

Curriculum Framework on Parent Education (Kindergarten)

Learn Through Play

Instructor Guide

1. Objectives of the Session

By the end of the session, participants will be able to:

- a. Understand the importance of play on child healthy development and learning;
- b. Understand how children play;
- c. Understand parent's roles and skills in using play to facilitate children learning; and
- d. Learn about some resources on parent-child play.

2. Procedure (90 minutes in total)

Section	PPT Page No.	Time	Objective	Content	Resources
1	Slides 1-26 (Introduction to the benefits of play)	40 mins	Allow participants to understand the goals and skills of helping children learn through play		PPT slides, Notes for parents, toys for young children & colour paper
1a	Slides 1-18			<ul style="list-style-type: none"> • Instructor delivers opening remarks. • Instructor invites brainstorming on “Play” and help participants understand and support children to play and learn: <ol style="list-style-type: none"> a. Play is children's right and enterprise b. Play can be conducted any time c. Play makes people happy d. Allowing children to freely explore through play benefits their development and learning e. Play does not require lots of monetary expenses so as to encourages participants to let children learn through play. 	

Section	PPT Page No.	Time	Objective	Content	Resources
1a	Slides 1-18			<ul style="list-style-type: none"> • Instructor introduces the different areas of child development which play can benefit: <ol style="list-style-type: none"> a. Moral (moral development) t: to learn manners and develop basic concepts of right and wrong b. Psychological (managing emotions, learning development): to have basic cognitive and language communication abilities c. Physical (physical development): to have strong body and healthy physical and psychological development d. Social (social skills): to enjoy social life and acquire basic social skills e. Aesthetic (arts and design): to love artistic creation and appreciation, and develop creativeness and imaginations 	
				<ul style="list-style-type: none"> • Instructor illustrates different kinds of play activities with different areas of child development: <p>Child development advances → greater varieties of play → further child development;</p> <p>Child development = increasing abilities → enriching play quality: more complicated and abstract</p> <p>Age 0-2: solitary play Age 2-3: parallel play Age 3-4: associative play Age 5 or above: co-operative play</p> • Instructor illustrates that children can show their capabilities in different play activities: <ol style="list-style-type: none"> a. Gross motor and fine motor games b. Musical and artistic games c. Exploratory and manipulative games d. Imaginative and social games e. Problem solving rehearsal games • Conclusion: Play promotes learning. 	Toys for young children, colour paper

Section	PPT Page No.	Time	Objective	Content	Resources
1b	Slides 19-20			<ul style="list-style-type: none"> Instructor uses two slides on kindergarten education in Finland to stimulate participants to consider possible cultural differences in child education practice, and therefore they need to be open-minded with different approaches but work out their own decisions under various circumstances. 	
1c	Slide 21			<ul style="list-style-type: none"> Instructor invites participants to clarify on some common myths on play: <ol style="list-style-type: none"> Is it that play must involve a lot of toys? Does play require lots of monetary expenses? Are toys all safe? Does each toy has its specific use and should be played according to its design instructions? Do parents need to guide children to play? Can we allow children to freely explore? Which one can benefit their learning more? Is it acceptable to use electronic devices to stimulate children learning? During play, parents can perform different roles to facilitate learning. 	
1d	Slides 22-25			<ul style="list-style-type: none"> Instructor helps participants appreciate that children can learn a lot through the fun-filled “cooking game”: <ol style="list-style-type: none"> Knowledge: children can learn cooking-related materials, manners and language. Skills: children can learn eye-hand coordination through preparing food. Attitude: children can learn how to manage food and cooking in a clean and tidy manner. Parents can promote children’s moral, psychological, physical, social and aesthetic development in the process of play. 	Toys for “cooking game”

Section	PPT Page No.	Time	Objective	Content	Resources
1e	Slide 26			<ul style="list-style-type: none"> Instructor introduces the parents' roles and skills which can facilitate child learning during "cooking game". 	
2	Slide 27 (Parent-child homework briefing)	15 mins	Encourage participants to practise and enhance their roles and skills to facilitate children to learn through play	<ul style="list-style-type: none"> Instructor introduces the 5-day parent-child homework: <ul style="list-style-type: none"> Try one kind of play each day compatible with the child's areas of development and interests. Participants should reflect if they can enrich the role in parent-child play. Instructors reminds participants the points to note, helps them complete the exercise and further practise what they learned. 	PPT slides, notes for parents, homework exercise
3	Slide 28 (Role play)	25 mins	Facilitate participants to be familiar with the correct steps and skills related to the different roles to facilitate children to learn through play	<ul style="list-style-type: none"> Based on the parent-child homework, instructor elaborates different scenarios of parent-child play, and facilitates participants' understanding on the methods to promote parent-child play. 	PPT slides, notes for parents, homework exercise
4	Slides 29-35 (Conclusion)	10 mins		<ul style="list-style-type: none"> Summary Introduction to play resources Q & A Participants complete evaluation forms 	PPT slides

References and resources:

- Leung, C., Tsang, S., & Heung, K. (5.2015). The effectiveness of Healthy Start Home Visit Program: Cluster randomized controlled trial. *Research on Social Work Practice*. Published online before print May 8, 2014, DOI: 10.1177/1049731514533390. 25(3), 322-333.
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- Playright. Retrieved from: www.playright.org.hk
- SOWGOOD! Positive Education Centre of St. James Settlements. Retrieved from: <https://sowgood.sjs.org.hk/zh-hk> (Chinse version only)
- 香港保護兒童會 (2017)。「家」出小玩意。取自：<https://ccd.hkspc.org/enews-share/game-parent-child-time/> (Chinse version only)
- 賽馬會童亮抗逆親子盒 第一、二套 (2020, 2021)。取自：<https://family.caritas.org.hk/zh-hk/services/view/123#.YL72pvkzZPY> (Chinse version only)

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Role Play & Parent-child Homework

1. Objectives

- a. Allow participants to play the role of parent/child for a chosen activity, and switch roles for another, to simulate different scenarios of parent-child play based on the parent-child homework.
- b. Allow participants to understand the flow of parent-child homework during the role play, and realise the possible difficulties in practising the parent-child homework in advance. Participants can find out the solutions with the instructor's guidance.

2. Content

PPT Page No.	Content
Slide 28	<ol style="list-style-type: none">a. Instructor invites participants to read the parent-child homework and introduces the 5-day activities as well as the points to note.b. Instructor provides the ballot box/bag with numbers representing the parent-child games in the types of “gross motor”, “fine motor”, “musical and artistic”, “exploratory and manipulative”, “imaginative and social” and “problem solving rehearsal” inside. Participants are invited to pair up and each group sends a representative to draw the ballot.c. Each group should simulate the corresponding parent-child homework activity according to the ballot result. The two members of each group discuss the allocation of roles and play the roles of parent and child.d. Instructor invites one of the participants to role-play the Day 1 activity with him/her together and make a demonstration to other participants. Instructors asks if participants understand the activity, and answer their questions.e. After confirming all questions are answered, instructor allows each group to have a 5-minute rehearsal of the activity of homework of each day, starting from Day 1's activity.f. Instructor encourages participants to attend to each group's rehearsal. He/She records the rehearsal details, and observes if the participants encounter any difficulties or miss anything according to the guidelines in the parent-child homework.

Supplementary Information

Different kinds of play activities can bring different fun experience and stimulations to children, and enhance their exploration, development and learning.

Types of Play		Sub-category	Examples of Activity	Benefits to Children
1	Physical games	Gross motor	Playing ball, rope skipping, playing climbing frame	<ul style="list-style-type: none"> ● Promote gross motor development ● Enhance body balance, flexibility and emotion development ● Train small muscles ● Train hand-eye coordination and attention
		Fine motor	Playing Jenga, string beads, or play-doh	
2	Musical and artistic games		Singing, playing musical instruments, drawing	<ul style="list-style-type: none"> ● Facilitate children's emotional expressions and development ● Enrich creativity
3	Exploratory and manipulative games		Playing building blocks or construction toys, observing plants and collecting leaves of different shapes in park	<ul style="list-style-type: none"> ● Promote intelligence and physical development ● Develop creative thinking ● Develop spatial concept ● Enhancing problem solving abilities
4	Imaginative and social games		Role play, e.g. policeman, cook	<ul style="list-style-type: none"> ● Understand different social roles ● Promote social skills ● Learn the rules ● Learn to sort out the details and follow steps
5	Problem solving rehearsal games		Hospital game: Rehearsing treatment procedure Competition: Preparing to face win and loss	<ul style="list-style-type: none"> ● Learn problem solving and how to face adversities, e.g. have patience when get sick, be calm and self-controlled during a competition, and have proper attitude to face win and loss

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Parent-child Homework Briefing

1. Objectives

- a. Observe participants' performance in role play, deepen their understanding of the parent-child homework, and prepare them for various possible situations when they practise the parent-child activities so as to respond appropriately.
- b. Allow the participants to review "parents facilitating childrens' learning through play: roles and skills" for further practice in parent-child homework.

2. Content

PPT Page No.	Content
Slide 27	<ol style="list-style-type: none">a. After the role play session, instructor uses 5-10 minutes to let participants share their reflections during the process, such as anything done well, anything yet to be improved and the ways to improve them.b. Instructor recaps the flow of the parent-child homework and "parents facilitating childrens' learning through play: roles and skills" with participants, and reminds them to practise related skills during parent-child homework activities.

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Conclusion

1. Objectives

- a. Summarize the content of the session.
- b. Answer participants' questions and help them understand what they have learned.

2. Content

PPT Page No.	Content
Slide 29	<ol style="list-style-type: none">a. Instructor check for participants' understanding of the workshop's content including the following:<ul style="list-style-type: none">● The importance of play for children's healthy development and learning.● Parents' roles in facilitating child learningb. Instructor encourages participants to raise questions about the session's content, and answer their questions.
Slides 30 – 35	Instructor introduces some resources for parent-child play.