes interesting, children naturally have the **motivation to explore** everything.

When children explore, they have to know how to play **safely** and play **with respect**.

Environment Opportunities Play-mates



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Children display their characteristics, strengths and weaknesses during playing, especially their social-emotional competencies. Parents can communicate with children through playing games and facilitate their growth in different capacities.

Observe responses

Fit the age group

Individual differences

Positive Reinforcement



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Reinforce Positive Behaviours

Catch them right 、 reflect and appreciate

**Identify
individual
strengths**

Father of Positive Psychology Martin Seligman pointed out that:

- ☆ Individuals who can excel their strengths on work, family, life and leisure time, they can feel authentic happiness and well-being more easily.
- ☆ You must first be able to appreciate yourself before you can appreciate others' strengths
- ☆ Building up positive life, catch, appreciate and develop your strengths

Source: <https://www.authentichappiness.sas.upenn.edu/>



VIA Classification of Character Strengths and Virtues

The Character Strengths of a Flourishing Life

WISDOM	COURAGE	HUMANITY	JUSTICE	TEMPERANCE	TRANSCENDENCE
<p>Creativity Originality, adaptive; ingenuity</p>	<p>Bravery Valor; not shrinking from fear; speaking up for what's right</p>	<p>Love Both loving and being loved; valuing close relations with others</p>	<p>Teamwork Citizenship; social responsibility; loyalty</p>	<p>Forgiveness Mercy; accepting others' shortcomings; giving people a second chance</p>	<p>Appreciation of Beauty and Excellence Awe; wonder; elevation</p>
<p>Curiosity Interest; novelty-seeking; exploration; openness to experience</p>	<p>Perseverance Persistence; industry; finishing what one starts</p>	<p>Kindness Generosity; nurturance; care; compassion; altruism; "niceness"</p>	<p>Fairness Just; not letting feelings bias decisions about others</p>	<p>Humility Modesty; letting one's accomplishments speak for themselves</p>	<p>Gratitude Thankful for the good; expressing thanks; feeling blessed</p>
<p>Judgment Critical thinking; thinking things through; open-minded</p>	<p>Honesty Authenticity; integrity</p>	<p>Social Intelligence Emotional intelligence; aware of the motives/feelings of self/others; knowing what makes other people tick</p>	<p>Leadership Organizing group activities; encouraging a group to get things done</p>	<p>Prudence Careful; cautious; not taking undue risks</p>	<p>Hope Optimism; future-mindedness; future orientation</p>
<p>Love of Learning Mastering new skills & topics; systematically adding to knowledge</p>	<p>Zest Vitality; enthusiasm; vigor; energy; feeling alive and activated</p>			<p>Self-Regulation Self-control; disciplined; managing impulses & emotions</p>	<p>Humor Playfulness; bringing smiles to others; lighthearted</p>
<p>Perspective Wisdom; providing wise counsel; taking the big picture view</p>				<p>Spirituality Religiousness; faith; purpose; meaning</p>	



{where the world finds strength}
www.viacharacter.org

Appreciate your Character strengths

Six virtues:
Wisdom and knowledge,
Courage, Humanity, Justice,
Temperance, Transcendence

Extend to 24 specific and measurable character strengths



Interactive Games



During playing

Catch the moments of doing right



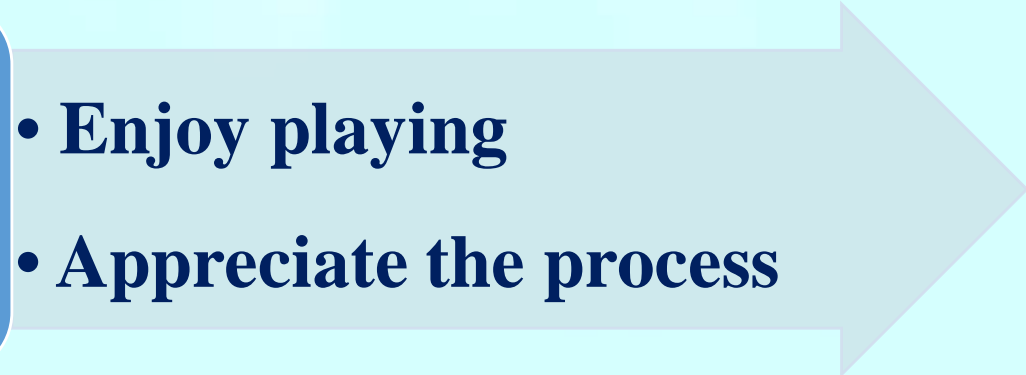
- **Positive reinforcement**



After playing

Facilitate Reflection

- **Enjoy playing**
- **Appreciate the process**





Positive Captain

Learn to learn in the appropriate direction

During the learning process

- Catch them right – identify individual strengths
- Reflect and appreciate
- Be curious to explore (Eye/Ear)
- Think before asking questions (Mouth)
- Listen to consolidate and then ask focused questions
- Take a deep breath to calm down and reflect (Nose)
- Physical coordination (Limbs)
- Touch and feelings (Feelings)

Parent-child rapport helps children's emotional development



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2017

“Hong Kong Primary School Students' Depression Survey” - Baptist Oi Kwan Social Service Social Service

- 17.6% of primary school students are depressed. Higher risk of depression for children who are alienated from their parents
- Parent-child emotional attachment and bonding can prevent depression in children



Prevention of
behavioural
problems

Source of information: (Chinese version only)

https://www.bokss.org.hk/content/press/88/20181208-Buddies_pc2018_release_1209_final.pdf

Electronic Devices are Hazardous to Health



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The Department of Health's (DH) Report on Health Effects of Use of Internet and Electronic Screen Products (2014.7.8)

<https://www.studenthealth.gov.hk/english/internet/press/press.html>

Seminar on Public Health Issues of Excessive Use of Internet, Computers, Smartphones and Similar Electronic Devices (2016.9.9)

<https://www.info.gov.hk/gia/general/201609/09/P2016090800716.htm?fontSize=1>

WHO Meeting to Review Public Health Implications of Excessive Use of Internet and Electronic Devices (2016.9.9) <https://www.info.gov.hk/gia/general/201609/06/P2016090600286.htm?fontSize=1>

Mobile Phone (Radiofrequency Electromagnetic Fields) and Health

<https://www.chp.gov.hk/en/healthtopics/content/460/23269.html>

Healthy Use of Internets and Electronic Screen Products

<https://www.studenthealth.gov.hk/english/internet/related/related.html>



Play Education



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2018

HKU Jockey Club “Play n Gain” Project

Games can be played any time, anywhere and with anybody. It should be integrated into teaching and daily life. Games can cultivate children’s learning initiation, foster their **social interactive skills and social emotional development**

https://www.hku.hk/press/news_detail_19476.html



2017

HKU “NO PLAY NO GAIN” Kindergarten Social Emotional Learning Project

Researches indicated that children’s play skills and social competencies can be enhanced through group games

<https://www.hku.hk/press/press-releases/detail/16982.html>



Positive parents guide children to stay positive

3S Positive strengths

☆ **S**elf-capability

I can do it myself

☆ **S**ocial competence

Together everyone achieves more

☆ **S**ocial contribution

Give and help each other

Play Education



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- Everything can be a game as long as it is enjoyable to play with you
- Facilitate appreciation and reflection
- Achieve educating through playing
- Develop 3S positive strengths from early childhood



Positive kid (3S)

Self-capability

Self-management, self-control, emotional self-regulation, self-confidence, self-reliance

★ **I can do it myself**





Positive kid (3S)

Social competence

**Initiating Social Interaction/ Maintenance Skills/
Developing Friendship/ Communication Skills/
Empathy/ Solving Conflict/ Executive Function/
Interacting with Environment**

★ **Together everyone achieves more**





Create co-experience together

The first task that you accomplish with your father/ mother.

Cook a meal/ dessert together

Complete a task together

Measure the achievement

Celebrate the success

Reflect the process

Social Competence

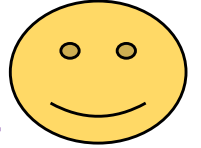
Able to get along with parents=
Parent-child relationship

Able to get along with teachers=
Teacher-student relationship

Able to get along with others=
Interpersonal relationship



Play manifests interactive communication



Board games

- Learn the social rules and rhythm of collaborative play

EQ games

- Nothing absolute
- Emotion trash can
- Situational play (role play + exchange role)

Opposite games

Lose = Win

Win = Lose

Win if one does not get
angry when losing

Paper, scissors and stone
Wind blowing game



Positive kid (3S)

Social contribution

Civic morality, citizenship, social responsibility

☆ **Give and help each other**





Start from doing housework

Colour management – Tidy up books according to colour codes

Tidy up after use

**“When I see my child can fetch his own toys,
I believe that he can put it back all by himself.”**

Source: 親子五常法家長手冊

Harvard Medical School:



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“Do household chores” builds up a better future!

2016

- A study of 80 years finds that kids who do chores grow up to be more successful adults.
- In the Harvard Grant Study, an longitudinal study from 1938 to present, researchers identified two things that people need in order to be happy and successful, based on the experience of over 700 high-achievers who were part of the study, including graduates of Harvard University -- love and work ethics, which comes from having done chores as a kid.

Source:

<https://www.inc.com/bill-murphy-jr/kids-who-do-chores-are-more-successful-adults-according-to-science.html>

Kids who do chores are more successful adults



How to guide kids to learn?

3 steps of training

I demonstrate once

You follow so

You repeat (Point out the right parts and adjust the parts that need improvement)



The Best

I am the best

A group of parents are showing off their children :

- My kid is good, he always plays “Monopoly”, he is going to grow up as a banker.
- My kid is better, he always plays toy aeroplane, he is going to grow up as a pilot.
- My kid is the best, he always “consults” the doctors, he is going to grow up as a doctor.

The Best



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Love me the most

- My parents need to work, they teach me how to cook so that I can cook for myself, in case they are busy.
- My parents also need to work, they leave me some money so that I can buy food for myself, in case they are busy.
- My parents also need to work, they register food delivery services with their credit card so that I can order food at home without going out.



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Let me grow up

Child:

“Daddy, Mami,

Please do not bring me up like treating PETS, I don't need over pampering. Teach me how to take care of myself, when I grow up, I will be able to take care of you too.”



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Even though your child wins at the starting line,
what capabilities does he/she need so as not to lose at
the end?



Play education

Play is a happy language to communicate with children

Connect your child with **interactive games**

★ Be humorous, be imaginative, be happy



Prevention is better than cure



Catch them right – Identify individual strengths

Start with the strengths of the child

Reflection and Appreciation

Enjoy the happy moments and
make things even more enjoyable





Positive parents guide children to stay positive

Equip children with **3S** positive strengths

☆ **Self-capability**

I can do it myself

☆ **Social competence**

Together everyone achieves more

☆ **Social contribution**

Give and help each other



Parent-child Tips



- ☆ **Play anytime, anywhere with anyone**
- ☆ **Adopt any topics relating to daily life**
- ☆ **Use any materials for daily play**



Rainbow Breathing

Deep
breathing



Calmness



Happy
Moments

*Explore the
rainbow colours*



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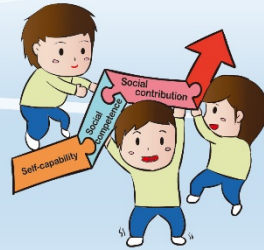


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Parents' Education Talks 2019/20

Positive Me Positive Kid 2019.12.15

Speaker: **Dr Sylvia Liu**
Faculty of Education,
The University of Hong Kong



Positive Me
Positive Kid



Education Bureau
Parent Education Information
at Kindergarten Stage



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Positive Parents Guide Children to Stay Positive

- Means
- 1 Play education - Play is a language
 - 2 Catch them right - Identify individual strengths
 - 3 Reflection and appreciation – Enjoy the happy moments and make things even more enjoyable
- Aims
- Build up **3S** positive strengths, be healthy and happy individuals



3S for Positive Children

Self-capability
I can do it myself

Social competence
Together everyone achieves more

Social contribution
Give and help each other



For more information:

HKU Faculty of Education

Jockey Club "Play n Gain" Project

For more information...



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Faculty of Education, The University of Hong Kong

<https://web.edu.hku.hk/event/parent-seminars>

The image shows the Facebook profile page for the Faculty of Education, HKU. The header includes the Facebook logo and a login section with fields for 'Email or Phone' and 'Password', and a 'Log In' button. The profile picture is the Faculty of Education logo. The cover photo features a globe with various educational icons and text: '2019 World University Ranking for Education THE* No. 4 QS* No. 6' and '*THE - Times Higher Education ^ QS - Quacquarelli Symonds'. Below the cover photo are 'Like' and 'Share' buttons, and a 'Learn More' button. The left sidebar shows navigation options: Home, About, Photos, Notes, Videos, Events, Posts, and Community, with a 'Create a Page' button at the bottom. The right sidebar shows the page name 'Faculty of Education, HKU @education.hku', a 'Community' section with 7,242 likes and 7,523 followers, and an 'About' section with the address 'Faculty of Education, The University of Hong Kong, Pok Fu Lam, Hong Kong' and the website 'web.edu.hku.hk'.

The image shows the website for the Faculty of Education, HKU. The header includes the Faculty of Education logo and navigation links for 'ABOUT THE FACULTY', 'PROSPECTIVE STUDENTS', 'CURRENT STUDENTS', 'RESEARCH', 'COMMUNITY ENGAGEMENT', and 'MEDIA'. A search bar is also present. The main content area is titled 'COMMUNITY ENGAGEMENT' and features a large image of a group of people in a lecture hall. Below this is a navigation breadcrumb: 'Home > Community Engagement > Lectures and Seminars > Education Seminar Series'. The main heading is 'Education Seminar Series'. There are filters for 'Year' and 'Month', and a search bar. Three seminar listings are shown: 'Education Seminar Series (16): Ways to Facilitate Language Development in Kindergarten Children' (October 12, 2019), 'Education Seminar Series (15): 與數碼新一代同行' (February 23, 2019), and 'Education Seminar Series (14): 贏在起跑線' (December 16, 2017). Each listing includes a 'Parent Seminars' tag, a 'Detail' button, and a QR code. The left sidebar contains a list of categories: Lectures and Seminars, Newsletters, Cross Border and International Collaborations, In-service Teacher Education Programme (INSTEP), School-University Partnerships, Research Centres and Consortia, Grants, Awards and Projects, UNESCO Chair, Education Policy Unit, Communication Hub, and Speech, Language and...

For more information...



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Jockey Club "Plan n Gain" Project

facebook

電話或電話號碼 密碼 登入

忘記帳戶?

賽馬會「玩學相長」計劃
Jockey Club "Play n Gain" Project

主辦機構 Organised by
香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

資助機構 Funded by
香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

讚好 分享 傳送訊息

推薦和評論
7人推薦

great talk hosted in HKU! Informative and fun! can't wait to join the workshop and seminars later ne... 查看更多
6月23日

Take a look and share. 🙌
2018年12月10日

用遊戲來吸引小孩真係一個很奏效的方法，我認為所有家長都要認識一下！

社區位置：香港
益業中

關於 賽馬會「玩學相長」計劃 JOCKEY CLUB "PLAY N GAIN" PROJECT

有關計劃

<https://www.jcplayngain.edu.hku.hk/>

English

主辦機構：
香港大學教育學院
融合與特殊教育研究發展中心
Centre for Advancement
in Inclusive and Special Education
Faculty of Education, The University of Hong Kong

贊助機構：
香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust
同心同步同進 RIDING HIGH TOGETHER

首頁 關於我們 遊戲寶庫 活動 伙伴學校 資源 新聞中心 聯絡我們 分享平台

社區活動
親子遊戲日日玩@聖誕
2018/12/29
活動重溫

1½ - 2 歲
1½ 至 2 歲的幼兒會利用仿實物玩具模仿成人的日常生活經驗 (如：假裝開水、假裝和洋娃娃一起睡覺)。

2 - 3 歲

賽馬會「玩學相長」計劃
Jockey Club "Play n Gain" Project

For more information...



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References

- Liu, S., Yuen, M. & Rao, N. (2015). A play-based programme (Pillars of Society) to foster social skills of high-ability and average ability primary-one students in Hong Kong. *Gifted Education International*, 33 (3), 210-231. doi 10.1177/0261429415581221
- Liu, S., Yuen, M. & Rao, N. (2015). Outcomes for young children's social status from playing group games: Experiences from a primary school in Hong Kong. *Journal of Psychologists and Counsellors in Schools*, 25(2), 217–244. doi 10.1017/jgc.2015.4
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Thank you!