

"I Love My Family" Program: Developing Home Civility Awareness Through Primary School Classroom Activities

Qiaoling Chen

Guangzhou Zengcheng District Kejiaocheng Primary School, Guang Zhou, Guangdong, China

Abstract: Although most first-grade students demonstrate respect towards their parents, issues persist regarding their limited understanding of parental hardships and inability to appreciate familial bonds. Such prolonged cognitive dissonance may gradually erode students' sense of family responsibility. As the primary educational institution, schools should actively cultivate family civility awareness in young learners. This paper presents a thematic class meeting entitled "I Love My Family," detailing its preparatory stages, classroom implementation process, and teaching evaluation. Through systematic documentation of this educational practice, the study aims to provide pedagogical insights for developing first-grade students' consciousness of family etiquette, emotional connection, and social responsibility within domestic contexts.

Keywords: First-Grade Students; Class Meeting; Family Civility Awareness; Family Love; Social Responsibility

1. Introduction

Traditional Chinese family virtues, such as respecting the elderly and caring for the young, harmonious couples where the wife is virtuous and the husband is content, mothers showing kindness and children practicing filial piety, brothers supporting one another, sustaining families through diligence and frugality, valuing knowledge and propriety, abiding by laws and social norms, and the belief that "family harmony leads to prosperity," are deeply ingrained in the hearts and blood of the Chinese people. These virtues serve as vital spiritual pillars that sustain the enduring vitality and continuity of the Chinese nation. They are also precious treasures in building a civilized society, embodying the moral foundation and cultural heritage of Chinese family values [1].

While most first-grade students demonstrate

respect towards their parents, there still exists a phenomenon where some children fail to appreciate their family members' hardships. These manifestations include children's inability to understand the toil and fatigue of family life, their lack of comprehension regarding parental expectations and well-intentioned efforts, and even resentment towards parental discipline and daily reminders. Additionally, some show unwillingness to undertake simple household chores [2]. Over time, such behaviors may cultivate ingratitude and extreme personality traits in students. The primary reason lies in the fact that most first-grade students, having been excessively pampered during their kindergarten years, lack awareness of parental exertions and possess insufficient sense of family responsibility [3].

To help children better understand their parents, cultivate empathy, and achieve the unity of knowledge and practice, this paper proposes a thematic class meeting titled "I Love My Family". The initiative aims to establish students' awareness of family ethics, extending from individual households to broader societal contexts, thereby promoting harmonious social development. Through guided discussions, role-playing scenarios, and interactive family-themed activities, this pedagogical design seeks to bridge the gap between theoretical understanding and practical implementation of filial responsibility in young learners [4].

2. Preliminary Preparation

Before the class meeting begins, the teacher needs to meticulously plan the session, including determining the theme of the meeting, its significance, students' learning situation, objectives, procedures, and teaching aids required beforehand [5].

2.1 Determining the Theme of the Class

Meeting

The theme of the class meeting should align with students' learning context and needs. It should not only help students understand the purpose of the meeting but also engage their enthusiasm. The theme "I Love My Family" enables first-grade students to grasp the core message of the meeting quickly while encouraging them to reflect proactively.

2.2 Clarifying the Significance of the Class Meeting

Class meetings serve as a primary platform for nurturing students' moral and emotional development [6]. Through themed meetings, teachers can guide students toward the development of truth, kindness, and beauty, foster their moral growth, and cultivate a sense of responsibility and love for family and country. This lays a solid foundation for building a harmonious society.

This class meeting aims to impart relevant knowledge, guide students to appreciate family love, understand familial affection, express emotions appropriately, and encourage them to demonstrate love through practical actions. This achieves the unity of students' cognition, emotion, will, and behavior.

2.3 Analyzing Students' Learning Context

First-grade students possess basic family life experiences and gradually develop concepts of family-oriented living. They have a simple understanding of family roles but, due to their young age, struggle to deeply comprehend family dynamics, societal connections, or interpersonal relationships within the family. Neglecting these issues may lead to ingratitude, strained family relationships due to emotional outbursts, and impacts on social stability. This themed meeting will guide students to understand family structures, experience familial love, express emotions rationally, and demonstrate affection through actions (e.g., helping with chores). It also aims to cultivate healthy family values, promote good family traditions, and uphold China's outstanding traditional culture.

2.4 Setting Objectives for the Class Meeting

The objectives of a themed class meeting can be divided into three categories: cognitive, emotional, and behavioral goals [7]. The "I Love My Family" meeting aligns with these

categories based on its significance and students' context:

- 1) Cognitive goal: Help students recognize familial love, understand its essence, and learn reasons for gratitude.
- 2) Emotional goal: Foster understanding, respect, and empathy for family members, and experience the selflessness and greatness of familial bonds.
- 3) Behavioral goal: Guide students to rationalize family interactions, manage emotions, master harmonious communication methods, and express gratitude through actions.

2.5 Preparing Content for the Class Meeting

Before the meeting, the teacher may collect images and materials about family love to provide diverse examples. To boost engagement, the teacher can organize short video role-plays with the following themes [8]:

- 1) Video 1: A student argues with a parent over a desire (e.g., clothes, phone, toys).
- 2) Video 2: A parent fails to fulfill a promise made to the student.
- 3) Video 3: A parent requires the student to finish homework before playtime.
- 4) Video 4: A parent stops carrying the student's schoolbag and assigns chores at home.

Additionally, the teacher may collaborate with parents to collect family photos of students and ask parents to share the stories behind these photos beforehand.

3. Teaching Implementation

The teaching process consists of four stages: discovering family love, feeling family love, understanding family love, and expressing family love.

3.1 Discovering Family Love

The teacher displays pre-prepared images and materials depicting familial love. Students are asked to interpret the meaning of the pictures and connect them to their own lives by sharing examples of what their family members have done for them.

The teacher guides students to observe that these images reflect daily acts of care and affection from family members. This helps students recognize familial love in their lives.

The teacher then transitions to the next stage by asking: “Where else can we find expressions of family love”?

3.2 Feeling Family Love

Students are instructed to discuss stories of familial love in small groups using a worksheet, broadening their perspectives through shared experiences. Tasks include:

Group Discussion: Members take turns sharing family photos and their stories.

Group Presentation: A representative shares a chosen story (either their own or a peer’s).

Learning Card Activity: Students list actions their family has done for them and share these with the class.

To deepen engagement, the teacher organizes a role-play activity: One student acts as a parent supporting a child learning to walk, while the other plays the child. After three minutes, roles are reversed. Post-activity, students share reflections, fostering an understanding of parents’ selfless care and the subtlety of familial love hidden in daily life. This emphasizes the need for sensitivity and gratitude toward family bonds.

3.3 Understanding Family Love

While students now recognize familial love, some may still struggle with conflicts or misunderstandings. The teacher revisits the 4 pre-recorded short videos for group analysis. After each video, guiding questions prompt critical reflection:

1) Video 1: How would you resolve a conflict with a parent over a desired item (e.g., clothes, toys)?

2) Video 2: How should you react when a parent breaks a promise?

3) Video 3: How do you balance homework and playtime per parental rules?

4) Video 4: How do you feel about taking on chores or carrying your own schoolbag?

Through discussion, students learn that disagreements are normal. The teacher encourages perspective-taking and emotional management, urging students to express needs calmly and empathetically.

3.4 Expressing Family Love

To complete the cycle of knowledge, emotion, intention, and action, students are guided to articulate their love. Each student writes a heartfelt message to their family on a wish card,

shares it aloud, and pins it to a “Tree of Love”-symbolizing gratitude and eternal remembrance of familial bonds.

The teacher concludes by summarizing key takeaways:

1) Familial love is felt through care, understanding, and sacrifice.

2) Simple acts like studying diligently, showing concern, and becoming independent are powerful ways to reciprocate love.

3) Students are encouraged to express love through actions, ensuring families feel appreciated [9].

4. Teaching Evaluation

A successful lesson always relies on timely feedback and objective evaluation, and themed class meetings are no exception. The New Curriculum Standards emphasize that teaching evaluation should involve multiple stakeholders and address multi-dimensional criteria. After the class meeting, the teacher distributes a class evaluation rubric to students, guiding them to assess themselves and peers based on four dimensions: class participation, contribution to discussions, group collaboration, and completion of in-class tasks. The teacher also evaluates each student using these criteria.

Through this comprehensive evaluation, teachers gain a multi-dimensional understanding of how effectively the lesson objectives were achieved. This feedback allows them to refine teaching procedures and create more efficient, impactful themed class meetings [10].

5. The Role of the Family

The family is an important environment for the growth of primary school students and also a crucial foundation for cultivating their awareness of civilized etiquette. Parents should set good examples for their children and provide them with correct guidance and education. The family can cultivate primary school students' awareness of civilized etiquette in the following aspects [11]:

1) Pay attention to words and deeds. Parents should always ensure that their own words and deeds meet the requirements of civilized etiquette and guide their children to establish correct behavior patterns in daily life.

2) Teach social skills. Parents can help their children learn how to interact with others in

a friendly way, such as greeting, using polite expressions, and expressing gratitude. At the same time, parents should also educate them to respect others' privacy and personal space.

3) Cultivate family public order. The family is the first place where children come into contact with public order. Parents should educate them to keep the home tidy, assist with household chores, and abide by family rules, so as to cultivate their awareness of obedience and respect for others.

6. The Impact of Society

The social environment is a crucial factor in cultivating civilized etiquette awareness among primary school students. Various aspects of society exert significant influence on children, necessitating the provision of a civilized environment for their growth [12].

1) Community civilized development

Communities can organize a series of civilized etiquette promotional activities and establish relevant reward mechanisms to incentivize active participation and practice of etiquette among primary school students.

2) Media guidance

Media plays a pivotal role in shaping societal trends. Through television, radio, and online platforms, it can disseminate concepts of civilized etiquette to children, fostering correct value systems.

3) Social role model influence

Primary school students encounter diverse role models in society, such as teachers and volunteers. These individuals serve as exemplary figures, guiding children toward proper conduct and ethical behavior.

7. Conclusion

In ancient times, teachers were tasked with imparting wisdom, instructing in skills, and resolving doubts. Today, an outstanding teacher does not merely convey knowledge and skills to students. More crucially, they must tailor education to individual needs by aligning with students' unique personalities and interests. This approach ensures that each student's individuality, passions, and potential are maximized, enabling education to truly unlock every person's capabilities and uphold the principle of fostering virtue and nurturing talent. The development of students' moral character, however, extends far beyond the classroom. Cultivating a family-oriented ethical

consciousness cannot be achieved through a single lesson. Instead, teachers should actively identify ethical materials embedded in students' daily lives. Through collaboration between schools and families and cooperation among other teachers, they must consistently integrate the values of family ethics into students' growth, thereby advancing their moral development.

In summary, cultivating primary school students' awareness of civilized etiquette requires cooperation and participation from multiple aspects of education, family, and society. Only through joint efforts can we enable primary school students to master the core values of civilized etiquette in their growth process and become a new generation of society with quality and responsibility.

References

- [1] Wu, M. J., Xu, C. J. (2022). The role of traditional family instruction thoughts in the construction of new era family ethos. **Chinese Character Culture**, (20), 194-196. Ju, Y. (2020). "Effective Strategies to Overcome Shyness": A Class Meeting Record. *China Moral Education*, (04), 74-79.
- [2] Yuan, X. (2019). "Nicknames: A Double-Edged Sword": A Class Meeting Record. *China Moral Education*, (11), 77-80.
- [3] Huang, H. (2024). Primary School Morality and Rule of Law Teaching Practice with Problem-Based Learning: A Case Study of "I Love My Family". *Education Observation*, 13(32), 50-52+62.
- [4] Xu, T. (2024). Innovative Application of "Script Murder" Games in Career Planning Class Meetings for College Students: A Case Study of the Design and Implementation of the "Lifelong Event Handbook" Themed Class. *Talent Development and Employment*, (S1), 59-63.
- [5] Han, B. (2024). Strategies for Efficient Classroom Teaching in Primary School Morality and Rule of Law Under the "Double Reduction".
- [6] Zhu, H. (2024). Holistic Learning Design and Implementation of Morality and Rule of Law in Primary School

- Units. Primary and Secondary School Head Teachers, (02).
- [7] Qiu, X., Xu, M. (2024). Action Logic of Thematic Unit Teaching in Primary School Morality and Rule of Law Based on "Preparation-Teaching-Learning-Evaluation" Integration. *Education Art*, (05).
- [8] Lin, Y. (2023). Bringing Classrooms to Life: Analysis of Life-Oriented Teaching Strategies in Primary School Morality and Rule of Law. *Examination and Research*, (33), 123-125.
- [9] Zhu, P. (2024). Teaching Pathways for Primary School Morality and Rule of Law Under "Large Units and Grand Contexts". *Tianjin Education*, (05).
- [10] Li Z J. (2021). Deepen the Family Civilization Construction, Carry Forward the Family Style Culture in the New Era. (eds.).
- [11] Yang C J. (2022). Pay Attention to Etiquette, Promote Civilization, and Build a Harmonious Zhiyuan "Family Culture"! - The Social Service Project of "Civilized Etiquette I: Practice First, and Carry Forward a New Chapter of Family Tradition". *Scientific and Social Research*, 4(3), 171-179.
- [12] Stephen B. (2009). Carle C. Zimmerman, *Family and Civilization*. *Society*, 46(4), 380-382.