



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?

Source of information:
Family Health Service, Department of Health (2017)



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....



教育局
Education Bureau



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

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



教育局
Education Bureau



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

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**

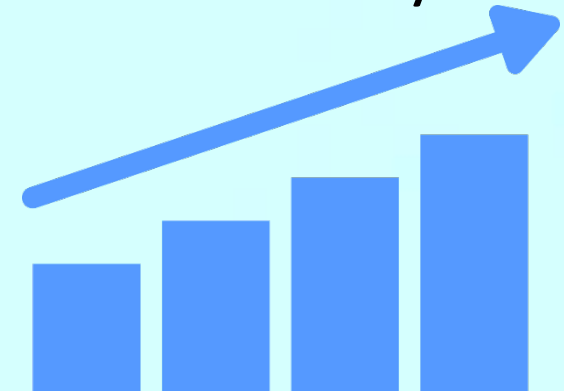


Research in the foreign countries also shows that it's not uncommon for young children to have emotional problems and an increasing trend is noticed...

- 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



教育局
Education Bureau



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

- 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





教育局
Education Bureau



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

Emotional Control and Executive Functioning

☆ Executive Function

- Working memory
- Cognitive / Mental flexibility
- Inhibitory control



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)



教育局
Education Bureau



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

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



教育局
Education Bureau



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

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.

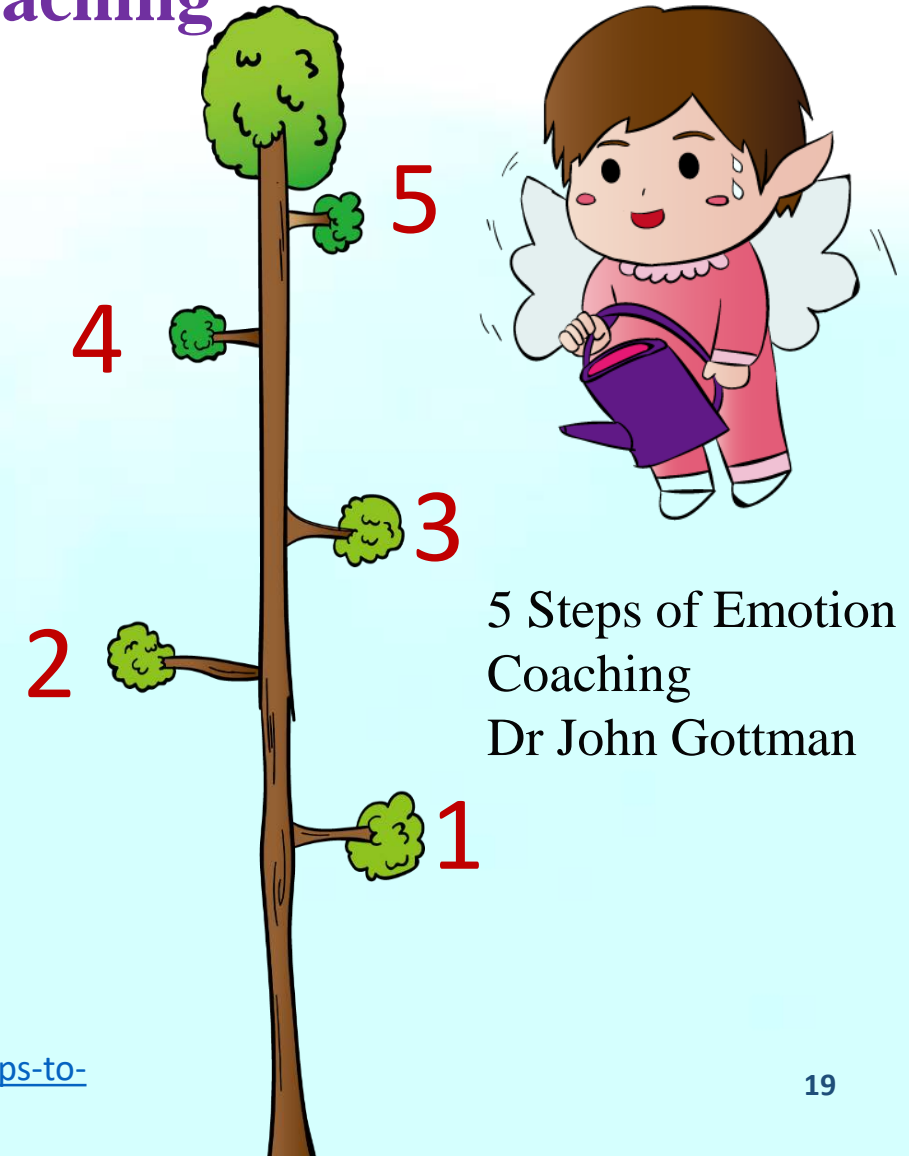
Source of information:

- Family Health Service Department of Health
https://www.fhs.gov.hk/tc_chi/health_professional/OMP_eNewsletter/enews_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



教育局
Education Bureau



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

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



教育局
Education Bureau



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

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



教育局
Education Bureau



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

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>

e-pacifier



Solving the Fundamental Problem of Emotion



教育局
Education Bureau



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

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



教育局
Education Bureau



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

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)



教育局
Education Bureau



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

PLAY is a language



教育局
Education Bureau



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

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

Source of information:
Hong Kong Children's Discovery Museum



Games for
families



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)



教育局
Education Bureau



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

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.



教育局
Education Bureau



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

Parent-child EQ tips

☆ Exercising helps reduce negative emotions

☆ Use any materials for daily play



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 the child
- ☆ Apply what you have learnt, adept and adjust



Rainbow Breathing

Deep
breathing



Calmness



Happy
Moment

s

*Explore the
rainbow colours*



教育局
Education Bureau



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

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



教育局
Education Bureau



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

Five Essential Steps of Emotion Coaching

Dr John Gottman



4
Communicate
empathy and
understanding

2
Recognise emotion
as an opportunity
for connection and
teaching

5
Set limits and
problem solve

3
Help your child
verbally label
emotions

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...



教育局
Education Bureau



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

Faculty of Education, The University of Hong Kong

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

The image shows the Facebook profile of the Faculty of Education, HKU. The cover photo features a globe with various educational icons and text stating '2019 World University Ranking for Education THE* No. 4 QS^ No. 6'. The profile picture is the HKU crest. The page name is 'Faculty of Education, HKU' with the handle '@education.hku'. The bio mentions '2019 World University Ranking for Education THE* No. 4 QS^ No. 6'. The 'About' section lists the faculty's location and website. The 'Community' section shows 7,242 likes and 7,523 followers. The 'Photos' section displays a post titled 'Making a Change to the Next Generation of Educators'.

The image shows the Faculty of Education website. The header includes the HKU crest, the faculty name, and navigation links. The main banner is titled 'COMMUNITY ENGAGEMENT' and features a photo of a seminar. Below the banner, there is a sidebar with links to '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'. The main content area is titled 'Education Seminar Series' and displays three upcoming seminars:

- Education Seminar Series (十六): 提升學前兒童語言能力**
Date: October 12, 2019
Time: 10:30 - 12:00
Title: Education Seminar Series (16): Ways to Facilitate Language Development in Kindergarten Children
Speaker: 黃美燕博士, 李可龍女士, 區穎思女士
Venue: 香港大學明藝綜合大樓 T7 講堂
- Education Seminar Series (十五): 與數碼新一代同行**
Date: February 23, 2019
- Education Seminar Series (十四): 贏在起跑線**
Date: December 16, 2017

For more information...



教育局
Education Bureau



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

Jockey Club “Plan n Gain” Project



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



For more information...



教育局
Education Bureau



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

- 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>



教育局
Education Bureau



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

Thank you!