



DEAR PARENTS,

02

The guidelines in these slides are to help you to draw up a structure to provide stability and comfort for both you and your child.

In the process, it will instil self-discipline in your child and enable him/her to establish important work habits.

Please take care and stay safe!

Regards,
Ms Li Jiayi
AED (LBS)

(A) CREATE PHYSICAL SPACES AND SET UP CONDUCTIVE LEARNING AREAS

- Designate a physical space for each family member to work in
- May set up the work area at the dining table or study desk for your child
- Preferably against walls in a corner for children who are easily distracted
- Print out school timetable
- Put it up visibly at the work area for your child to refer to

(B) ESTABLISH A WORK SYSTEM FOR YOUR CHILD

- Place an In-tray on the left for learning materials to work on
- Place an Out-tray on the right for completed hard copy work
- Place a laptop in between In- and Out-tray for your child to work
- Establish a work flow for your child: 1) Get learning material from In-tray, 2) work on the materials, 3) place completed work into Out-tray, 4) Check 'completed' column on SLS
- Get your child to inform you when he/she has completed all HBL tasks

SET UP LEARNING AREA

04



Against a wall



Against a corner



During written task



During computer work

WORK SYSTEM FLOW: LEFT TO RIGHT

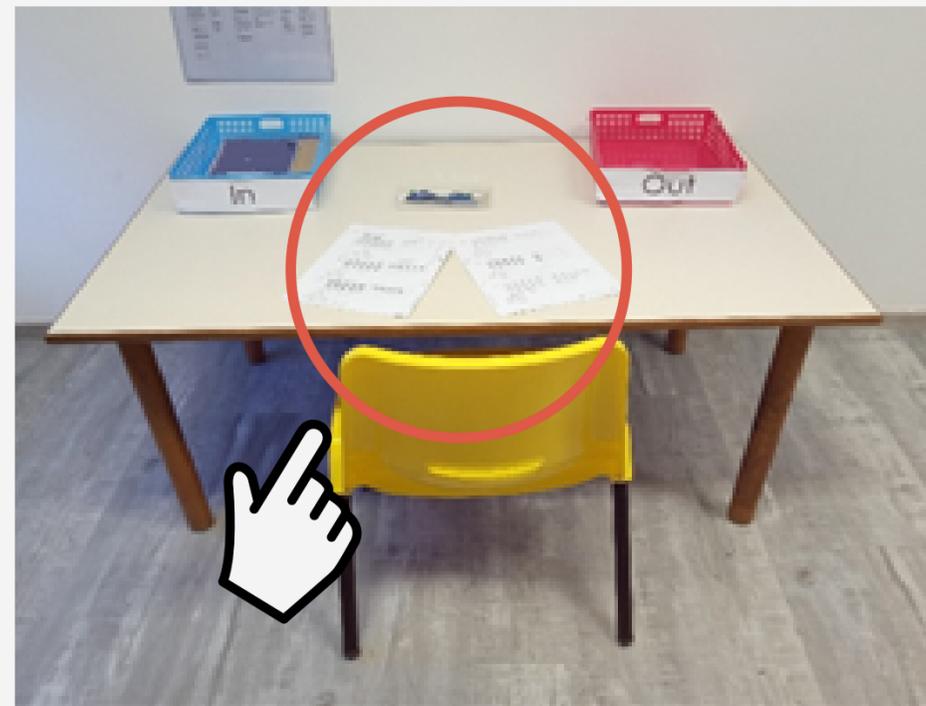


01



Get learning materials from In-tray

02



Work on learning materials

03



Place completed work into Out-tray

(C) MAKE RULES/SET GUIDELINES TOGETHER WITH YOUR CHILD

- **Make rules that state what your child should and should not do during HBL** (e.g. no TV or music during work time, mobile is to be stowed away)
- **Agree on what should or should not be placed on the desk to avoid cluttering** (e.g. Only pencil case is allowed, no toys and mobile on the desk)
- **Work out with your child a list of activities he/she could choose to engage in if he/she finishes his/her assigned work early** (e.g. do chair exercises, doodling, listen to a piece of music)
- **Set boundaries** (e.g. What does your child need help with and when he/she could approach you)

(D) CHECK THAT YOUR CHILD HAS THE NECESSARY RESOURCES

- Get your child to place school diary and required learning materials into In-tray and pencil case in front of his/her at the work area
- Get all login names and password ready
- Retrieve online HBL Schedule to enable quick access to websites
- Ensure your child has the teachers' contact details for HBL queries



In pencil case



On table

THINGS I NEED

- HBL schedule
- School diary
- Learning materials
- Pencil Case
- Laptop/computer
- Login details

WHEN I FINISH MY TASK EARLY, I COULD DO ONE OF THESE:

- Take a toilet break
- Stand and stretch
- Read a book
- Do sketching
- Do:

WHEN I AM DONE, I WILL...

- Place completed work into Out-tray
- Make sure all items in In-tray are completed and placed into the Out-tray
- Get a parent to check

**TEACH
YOUR CHILD TO NOTE
DOWN AREAS IN WHICH
SHE NEEDS HELP IN**

- For assignments printed in hard copy: Circle difficult questions on worksheets
- For online activities: Jot down the assignment title

**TEACH
CHILD TO SET ASIDE
WORKSHEETS SHE
NEEDS HELP IN**

- E.g. Use a paper clip to clip the worksheets together
- E.g. Use a folder to separate the worksheets from other completed ones

**FIX SPECIFIC TIMINGS
TO GO THROUGH
DIFFICULT QUESTIONS
AND TASKS WITH CHILD**

- E.g. Twice a day
 - Before break time
 - End of the day

**OFFER ONLY NECESSARY
HELP TO YOUR CHILD**

- Build independence and resilience by encouraging him/her to try on his/her own first

**(A) MAKE RULES/SET
GUIDELINES
TOGETHER WITH
YOUR CHILD**

- Same wake up time and bed time for your child
- Same place and timing for school work for your child
- Support your child in the use of a work system
- Check in with your child at least once a day
- Set aside time for bonding

**(B) CHECK THAT
YOUR CHILD HAS
THE NECESSARY
RESOURCES**

- Plan short breaks
- Have enough rest
- Set aside time for hobby and play

(A) HAVE A
CONVERSATION WITH
YOUR CHILD ABOUT
HIS/HER EXPERIENCE

- How was his/her day?
- What had he/she learnt for the day?
- How would your child like you to be involved in his/her daily routine to feel more connected to you?

(B) SPEND TIME
TOGETHER

- Explore interest together
- Engage in activities together



Cross each activity as you complete them with your family!

