



教育局
Education Bureau



Faculty of **Education**
The University of Hong Kong
香港大學教育學院

EQ Easy

Dr. Sylvia Liu & Mrs. Kit Chan

Faculty of Education

The University of Hong Kong

20/10/2019





Emotional Development

Emotional development includes recognising and understanding one's feelings, accurately interpreting and understanding other people's emotions, showing empathy, expressing and handling emotions, having self-regulatory behaviours, and establishing interpersonal relationship.



- ☆ Express one's emotions positively
- ☆ Understand own feelings
- ☆ Understand others' emotions
- ☆ Empathy
- ☆ Adjust behaviors and establish interpersonal relationships

**How to manage emotion?
How to enhance our EQ?**



EQ Exercise

- **Deep breathing 5-10 times**
(1. continuously 2. breath slowly 3. the longer the better)
- **Recall a scene of your child throwing a tantrum, or being ill-tempered in daily life**
- **Repeat deep breathing**



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)

We all know that EQ is important....



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2018

A survey on Children's Social Problems and Emotional Distress conducted by YWCA

- Around 30% of school children have emotional distress or social problems
- Around 30% of primary school students think that they have emotional problems or their social relationships are not good
- Most parents don't know or notice that their children are facing these hardships.
- Social workers said that **crying out "I want to die!" can be heard from children as young as P.1**
- Parents are reminded the importance of early identification and intervention of children's emotional and social problems

Source of information: (Chinese version only)

<https://www.ywca.org.hk/news.aspx?id=35f2b4b2-bac5-4026-b702-cd9249770ab4>



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



Source of information: (Chinese version only)

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



Early Identification and Intervention

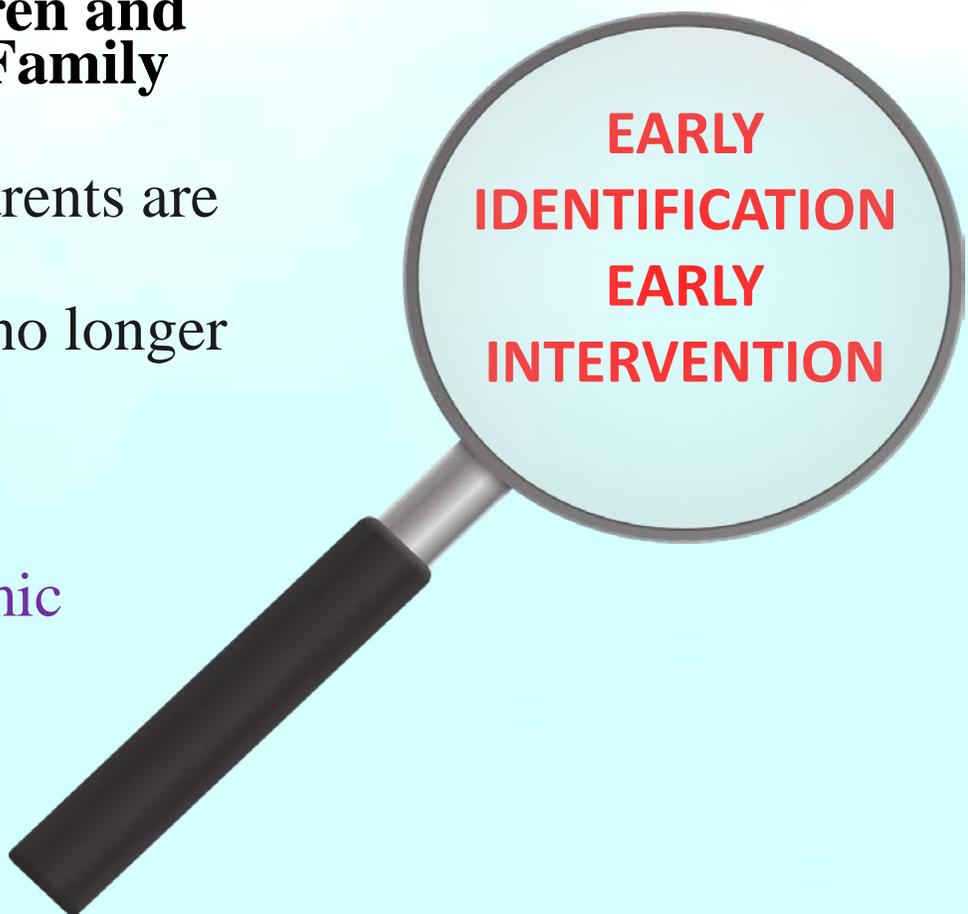
2014

A survey on Emotional Performance of School Children and Parents in Hong Kong - The Hong Kong Institute of Family Education

- Children are often being accused of having low EQ, parents are at a loss, and their emotions are disturbed
- 60% of parents are lenient in child rearing, filial piety no longer exists
- 60% of school children have screaming and aggressive behaviours
- Primary school students facing nearly triple the academic pressure of kindergarten students

Source of information:

http://www.ife.org.hk/media_detail.php?id=1017



**EARLY
IDENTIFICATION
EARLY
INTERVENTION**

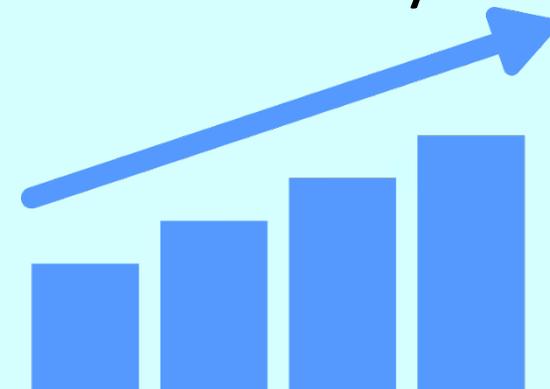


Research in the foreign countries also shows that it's not uncommon for young children to have emotional problems and an increasing trend is noticed...

- Rates of significant behavioural and emotional problems are as high as 6-15% in 3-12 years old children.
- The numbers even high as 35% for children from economically-disadvantaged families.

(Egger & Angold, 2006; Sawyer et al., 2000)

(Webster-Stratton & Hammond, 1998)



Emotional Control and Executive Function



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- Emotional self-regulation is closely related to executive function
- Including the **ability to follow instructions, take turns, share and focus**
- Identified as the most important social emotional skills which are essential for school admission by American kindergarten teachers.

Activity:

Paper Scissors Stone – experiencing executive functioning





Emotional Control and Executive Functioning

☆ Executive Function

- Working memory
- Cognitive / Mental flexibility
- Inhibitory control



Center on the Developing Child
HARVARD UNIVERSITY

Source of information :

Building the Brain's "Air Traffic Control" System: How Early Experiences Shape the Development of Executive Function

<http://developingchild.harvard.edu/resources/building-the-brains-air-traffic-control-system-how-early-experiences-shape-the-development-of-executive-function/>



Emotion Coach **EQ Training Habits**

- ☆ Handle one's mood first, everything comes next
- ☆ Know yourself and know your child, both win
- ☆ Parent's demonstration, a role model for your child
- ☆ Apply what you have learnt, adept and adjust





How to manage emotion?

How to enhance one's EQ?

Training **EQ** is a habit, **EQ** can be trained.

(Daniel Goleman)

We first make our habits, and then our habits make us.

(John Dryden)

EQ habit (1)



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Handle one's mood first, everything comes next

Keep CALM!

Tell yourself, not your child

Handle stress

- ☆ know the source of stress, stay away from it
- ☆ face the stress, experience the stress

**KEEP
CALM
AND
CARRY
ON**

Parents' emotions affect their children



Know the source of stress, stay away from it

3 steps to relieving stress

1. Deep breathing
2. Distraction (e.g. have a drink, have some chocolates....)
3. Get used to useful ways to relieve stress (e.g. calm corner, bathroom...)



Face the stress, experience the stress

3 steps to facing stress

1. Practise the solution (e.g. deep breathing first)
2. Warn yourself of **what might happen** (e.g. by imagining how to face it)

Practise step by step when you are calm

3. Have enough confidence to do it. Self-confidence development comes from you!



Scenario 1: Want only to **win**, can't afford to **lose**

Scenario 2: mood swings
when being **nervous**



EQ habit (2)

Know yourself and know your child, both win

Development of emotional regulation I

Aged 0-1 Babies rely primarily on caregivers to meet their basic physiological needs and comfort them to help with mood regulation. With parents' emotional support, the child is slowly gaining self-regulation ability.

Parents can provide warmth, physical and emotional comfort

Aged 1-3 Toddlers can control impulses briefly. They will try to appease themselves by leaving the emotional situation or seeking comfort from the caregiver.

Parents can be a good model

Development of emotional regulation II



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Important for children to understand themselves and others, and develop appropriate strategies to handle emotion at this stage. (Murray et al., 2016b)

Aged 4: Children can use different methods to control their impulses, such as trying other activities or speaking to themselves to remind what to do, e.g. "I will wait until my mother comes back before I eat the cookie." They are more able to follow the rules without adults' close monitoring. Of course the mood will go up and down when they are tired or under pressure.

Aged 5: Their emotions become more complex, they are more capable of controlling their emotions, and they solve problems more logically.

When they go to kindergarten/primary school: They step out of the family and enter into a larger social world. Interpersonal development, and emotional and cognitive development complement each other. They learn to follow more social rules and get along with their peers.

Parents can...

- **Strengthen positive behaviours, especially those that are spontaneous by clearly explaining the reasons and rewards, e.g. active sharing should be rewarded.**
- **Read books related to emotions together, let them know more about themselves and others.**
- **Encourage your child to express emotions.**
- **Strengthen the newly learnt self-regulation skills.**



Positive Education – Emotion coach

Dr John Gottman described Emotion Coach as a type of parenting style.

- He compared different types of parenting in his researches
- Children from this parenting style are more responsive, able to recover quickly from stress; they also have better emotional responsiveness and self-control; they can notice and respond to other children's emotional signals and control their negative emotions in conflict. Longitudinal studies have also shown that these children are more self-confident, perform better in social and academic situations, and even become physically healthier.

Source of information:

- Family Health Service Department of Health
https://www.fhs.gov.hk/tc_chi/health_professional/OMP_eNewsletter/eneews_20170630.html
- 5 steps of emotion coaching
<https://www.gottman.com/blog/strengthen-childs-emotional-intelligence/>
- <https://www.youtube.com/watch?v=rz71npG76QA> (Chinese version only)





Positive Education Counselling Method – Five Steps of Emotion Coaching

1. Beware of your child's emotions
2. Recognise your child's expression of emotion as a perfect moment for intimacy and teaching
3. Help your child learn to label their emotions with words
4. Listen with empathy and validate your child's feelings
5. Set limits when you are helping your child to solve problems or deal with upsetting situations appropriately



Source of Information:

<https://www.gottman.com/product/5-steps-to-emotion-coaching-poster/>

5. Set limits



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Emotion coach has an “authoritative role”.

Dr. John Gottman (2011) has referenced Dr. Haim Ginott’s words (Author of “Between Parent and Child”), that parents should make it clear to the child that:

“Although their behavior might not always be acceptable, their feelings and wishes always are.”

Parents have the responsibility to guide their child to follow social rules, do socially acceptable things.

Set basic rules, use praise and encouragement to help children develop ideal behaviors and build their self-confidence.

<https://www.youtube.com/watch?v=rz71npG76QA> (Chinese version only)





EQ habit (3)

Parent's demonstration, a role model for child

Connect your child with **interactive games**

- ☆ Be humorous, be imaginative, be happy
- ☆ Control your voice effectively



Prevention is better than cure

Overuse of Digital Devices and Inferior Physical Fitness among Hong Kong Children



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2017

The Department of Paediatrics and Adolescent Medicine, Li Ka Shing Faculty of Medicine, The University of Hong Kong conducted a cohort study and a large cross-sectional study on the use of digital devices among Hong Kong children in 2012-17

- The time spent on digital devices by Hong Kong children was much higher than other areas in the world (74.8% of children in Hong Kong spent more than 2 hours on digital devices, compared with 20.8% in United States and 47.4% in Beijing, China)
- The longitudinal cohort study showed that pre-schoolers who spent more time on television viewing and video gaming at age 5 were more likely to be overweight, have behavioural problems including **emotional problems** and hyperactivity as well as poor academic performance at age 9.
- Excessive use of digital devices has negative impacts on children's behaviour, academic performance, and physical health.

Source of information :

<https://www.hku.hk/press/press-releases/detail/16890.html>

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>



Solving the Fundamental Problem of Emotion



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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>



Emotion and Better Voicing



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2019

“Children's Voice is Vital to their Health” - HKU Clinical Voice Centre

- Parents should set a good model, e.g. by controlling own emotion, not to shout at others or talk loudly in front of children.
- When communicating with their children, parents can slow down their speech with pause, let them understand that they should not talk only to oneself.
- Parents should advise their children with positive language, express their thoughts with encouraging and appreciating tone.
- To have a better voice, self-cultivation is very important. Parents should learn to patiently understand their children and listen to their voices.

<https://web.edu.hku.hk/f/news/5608/Dr%20Estella%20Ma.pdf> (Chinese version only)



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PLAY is a language



What you need to do...

1. Play happily



2. Point out things children have done well

3. Reinforce positive behaviour

Identify **emotion**, express **emotion**

“Emotion Puzzle”



“Story Stage”

Any materials can be used for play



Games for families

Source of information:
Hong Kong Children's Discovery Museum



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 losing

Paper, scissors and stone
Wind blowing game

EQ habit (4)



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Apply what you have learnt, adept and adjust

Every child is **unique**.

It is a warning signal when you react strongly towards your child's behaviour.

Mutual Respect

Mood swings are usually a result of “unexpected behaviours”.

Children often give parents lots of “surprises”, and vice versa.



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Parent-child EQ tips

☆ Exercising helps reduce negative emotions

☆ Use any materials for daily play



Emotion Coach **EQ** Training Habits

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Rainbow Breathing

Deep
breathing



Calmness



Happy
Moment

S

*Explore the
rainbow colours*



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Parents' Education Talks 2019/20

EQ Easy

20 October 2019

Speakers: Dr Sylvia Liu
Mrs Kit Chan

Faculty of Education,
The University of Hong Kong



EQ Easy



Education Bureau
Parent Education Information
at Kindergarten Stage



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Five Essential Steps of Emotion Coaching

Dr John Gottman



-
- 4 Communicate empathy and understanding
 - 5 Set limits and problem solve
 - 3 Help your child verbally label emotions
 - 2 Recognise emotion as an opportunity for connection and teaching
 - 1 Beware of your child's emotions

Emotion Coach EQ Training Habits

Dr Sylvia Liu

- ★ Handle one's mood first, everything comes next
- ★ Know yourself and know your child, both win
- ★ Parent's demonstration, a role model for your child
- ★ Apply what you have learnt, adept and adjust



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 page 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 Faculty of Education website page for the Education Seminar Series. 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 features a large image of a group of people in a lecture hall, with the text 'COMMUNITY ENGAGEMENT' overlaid. Below this is a navigation breadcrumb: 'Home > Community Engagement > Lectures and Seminars > Education Seminar Series'. The page title is 'Education Seminar Series'. There are filters for 'Year' and 'Month', and a search bar. The main content area displays three seminar cards. The first card is for 'Education Seminar Series (16): Ways to Facilitate Language Development in Kindergarten Children', held on October 12, 2019, from 10:30 to 12:00. The speaker is listed as 黃美燕博士, 李可龍女士, and 區穎思女士. The venue is 香港大學明藝綜合大樓 T7 講堂. The second card is for 'Education Seminar Series (15): 與數碼新一代同行', held on February 23, 2019. The third card is for 'Education Seminar Series (14): 贏在起跑線', held on December 16, 2017. A 'Detail' button is visible under the first card.

For more information...



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Jockey Club "Plan n Gain" Project

facebook

電話或電話 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 Funded by 香港賽馬會慈善信託基金
The Hong Kong Jockey Club Charities Trust

主頁 活動 評論 關於 影片 相片 帖子 社群 建立專頁

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 營業中

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或扮演日常生活經驗 (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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- Family Health Service, Department of Health (2017). Emotional Development of Young Children Part II: Preschoolers of 3 to 6 years old

https://www.fhs.gov.hk/english/health_professional/OMP_eNewsletter/enews_20170630.html

- The Heckman equation

<https://heckmanequation.org/>

- Goleman, D., Brown, D., & Simply Magazine Inc. (2011). *Emotional intelligence: What makes a leader*. Campton, N.H: Simply Magazine, Inc.

- Gottman, J. (2011). *Raising an Emotionally Intelligent Child*. Simon and Schuster.

- 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

- Jockey Club “Plan n Gain” Project

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



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Thank you!