

FAMILY: A Jockey Club Initiative for a Harmonious Society

愛+人：賽馬會和諧社會計劃



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3HS FAMILY DRAMA PROJECT

INTRODUCTION



BACKGROUND

Harmonious family relationship has significant effects on the psychological well-being and development of children, and good communication between parents and children is a crucial element for FAMILY Health, Happiness and Harmony (3Hs). However, communication within Hong Kong families is vastly inadequate partly due to the busy urban lifestyle.

The “3Hs Family Drama Project”, co-organized by The Boys’ & Girls’ Clubs Association of Hong Kong and the School of Public Health of The University of Hong Kong, was aimed to promote 3Hs through enhancing family communication and healthy lifestyle. The project lasted from March 2012 to October 2013. The Community-based Participatory Research (CBPR) approach was adopted to guide project design and implementation in order to improve positive communication and healthy lifestyle among senior primary school students (primary 4-6 students) and their families through interactive drama performances, DVD viewing with family members and completion of worksheets. Pamphlets and drama DVDs were also distributed to schools for those who were absent during the live drama performance.

A drama school tour was held in 100 primary schools, among them, 30 primary schools were included in the evaluation of the project impact. Project effectiveness was evaluated at 3 time points of the project.

A great variety of activities were held under the project, including drama script-writing and lyric-writing workshops and competitions. Moreover, an online award scheme was set up to encourage the public to submit drawings, photos and essays to illustrate their actions taken to promote 3Hs and express their love to family members. The award scheme was well received by the public with about 7,000 entries received.

A booklet entitled “Collected Works of Expressing Love to Family” was published to showcase how people express their love and care to their families, useful tips to improve 3Hs are also included in the booklet. The project also held a closing ceremony cum wisdom sharing to disseminate the findings to the general public and to enhance their awareness on 3Hs.

PROJECT AIMS

1. To investigate students’ feedback and ratings on the programme (live drama, DVD and worksheets);
2. To investigate the effect of the programme on students’ health behaviours;
3. To investigate the effect of the programme on parent-child interactions;
4. To investigate the effect of the programme on 3Hs.

PROJECT DESIGN AND METHODS



OVERALL PROJECT DESIGN AND METHODS

In this cluster randomized controlled trial, 30 schools were randomly allocated into 3 groups, each with 10 schools. All primary 4 to 6 students in these schools were included. Group A watched the drama live at school and was given a DVD recording to watch with family members at home and worksheets to complete weekly for 4 weeks. The worksheets comprise questions designed to reinforce messages in the drama or DVD, drawing to express love to family members and a weekly checklist of items on healthy behaviours and parent-child communications and interactions. Group B was given the DVD and worksheets. Group C, as a waitlist control group, did not receive any intervention until the evaluation was completed.

3 assessments were conducted. T1 recorded the baseline status of students. T2 and T3 were conducted after 1 week and 4 weeks, respectively. The questionnaires were self-administered in classrooms under the supervision of teachers. The questionnaires were structured and anonymous, short (2-3 pages) and in simple wordings. Immediate effects of the programme on 3Hs and satisfaction towards the programme were assessed by the changes from T1 to T2, while short-term effects were assessed by the changes from T1 to T3. The level of participation and ratings for the programme were assessed in T2 and T3.

Summary of items in T1, T2 and T3 surveys

Items	T1 Survey	T2 Survey	T3 Survey
Grade, class and telephone last 2 digits for linkage	✓	✓	✓
Background socio-demographic information	✓		
FAMILY 3Hs	✓	✓	✓
Health behaviours	✓	✓	✓
Praising, scolding and parental conflicts	✓	✓	✓
Paternal and maternal interactions	✓	✓	✓
Participation and ratings of the programme		✓	✓
Satisfaction towards live drama and DVD*		✓	
Satisfaction towards worksheets*			✓
Subjective changes on FAMILY 3Hs*			✓

*Only for intervention schools (Group A and/or B)

Data were then analysed using IBM SPSS Statistics 20 and STATA. Categorical data were analysed with chi-square tests. Effect size (Cohen's d) was calculated to assess the magnitude of change between pre-test and post-test (ES), and sub-group differences in stratified analyses (ESG). An effect size of 0.2 or below was defined as a "small" effect, 0.5 a "medium" effect and 0.8 a "large" effect. Generalized Linear Model (GLM) was used to investigate the effect of the programme on students' health behaviours and 3Hs of the families. Logistic regression was used to investigate the effect of the programme on parent-child interactions. Potential confounders such as socio-demographics and baseline data were adjusted. Agreement ratios were calculated by dividing proportion of agreed or strongly agreed by the percentage of students who disagreed or strongly disagreed. The level of statistical significance was set $p < 0.05$.

3HS FAMILY DRAMA PROJECT

PROJECT SUMMARY



Good parent-child communication is vital for FAMILY Health, Happiness and Harmony (3Hs). Harmonious family relationships in turn enhance psychological well-being and development of children. The 3Hs Family Drama Project was organized for primary school students and their families from March 2012 to October 2013 to promote 3Hs through enhancing family communication and healthy lifestyle.

A drama school tour was held for 25,062 students in 100 primary schools. A total of 7,641 students from 30 primary schools were included in the evaluation of the project impact. 3 assessments were conducted at baseline (T1), 1 week (T2), and 4 weeks (T3) after the baseline, respectively. Students reported the number of days in the past 7 days in which they (a) ate at least 2 servings of fruits, (b) ate at least 3 servings of vegetables, and (c) did physical activity for at least 60 minutes. Parent-child interactions in the past 7 days (yes/no) and 3Hs were also assessed. A total of 7,449 T1, 7,029 T2 and 6,636 T3 valid questionnaires were collected.

The 3 groups had similar basic characteristics at baseline. Most (73.6%) Group A students strongly liked or liked the live drama, 64.8% of Group A students and 50.9% of Group B students strongly liked or liked the DVD. Favourable effects of the programme on fruit and vegetable intake and physical activity were observed. Small but significant increases in fruit intake was observed from T1 to T2 (immediate effects) in Group A (ES=0.12, $p<0.05$) and Group B (ES=0.11, $p<0.01$) vs controls (Group C). For vegetable intake, again small but significant increases were observed from T1 to T2 in Group B (ES=0.09, $p<0.05$) vs controls, and from T1 to T3 (short-term effects) in Group A (ES=0.16, $p<0.01$) and Group B (ES=0.11, $p<0.05$) vs controls. Significant increases in physical activity were observed for Group A (immediate: ES=0.08, $p<0.05$; short-term: ES=0.07, $p<0.01$) vs controls.

Favourable effects on parent-child communications were observed. Group A students were more likely to praise mother (immediate: OR 1.49, $p<0.05$) and be praised by mother (immediate: OR 1.19, $p<0.05$; short-term: OR 1.31, $p<0.05$) than control students. Group A students were also more likely to praise father (immediate: OR 1.49, $p<0.05$; short-term: OR 1.43, $p<0.05$) and less likely to be scolded by father (immediate: OR 0.78, $p<0.05$) than control students. Group B students were more likely to praise mother (immediate: OR 1.43, $p<0.05$; short-term: OR 1.31, $p<0.05$), more likely to be praised by mother (short-term: OR 1.20, $p<0.05$) and less likely to be scolded by mother (short-term: OR 0.81, $p<0.05$) than control students. Group B students were also more likely to praise father (short-term: OR 1.36, $p<0.05$) than control students.

Significant improvements in parent-child interactions were observed. Group A students were more likely to joke with father (immediate: OR 1.30, $p<0.05$; short-term: OR 1.21, $p<0.05$) and mother (immediate: OR 1.27, $p<0.05$), to play with father (immediate: OR 1.26, $p<0.05$) and mother (immediate: OR 1.43, $p<0.05$; short-term: OR 1.29, $p<0.05$) and to jog with father (immediate: OR 1.38, $p<0.05$) than control students. Group B students were more likely to joke with father (immediate: OR 1.32, $p<0.05$; short-term: OR 1.44, $p<0.05$) and mother (immediate: OR 1.29, $p<0.05$; short-term: OR 1.37, $p<0.05$), to jog with father (immediate: OR 1.25, $p<0.05$; short-term: OR 1.39, $p<0.05$) and mother (short-term: OR 1.31, $p<0.05$), to play with father (short-term: OR 1.30, $p<0.05$) and mother (short-term: OR 1.36, $p<0.05$), to chat with father (short-term: OR 1.28, $p<0.05$) and mother (short-term: OR 1.29, $p<0.05$) and to hold hands with mother (short-term: OR 1.33, $p<0.05$). There was some evidence, though not significant, that the effect size in Group A was greater than that in Group B.

Perceived improvements in 3Hs were reported by both Group A and Group B students at T3 compared with before the programme, with agreement ratios (% agree divided by % disagree) of 4.18 to 4.83. However, no immediate or short-term significant differences in self-rated health, happiness and harmony were observed between Group A/Group B and the control group.

In general, the 3Hs Family Drama Project was well received by the students, and satisfactory results of the programme in improving students' health behaviours and parent-child interactions were observed. Subjective improvements in 3Hs were also reported. Future programmes should emphasise more on students' awareness and understanding towards 3Hs. The project and evaluation team should provide prior briefing to schools and teachers for better implementation. More structured and direct activities and qualitative interviews should be conducted to better understand the effects of the programme.

CONTACT INFORMATION

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