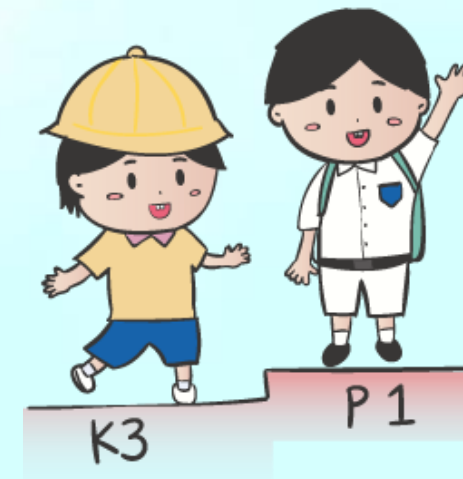




Preparing Children for Primary One: What You Need to Do

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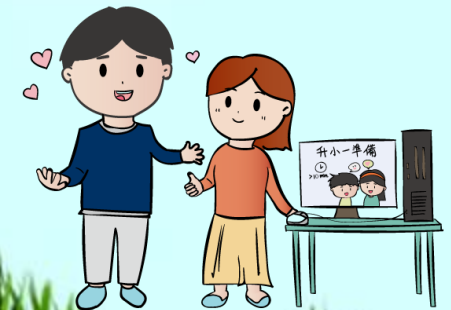
26 June 2020





Overview

1. Importance of home-school collaboration towards children's transition to Primary One
2. Challenges faced by children in the transition from kindergarten to Primary One
3. Causes of stress and anxiety of children in the transition
4. Strategies to support children's transition to Primary One



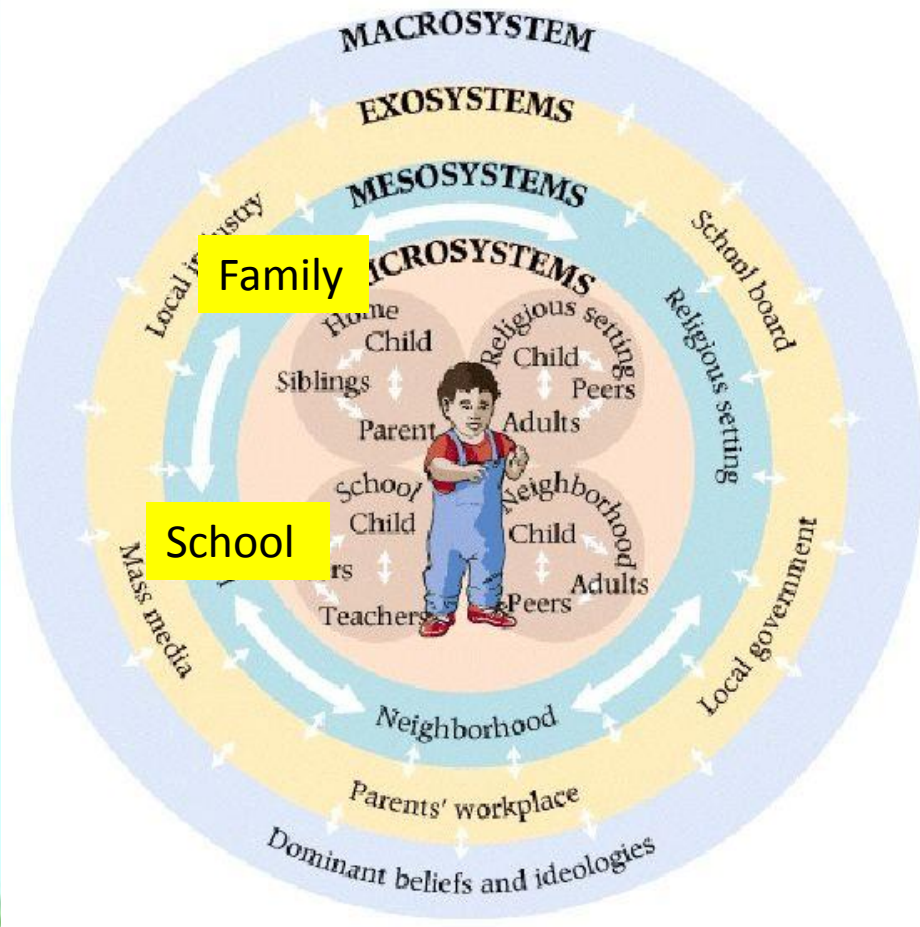
Importance of home-school collaboration towards children's transition to Primary One

Transition from kindergarten to Primary One is one of the major transitions in a child's life. Children have to overcome difficulties and challenges in learning, peer relationships, emotions, self-help, etc.

Successful transition to Primary One will help children in their learning and development, and enhance their performance in primary schools.

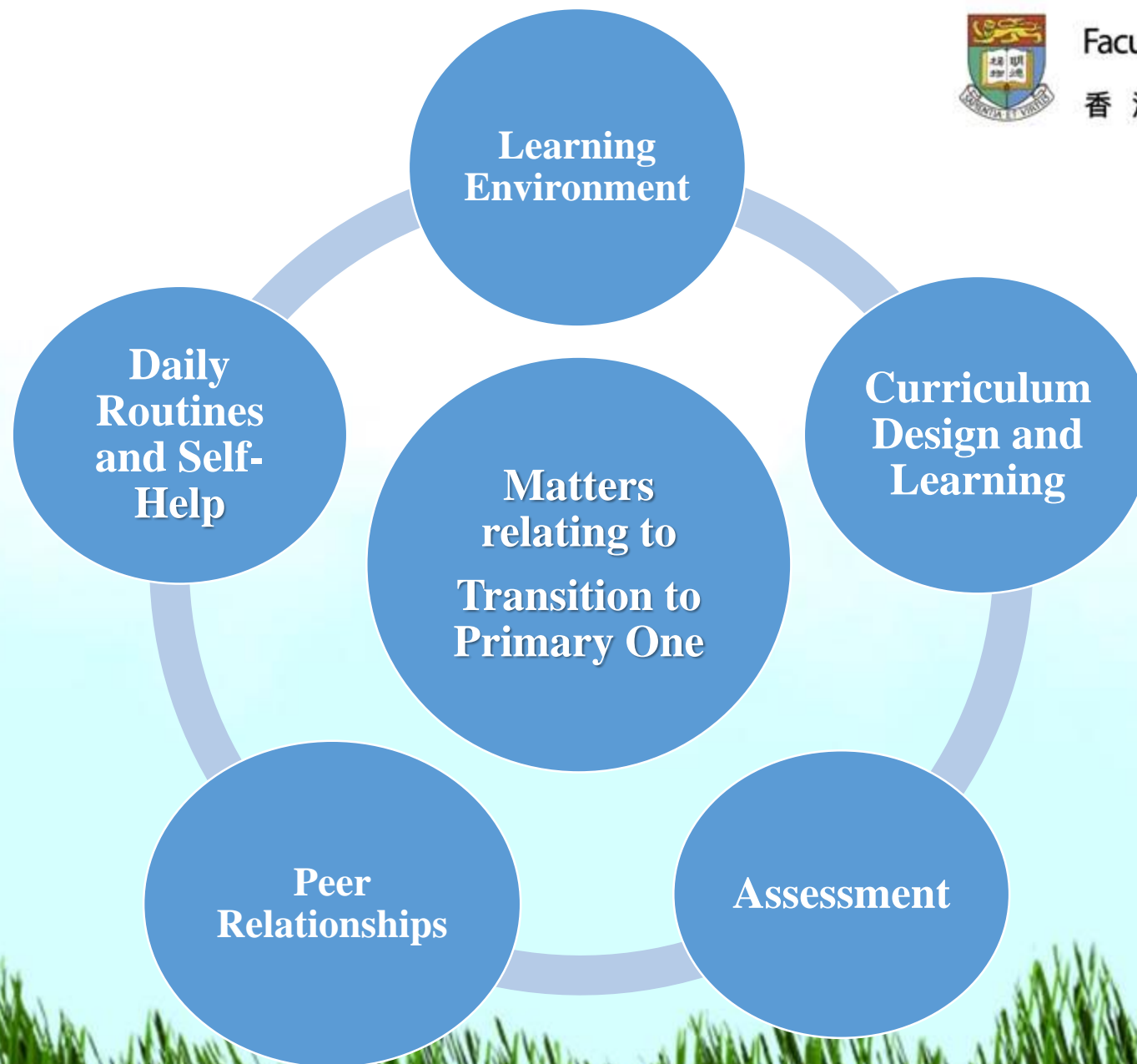
According to the Ecological Systems Theory by Bronfenbrenner (1979), connectedness and collaboration between **family and schools** have a direct impact on children's development and their successful adaptation to a new environment.

(Bronfenbrenner, 1979; Yeboah, 2002; Lee, S.H., 2010)



Source:

Cole, Cole, and Lightfoot (2005). The Development of Children, 5th Edition, Worth Publishers.





Adaptations for Primary One Pupils

	Adaptations to be made
1.Learning Environment	Larger school premises with multiple floors, classrooms and function rooms; need to adapt to a new learning environment with larger space and diverse facilities; there are many more people than in the kindergarten; students of a wider age range (from age 6 to12)
2.Curriculum Design and Learning	Primary school curriculum is of more breadth and depth and with more abstract concepts ; require students to have a longer attention span and more structured thinking to understand and apply the knowledge. More complicated words and vocabulary for reading comprehension, with more homework items and writing tasks
3.Assessment	Need to adapt to different modes of assessment and ways to answer questions set by different teachers across different subjects. Parents have different expectations of children when they are in primary schools.
4.Peer Relationships	Need to build relationships with new friends and new teachers, and be accepted by peers.
5.Daily Routines and Self-Help	Learn primary school routines, school rules and time-table, adapt to longer lesson time; need to exercise self-care including managing recess time, packing school bag, taking care of personal belongings and personal hygiene, etc.



1. Learning Environment

Causes of Stress and Anxiety of Children :

- Larger school size
- Classroom setting
- Less toys and recreation facilities
- Larger classes and high student-teacher ratio
- Avoid going to the toilet as the washrooms are “not clean”

(Wong, 2017)

Strategies to Support Children to Adapt to Primary One School Life :

- Visit the primary school before school starts, find out about the learning environment and children’s impression of the school and help children adapt to the new school after the start of the school year.
- Provide self-help training to children



2. Curriculum Design and Learning

Causes of Stress and Anxiety of Children :

- Feeling stressed in class, as teachers teach at a fast pace and the content is difficult
- Appear to be passive and detached in class, especially in front of teachers; unwilling to ask questions or answer questions in class

(Wong, 2017)

Strategies to Support Children to Adapt to Primary One School Life :

- **Deal with feelings first and then the issues**
- Listen to children's feelings with **empathy**, understand their problems and emotional changes, and help them understand primary school life and come up with solutions together to tackle the problems
- Follow up on children's learning progress, homework and sign the Student Handbook on a daily basis
- Maintain close communication with the teachers to understand children's performance in school and at home



Parent-Child Activity: Spend At Least 10 Minutes of Quality Time with Your Child

1. Parents should spend at least 10 minutes a day to chat with their children
2. Find a more relaxing time, such as after dinner, to chat with your child
3. Discuss what your child has done that day and encourage your child to share his/her feelings, and exchange ideas



(Curriculum Development Institute, 2011)



3. Assessment

Causes of Stress and Anxiety of Children :

- Children do not want to go to school because of frequent formative and summative assessments on their performance over many different subjects

(Wong, 2017)

Strategies to Support Children to Adapt to Primary One School Life :

- Set up a timetable with children for homework and subject revisions
- Build up children's self-confidence and self-reliance
- Enhance children's problem-solving skills (e.g. better time management for timely completion of homework and revision; using visuals or stories to help them memorize new words)



Parent-Child Activity : Let Your Child Have a Say in Time Management

1. Assist children to schedule time for both work and play
2. When children first learn to set up a timetable, let them decide the time needed to complete the tasks (Parents need to guide children to gradually understand the concept of time so as to decide if sufficient time is given to complete the tasks)
3. During the discussion with children on time scheduled for work and play, try to understand why children prioritise the tasks in a particular way and give suggestions to them, such as on the criteria of task prioritisation
4. After transiting to Primary One, encourage your children to prioritise their work on their own, and set up a timetable for work and play together with them
5. Parents should provide verbal reinforcement during the process to enhance children's sense of achievement

(Curriculum Development Institute, 2011)





4. Peer Relationships

Causes of Stress and Anxiety of Children :

- Children feel anxious when primary school starts as they have no fellow classmates from kindergarten who go to the same primary school with them. Some got into physical fights with their new schoolmates
- Bullying: Some children reported peer bullying to teachers

(Wong, 2017)

Strategies to Support Children to Adapt to Primary One School Life :

- Take your children to different kinds of group activities (e.g. ball games) so they can interact with children of different ages, abilities and temperaments
- Explain to children ways to build up friendship and to interact with others, such as sharing, expressing your feelings, and forgiving others
- Encourage your children to adopt a positive approach in problem-solving, and approach teachers for help when needed



Parent-Child Activity : Let's PLAY TOGETHER

1. In various occasions and setting of daily lives (e.g. park, Sunday School, family gatherings), parents can show children how to make new friends and play together with different games (e.g. “traffic light” game, “stick together” game) to help children learn about playing methods and techniques of games and understand how to get along with others
2. When there is conflict among children, parents should analyse the situation with children in a calm manner, and demonstrate a positive attitude in solving problems so that children can acquire social skills and problem-solving skills through interpersonal interaction

(Curriculum Development Institute, 2011)



5. Daily Routine and Self-Help

Causes of Stress and Anxiety of Children :

1. Unable to set aside time for breaks
2. Unable to copy a list of homework in the Student Handbook
3. Unable to pack his/her school bag or forget to bring the books home, forget to do homework occasionally
4. Unable to clean up after toileting

(Wong, 2017)

Strategies to Support Children to Adapt to Primary One School Life :

1. Train children to read the timetable correctly and understand lesson time and school routines
2. Train children to record a list of homework in their Student Handbooks correctly and pack their school bags and other items for school
3. Train children to clean up after toileting



Signs of Difficulties in Writing

Problem with Motor Skills

- Incorrect sitting position
- Incorrect pen-gripping posture
- Feel tired easily when writing
- Unable to hold pens with appropriate strength
- Colouring/writing out of the lines
- Chinese character strokes are either too long or too short
- Very slow in writing

Problem with Visual Cognition

- Characters/words are out of proportion
- Characters/words are upside down
- Difficulty in writing new characters/words
- Missing characters/words or missing/unnecessary strokes
- Wrong characters/words or wrong strokes
- Inappropriate spacing between words and within a word

(Chan, 2019)



Fundamental abilities in writing: Motor Skills and Visual Cognition

Motor Skills

- a) Stability of the joints of the upper limbs
- b) Tripod grip: an efficient grip to hold a pencil using the thumb, index and middle fingers
- c) Pencil skills: to have the refined fine motor movements that allow the fingers to control the pencil and move with dexterity

(Chan, 2019)

Visual Cognition

- a) Ocular motor control: the control of the position and movement of the eyes to focus on the visual target. This includes visual tracking such as Pursuits, Saccades, Fixation, and Vergent Movements. Good development of ocular motor control reinforces important cognitive skills necessary for successful reading and writing
- b) Visual discrimination
- c) Visual spatial processing



Parent-Child Activity : Eye-hand Coordination Games

1. *Pursuits* (Head stays still) (e.g. magic cup, patting balloons, Flying Chess, drawing maze)
2. *Saccades* (Head stays still) (e.g. Visual discrimination games such as asking your child to go through a magazine page and circle only certain shapes/numbers/alphabets)
3. Improve attention span and visual memory skills + *Saccades and Fixation* activities (e.g. identifying differences, making models)
4. Enhance stability of upper limbs (e.g. playing human rickshaw, doing push-ups)
5. Enhance eye-hand coordination + finger dexterity and tripod grip (e.g. playing with clay, making hand crafts, daily self-care activities)

(Chan, 2019)







Development of Self-help Skills

	Development of Children aged 4-6	
Toileting Skills	<ul style="list-style-type: none">• Able to sit on adult toilet seats• Clean up with tissue paper after pee (for girls)	<ul style="list-style-type: none">• Toileting (Clean up with tissue paper after poop)
Eating Skills	<ul style="list-style-type: none">• Eat solid food such as peanuts• Use chopsticks• Use knife to spread jam on bread	<ul style="list-style-type: none">• Drink from a bottle• Open food packages
Dressing Skills	<ul style="list-style-type: none">• Identify the front and back of a jacket/t-shirt• Zip up/down a jacket• Differentiate left and right shoes	<ul style="list-style-type: none">• Turn a jacket/t-shirt inside out• Lace their own shoes
Daily Living Skills	<ul style="list-style-type: none">• Use clothes hanger• Clean eating utensils	<ul style="list-style-type: none">• Pack personal belongings <p>(Suen, 2019)</p>



Factors that Facilitate the Development of Self-help Skills

Environmental Factors

1. Opportunities for practice
2. Sufficient time
3. Appropriate coaching

(Suen, 2019)



Training on Self-help Skills – Methods and Strategies

1. Analysis of Self-help tasks and activities

Task analysis:

1. **Break down the task into small steps**
2. Necessary **skills** and requirements
3. Needed tools

(Suen, 2019)





2. Fine Motor Skills Activities

- ↑ Upper limbs stretching
- ↑ Motor coordination and eye-hand coordination
- ↑ Manual dexterity

(Suen, 2019)



資料來源：

Act Like An Animal, 13 Moves to Help Your Child's Gross Motor Development

<https://pathways.org/help-your-childs-gross-motor-skills-with-these-animal-walks/>

3. Behaviour Modification / Shaping

Task modification

(Suen, 2019)



Source:

Homemade Shoe Tying Activity

<https://www.cbc.ca/parents/play/view/homemade-shoe-tying-activity-craft>

How to Teach Your Child to Tie Shoes in 5 Minutes

<https://www.blitzresults.com/en/childrens-shoe-tie/>

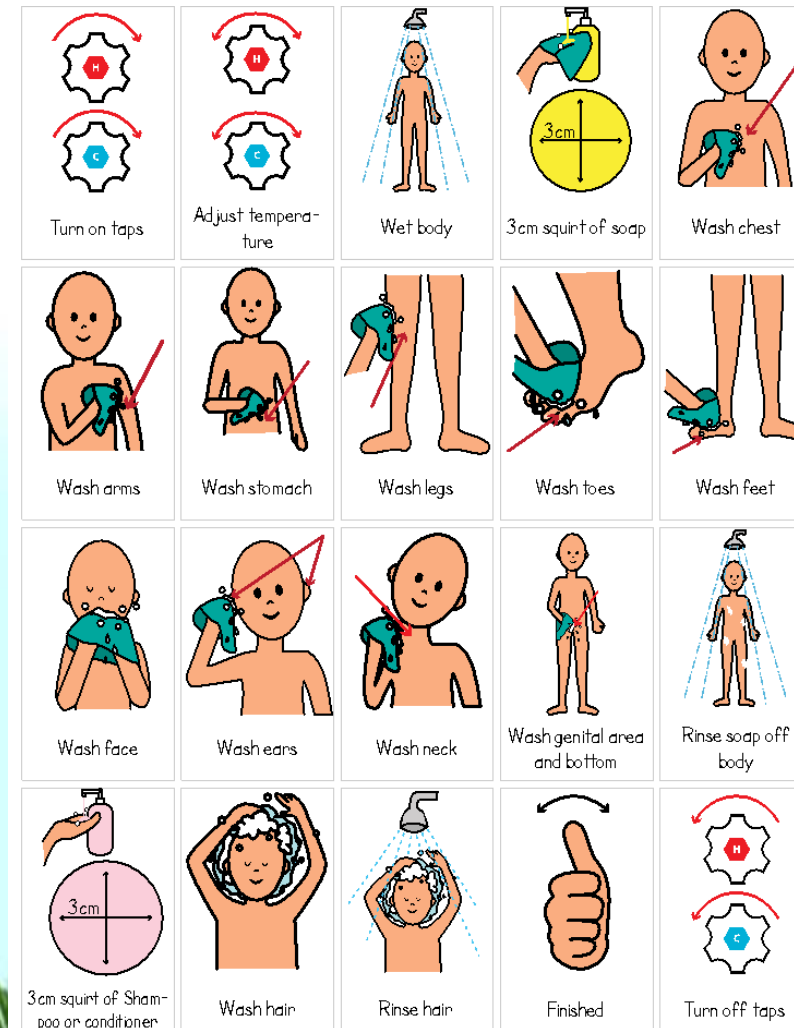
The Fast + Easy Way to Tie Your Shoes (Great for Kids!)

<https://www.itsalwaysautumn.com/the-fast-easy-shoe-tying-hack.html>

3. Behaviour Modification / Shaping

- Task analysis and chaining

(Suen, 2019)



Source:
The Little Black Duck Autism
Communication Services
<http://www.thelittleblackduck.com.au/>



CO-OP approach



*CO-OP (Cognitive Orientation to daily Occupational Performance) Approach
Polatajko, H. & Mandich, A. (2004)



Parent-Child Activity : Positive Reinforcement

1. Parents can help children set up goals and provide rewards when children's plan is formulated and goals achieved
2. Types of rewards include material rewards (such as stickers) or nonmaterial rewards (such as time for parent-child activities)
3. Non- material rewards are preferred and parents should evaluate and adjust the goals with children regularly

(Heep Hong Society, 2017)





Parent-Child Activity : Packing Checklist

Before going home

- ☐ Put the Student Handbook and homework into the homework bag
- ☐ Put other items into the school bag / hand carry bag
- ☐ Check your drawer
- ☐ Check the back of your seat (cardigan/school jacket)
- ☐ Check your seat
- ☐ Check the hook (food bag, art bag, water bottle)


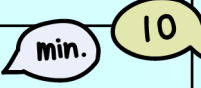



Packing at home

- ☐ Check the number of homework items and reply slips against the Student Handbook, put the homework and reply slips into the homework bag.
- ☐ Put the homework bag into your school bag
- ☐ What day is tomorrow? What are the lessons tomorrow?
- ☐ Put the books, workbooks and homework into your school bag according to the timetable
- ☐ Check your Student Handbook for special lessons tomorrow, such as items for music, P.E. or visual arts class
- ☐ Put your Student Handbook into your school bag

(Heep Hong Society, 2017)

Conclusion



Things to Adapt to	Strategies to Help Children Transit to Primary One
1. Learning Environment	<ul style="list-style-type: none"> School visit before the start of Primary School Enhanced self-help training
2. Curriculum Design and Learning	<ul style="list-style-type: none"> Deal with feelings first and then the issues At least 10 minutes of quality time with your child 
3. Assessment	<ul style="list-style-type: none"> Let your child have a say in time management 
4. Peer Relationships	<ul style="list-style-type: none"> Let's PLAY TOGETHER
5. Routine and Self-help Skills	<ul style="list-style-type: none"> Eye-hand coordination games  Positive Reinforcement  Packing Checklists 



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Parents' Education Talks 2019/20

Preparing Children for Primary One : What You Need to Do 2020.6.26

Speaker: **Dr Diana Lee**
Faculty of Education,
The University of Hong Kong



Preparing Children for Primary One :
What You Need to Do



Education Bureau
Parent Education Information
at Kindergarten Stage

- Deal with feelings first and then the issues 😊
- At least 10 mins of quality time with your child ⌚ 10 min.
- Let your child have a say in time management 🕒
- Let's PLAY TOGETHER 👧👦
- Eye-hand coordination games 🎯👉
- Positive reinforcement 🌟👏
- Packing checklists ✅



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



The image shows the Facebook profile of the Faculty of Education, The University of Hong Kong. The cover photo features the university's crest, a globe with educational icons, and text celebrating the 2019 World University Ranking for Education (THE* No. 4, QS^ No. 6). The profile picture is the same crest. The bio states 'Faculty of Education, HKU' and '@education.hku'. The left sidebar lists navigation options: Home, About, Photos, Notes, Videos, Events, Posts, and Community. The main feed shows a post titled 'Making a Change to the Next Generation of Educators' with a green background and dandelion seeds. Below the post, there are statistics for likes and follows, and an 'About' section with the faculty's address and website.



The image shows the Faculty of Education website. The header includes the university's crest, the faculty's name in English and Chinese, and social media links. A green navigation bar contains links for 'ABOUT THE FACULTY', 'PROSPECTIVE STUDENTS', 'CURRENT STUDENTS', 'RESEARCH', 'COMMUNITY ENGAGEMENT', and 'MEDIA'. The main content area is titled 'COMMUNITY ENGAGEMENT' and features a large photo of an audience. Below this, there's a section for 'Education Seminar Series' with a search bar and filters for 'Year' and 'Month'. Three seminar cards are displayed, each with a title, date, time, title, speaker, and venue. The first card is for 'Education Seminar Series (16): Ways to Facilitate Language Development in Kindergarten Children' on October 12, 2019. The second card is for 'Education Seminar Series (15): 與數碼新一代同行' on February 23, 2019. The third card is for 'Education Seminar Series (14): 贏在起跑線' on December 16, 2017.

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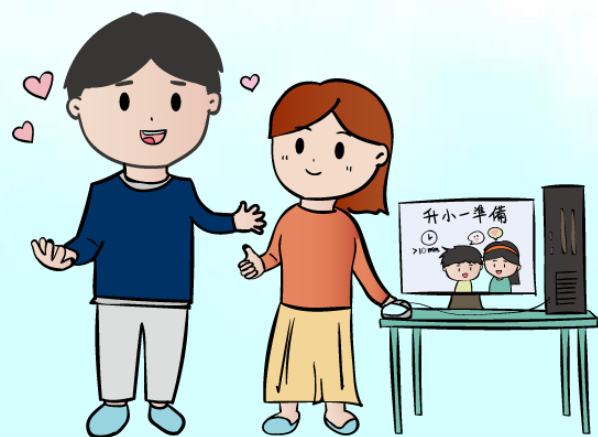


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Thank you

