

最好的科學
BEST SCIENCE

最好的實踐
BEST PRACTICE

Project Brief

Family Interactive Drama with Exercise and Fun

正向心理學
POSITIVE PSYCHOLOGY

提証為人
EVIDENCE GENERATING

實証為本
EVIDENCE BASED

Family Interactive Drama with Exercise and Fun

Introduction

Background

Good communication between parents and children is a crucial element for FAMILY Health, Happiness and Harmony (3Hs). However, communication within Hong Kong families is inadequate partly due to the busy urban lifestyle.

Riding on the success of the 3Hs Family Drama Project organised during March 2012 to October 2013, The Boys' & Girls' Clubs Association of Hong Kong (BGCA) and the FAMILY Project collaborated again to launch the second phase, Family Interactive Drama with Exercise and Fun. A new approach and the idea of "Zero-time Exercise" (ZTE) were introduced in this project. ZTE are easy, enjoyable and effective (3Es) movements or exercises that do not require extra time, money and equipment (3 Zeros) and can be done anytime, anywhere and by anybody (3As).

This project was funded by The Hong Kong Jockey Club Charities Trust, led by BGCA and the School of Public Health, The University of Hong Kong (HKU), and supported by Committee on Home-School Co-operation. With the drama script further improved by adding new elements to the drama school tour (performed by professionals) and a community tour (performed by primary school students), FAMILY Holistic Health messages were spread to schools, families, and even the whole society during December 2014 to December 2016.

最好的實踐
BEST PRACTICE

Project Aims

To promote FAMILY Holistic Health to primary school students and their families, through participants and related activities to further extend the impacts of the project to the whole society.

正向心理學
POSITIVE
PSYCHOLOGY

最好的科學
BEST SCIENCE

Family Interactive Drama with Exercise and Fun

Project Design And Methods

Overall Project Design and Methods

A drama musical school tour with FAMILY Holistic Health messages was organised for 100 primary schools, touring around 18 districts across the territory. The main targets were Primary Three to Five (P.3 to P.5) students and their families. Students took home a DVD of the drama show for viewing together with their family, and worksheets to complete with parents and other family members. New elements were added to the second phase of the 3Hs Family Drama Project, including the training of Health Ambassadors (volunteers), Physical Exercise Fun Days and more community drama shows performed by primary school students so as to spread 3Hs messages to schools, families and even the whole society. HKU evaluated the effectiveness of each element at different stages of the project.

The evaluation investigated (1) students' and parents' feedback and ratings on the family drama programme (live drama, DVD, and worksheets); (2) teachers' feedback and ratings on the family drama programme (live drama); (3) students' feedback and ratings on the Physical Exercise Fun Day programme; (4) the effects of the family drama programme on students' health knowledge, health behaviours, parent-child interactions and FAMILY 3Hs; (5) the effects of the Physical Exercise Fun Day programme on students' physical activities.

The research adopted a cluster randomised controlled trial, with both qualitative and quantitative evaluation methods. A longitudinal quasi-experimental quantitative study was carried out to obtain evidence of the project's effectiveness by collecting and analysing data from three groups. Group A watched 60 minutes of live drama performance and participated in 30 minutes of interactive activities at school immediately after the show, while Group B only watched the live drama show of 60 minutes. Both groups were given a DVD recording of the live drama show to watch with family members at home and weekly worksheets to complete for 3 months. The worksheets comprised questions designed to reinforce the messages in the drama or DVD and to motivate the students into putting the health concepts into daily practice. A checklist was distributed to remind the students about daily application, and parents could monitor their achievements within a certain period of time following the instructions in the checklist. Group C, as a waitlist control group, did not receive any intervention until the evaluation was completed. In addition, eight focus groups were conducted to obtain more in-depth information on the success and effectiveness of the intervention.

The baseline status of the students was recorded at T1. T2 and T3 were conducted after 1 month and 3 months, respectively. The questionnaires were self-administered in classrooms. Group A and Group B students who had participated in the physical fitness surveys were given a handgrip to encourage physical activity at home.

Summary of items in T1, T2 and T3 Surveys

Process Evaluation	Target	Immediately after viewing live drama performance			
	Students	Personal information			
		Socio-demographic information			
		Feedback and useful ratings of the programme			
		Intentions of behaviour changes			
		Brief small group discussions			
	Teachers	Feedback and ratings of the live drama			
	Target	In T2 outcome evaluation questionnaire			
	Students	Participation and ratings of the programme*			
		Satisfaction towards live drama and DVD*			
		Satisfaction towards worksheets*			
	Parents	Participation of the programme*			
Outcome Evaluation	Target	Item	T1 Survey	T2 Survey	T3 Survey
	Students	Personal information	✓	✓	✓
		Socio-demographic information	✓		
		Health knowledge	✓	✓	✓
		FAMILY 3Hs	✓	✓	✓
		Parent-child interaction	✓	✓	✓
		Health behaviours	✓	✓	✓
		Paternal and maternal interactions	✓	✓	✓
		Subjective changes on FAMILY 3Hs		✓	
	Parents	Personal information		✓	
		Background socio-demographic information		✓	
		Health knowledge		✓	
		FAMILY 3Hs		✓	
		Parent-child interaction		✓	
		Health behaviours		✓	
		Subjective changes on FAMILY 3Hs	✓		
		Telephone interviews*		✓	
	Students	Simple physical fitness tests	✓	✓	
		Participation and ratings of the programme		✓	
		Satisfaction towards physical diary		✓	
		Subjective changes on physical activities		✓	

* Only for intervention schools (Groups A and B)

Family Interactive Drama with Exercise and Fun

Project Summary

Riding on the success of the 3Hs Family Drama Project, The Boys' & Girls' Clubs Association of Hong Kong and the FAMILY Project collaborated again to launch the 3Hs Family Drama Project II – Family Interactive Drama with Exercise and Fun.

With an improved script for the drama school tour (performed by professionals) and new elements added, the project was implemented in 100 primary schools during December 2014 to December 2016, and 30,734 students participated. 9,793 students from 28 schools learned Zero-time Exercise after the shows. 11 Physical Exercise Fun Days were organised with an attendance of 3,528. 742 Health Ambassadors (volunteers) were trained from 23 workshops (3 hours each), and 1,942 participants joined 10 community shows performed by students. Participating students, teachers and parents in Family Interactive Drama with Exercise and Fun were invited to complete an evaluation on their FAMILY 3Hs and satisfaction towards the programme, with 8,744 students from 50 schools, 1,354 parents from 11 schools and 560 teachers from 86 schools joining the evaluation.

After watching the drama show, most students commented that they agreed or strongly agreed that the song (79.5%) and drama (88.7%) was nice. 73.7% agreed or strongly agreed that the interaction of the programme was funny. More than 60% of them would like to recommend the programme to other primary school students, and additionally, 95.5% of the teachers commented that they agreed or strongly agreed that the students had learnt Zero-time Exercise through the show. More than 95% were satisfied with the performance, agreed or strongly agreed the content was informative and inspirational, and that the show matched the theme. 88.9% thought that the students would share the health information with their family after watching the show.

At 1-month follow-up, significant favourable immediate effects of the intervention in soda consumption in the past 7 days were observed for Group B ($ES=0.08$, $p<0.001$) compared with Group C. Significant increases in the consumption of at least three servings of vegetables were

observed for Group A ($ES=0.07$, $p=0.003$). All students reported a significant increase in the number of days in conducting moderate to vigorous physical activities for at least 60 minutes ($ES: 0.13-0.15$, all $p<0.001$).

At 3-month follow up, significant positive changes in self-rated health were found in students from Groups B ($ES=0.10$, $P<0.001$) and C ($ES=0.04$, $P=0.037$) as compared to T1; self-rated harmony also increased slightly in Groups B and C. Students from both Groups A and B showed a better understanding of health knowledge, especially on the adverse effects of sedentary behaviours on body weight and sugar content in a can of cola. In both intervention groups (Group A and Group B), nearly 60% of them agreed or strongly agreed that FAMILY 3Hs have improved.

The interventions were generally effective for parental involvement in day-to-day activities and the level of parent-child intimacy as well. For paternal interactions, more intervention students (Group A and Group B) played and jogged with dad than the control group from T1 to T2. More Group A students studied, played and were touched by dad than the control group from T1 to T3. More Group B students watched TV with dad than the control group from T1 to T2. For maternal interactions, more intervention students (Group A and Group B) were touched by mum than the control group from T1 to T2. More Group A students were touched by mum and hung out with mum from T1 to T2 than the control group, and more students jogged with mum than the control group from T1 to T3. More hugging with mum was recorded in Group B students than in the control group from T1 to T2 and T1 to T3. Group B students also studied and chatted with mum, and were touched and kissed by mum more compared with the control group from T1 to T2.

The process evaluation clearly shows that the intervention programmes were very much welcomed by participants as they found the programmes useful, met their needs, and improved their eating and physical activity habits as well as family relationships.