

# Exploring the Role of Regional Local Educational Resources in Developing Kindergarten's 'Life Education' School-based Curriculum

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**Abstract:** Integrating local educational resources into kindergarten education has become an important trend. Local educational resources have unique value for children's development, and life education is also a key part of kindergarten education. This study focuses on the practical path of regional local educational resources promoting the construction of kindergarten "life education" school-based curriculum, aiming to provide innovative ideas and practical paradigms for kindergarten education, provide children with better and more characteristic life education, and help children grow up healthily and comprehensively.

**Keywords:** Regional Local Educational Resources; Kindergarten; Life Education; School-based Curriculum.

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## 1. Introduction

In the current field of kindergarten education, integrating local educational resources has become a prominent trend. Local resources include land resources, forest resources, cultural resources, etc., which are characterized by diversity and historical inheritance [1] and have unique and undeniable value for children's development. On the one hand, they help children understand their hometown more deeply, enhance their love for their hometown [2], and promote their emotional development and cognition of traditional culture. On the other hand, as an indispensable part of kindergarten education, life education is of great significance to children's growth. It can not only enhance children's awareness of self-protection but also cultivate their caring spirit and environmental awareness. This study focuses on exploring how regional local educational resources can effectively promote the construction of kindergarten "life education" school-based curriculum, hoping to open up new ideas and provide practical guidance for kindergarten education.

## 2. Overview of Regional Local Educational Resources and Kindergarten "Life Education" School-based Curriculum

### 2.1. Regional Local Educational Resources

Regional local educational resources refer to various resources within a specific region that are closely linked to the local society, economy, and culture and can provide support and materials for educational and teaching activities. They cover multiple dimensions such as natural resources, cultural resources, and folk custom resources. Natural resources include local mountains, rivers, forests, fields, animals, and plants. For example, the rivers and lakes in the water towns of the Yangtze River Delta and the forests and wilderness in the northeast are vivid teaching materials for children to understand and explore the mysteries of nature. Cultural resources include historical sites, traditional skills,

folk legends, and local operas. Historical sites such as the Great Wall and the Forbidden City, as well as traditional skills such as paper-cutting and embroidery, all carry profound historical and cultural heritage. Folk custom resources include local traditional festivals, customs, and folk beliefs. For example, traditional festivals such as the Spring Festival and the Dragon Boat Festival contain rich connotations of folk culture.

### 2.2. Kindergarten "Life Education" School-based Curriculum

Kindergarten "life education" school-based curriculum is a sum of activities carried out around the goals of life education with space, environment, and materials as carriers [3]. It aims to cultivate children's cognition, respect, and love for life and improve the quality and value of children's life. The curriculum is developed by fully exploring and utilizing resources in and around the kindergarten, closely combining the kindergarten's own reality, children's age characteristics, and development needs. The curriculum content is extensive and involves multiple fields: in terms of understanding life, it helps children understand the basic processes of life such as origin, growth, development, and death. For example, through activities such as observing plant growth and raising small animals, children can intuitively feel the wonder of life. In terms of respecting life, it guides children to respect their own and others' lives, learn to care for others, and cherish life. For example, role-playing activities allow children to experience the hardships of different occupations and cultivate the awareness of respecting others. In terms of loving life, it stimulates children's love for life, cultivates a positive attitude towards life and good living habits. For example, organizing outdoor activities allows children to get close to nature and feel the beauty of life.

### 2.3. The Significance of Their Integration

The integration of regional local educational resources and kindergarten "life education" school-based curriculum is of great significance in many aspects. On the one hand, it greatly enriches the curriculum content and provides children with

more real and vivid learning situations. The natural landscapes and folk cultures in local resources enable children to experience the richness of life through personal experience, enhancing their cognition and understanding of life. On the other hand, this integration helps inherit regional culture and cultivate children's love for their hometown and cultural identity. Local culture is a treasure of the region. Integrating it into the life education curriculum can enable children to understand the history and culture of their hometown, enhance their cognition of local culture, and stimulate their local awareness and cultivate their local identity [4]. In addition, the integration of the two can promote the all-round development of children. In participating in activities related to local resources, children's observation, imagination, hands-on ability, and social skills can be exercised and improved. At the same time, it helps cultivate children's environmental awareness, social responsibility, and innovative spirit, laying a solid foundation for their future development.

### **3. Application Principles of Regional Local Educational Resources in Kindergarten "Life Education" School-based Curriculum**

#### **3.1. Appropriateness Principle**

The appropriateness principle is an important prerequisite for integrating regional local educational resources into kindergarten "life education" school-based curriculum. Due to differences in children's age characteristics and cognitive levels, their ability to understand and accept things varies. Therefore, when selecting local educational resources, teachers need to fully consider the actual situation of children to ensure that the difficulty and content of the resources match the children's development stage. For younger children in small classes, whose cognitive ability is still in the initial stage and their attention duration is short, simple and intuitive local resources such as crops and cobblestones can be selected. Through observation and touch, children can feel the wonder of nature and initially understand the form of life. For older children in large classes, whose cognitive ability has improved, local cultural content with certain depth and complexity, such as folk legends and the origin of traditional festivals, can be introduced to guide them to deeply explore the meaning and value of life.

#### **3.2. Safety Principle**

Safety is the primary principle of educational and teaching activities in kindergartens. When using regional local educational resources to carry out "life education" school-based curriculum, teachers should conduct a comprehensive safety assessment of the selected resources to ensure that the resources themselves do not have potential safety hazards. When using natural materials, check whether the materials are sharp or contain harmful substances. When carrying out manual activities related to local culture such as paper-cutting and weaving, pay attention to the safety of tool use, conduct safety education for children in advance, teach correct usage methods, and closely monitor children's operation during the activities. If activities such as outings and practice are involved, plan the route in advance to ensure the safety of transportation and venues, and provide a safe and reliable learning environment for children.

#### **3.3. Interest Principle**

Interest is the best teacher. The interest principle can stimulate children's learning enthusiasm and initiative, making them more engaged in the "life education" school-based curriculum. Teachers should select interesting regional local educational resources to attract children's attention. Folk stories, traditional games, and nursery rhymes can be used to vividly present the content of local culture and life education. For example, telling folk stories about the growth of animals and plants allows children to understand the growth laws of life while listening to the stories. Organizing children to play games with traditional cultural characteristics enables them to deepen their cognition of folk traditional culture through their favorite game methods [5] and perceive the significance of life inheritance. Teaching children to sing nursery rhymes with local characteristics allows them to learn life knowledge in a cheerful rhythm and enhance their love for life.

#### **3.4. Systematic Principle**

The systematic principle requires that the kindergarten "life education" school-based curriculum has systematicness and coherence in content arrangement and implementation. Teachers should systematically sort out and integrate regional local educational resources, and formulate scientific and reasonable curriculum plans according to the goals of life education and children's development needs. From the determination of curriculum themes, the selection of teaching content to the design of teaching activities, an organic whole should be formed, enabling children to gradually and deeply understand and experience the connotation of life education. In the implementation process, attention should be paid to the connection and transition between various links to avoid content jumps and confusion. At the same time, the implementation effect of the curriculum should be regularly evaluated and adjusted, and the curriculum content and teaching methods should be continuously optimized according to children's feedback and actual situations to ensure the systematicness and effectiveness of the curriculum.

### **4. Strategies for Regional Local Educational Resources Promoting the Construction of Kindergarten "Life Education" School-based Curriculum**

#### **4.1. In-depth Exploration of Regional Local Educational Resources**

Regional local educational resources are rich and diverse, providing a broad source of materials for the kindergarten "life education" school-based curriculum. Natural resources are the basis for children to understand life. Natural landscapes such as vast fields, dense forests, and clear rivers, as well as various animals and plants living in them, can allow children to intuitively feel the existence and diversity of life. In kindergartens in mountainous areas, teachers can lead children to observe trees in the mountains, understand their growth habits, and feel the tenacious vitality of trees. In kindergartens by the sea, children can observe marine life and explore the mysteries of marine life.

Cultural resources contain rich connotations of life education. Folk legends and traditional stories often convey values such as respect and care for life. The story of "Meng Mu San Qian" (Meng's mother moving three times) reflects

the mother's emphasis on the child's growth environment and conveys the life attitude of actively optimizing the environment to promote the child's healthy development. The story of "Kong Rong Rang Li" (Kong Rong giving up the bigger pear) teaches children to care for others and respect elders, which is also an important content in life education regarding moral cultivation. Traditional skills such as paper-cutting and embroidery not only show human wisdom and creativity but also reflect the inheritance and continuation of life. In the process of learning these skills, children can feel the charm of traditional culture and realize the value of life.

Folk custom resources are closely connected with children's lives. Various customs in traditional festivals contain elements of life education. During the Spring Festival, customs such as family reunion, pasting Spring Festival couplets, and setting off firecrackers make children feel the warmth of the family and the preciousness of family affection, and realize the emotional bond between people in life. The customs of making zongzi and racing dragon boats during the Dragon Boat Festival not only allow children to understand history and culture but also cultivate their team spirit and recognize the power and significance of life in collective activities.

A kindergarten located in a tea-producing area makes full use of local tea garden resources to carry out life education activities. Teachers take children to visit the tea garden, observe the growth environment of tea trees and the picking process of tea leaves, so that children can understand the life course of tea leaves from the tea tree to the teacup. In this process, children not only learn knowledge about tea leaves but also experience the hard work of tea farmers and feel the dedication and harvest of life. They also participate in tea picking and simple production, experience the joy of labor, and cultivate respect for working people and reverence for life.

## **4.2. Optimizing Curriculum Design and Implementation**

### **4.2.1. Thematic Curriculum Design**

Thematic curriculum design can organically integrate regional local educational resources with life education, making the curriculum more systematic and coherent. Taking traditional festivals in Sichuan as an example, during the Spring Festival, arrange children to participate in Sichuan-specific Spring Festival customs such as writing fu characters (blessing characters) and making bacon, so that they can feel the atmosphere of family joy in personal practice and recognize the key value of family in the life course. During the Dragon Boat Festival, carry out activities such as making Sichuan-specific "grey water zongzi", painting colorful eggs, and weaving Sichuan-style sachets, allowing children to be familiar with the customs of the Dragon Boat Festival, appreciate the unique charm of traditional culture, and at the same time exercise their hands-on ability and team spirit. During the Mid-Autumn Festival, organize children to enjoy the moonlight in Sichuan, taste local characteristic mooncakes, and tell myths such as "Chang'e Flying to the Moon" circulating among the people in Sichuan, so that children can deeply experience the beauty of reunion and feel the emotional support in life.

### **4.2.2. Integration of Practical Activities**

Practical activities are an important way for children to learn and experience life education. Carry out planting activities, allowing children to participate in planting local crops such as rice, wheat, and vegetables. From sowing,

watering, fertilizing to harvesting, observe the growth process of crops throughout the whole process and personally feel the growth and changes of life. In this process, children need to take good care of the crops, water and fertilize them on time, and timely find and solve problems in the growth process of crops. This not only cultivates their observation and sense of responsibility but also makes them deeply realize the fragility and tenacity of life, learn to cherish the fruits of labor, and respect every life.

Visiting activities are also an effective practical way. Take children to visit local museums, science and technology museums, and folk villages to let them understand the history, culture, scientific and technological development, and folk customs of their hometown, broaden their horizons, and deepen their understanding of life. By visiting historical relics in museums, children can understand the development process of human civilization and feel the continuation and evolution of life in the long river of history. Visiting folk villages, children can personally experience traditional lifestyles, understand the connotation of folk culture, and enhance their sense of identity and belonging to their hometown.

### **4.2.3. Home-Kindergarten Cooperation**

Home-kindergarten cooperation can provide more comprehensive support for children's life education. Encouraging parents to participate in the curriculum, share family stories and traditional skills, and take children to experience rural life can enable children to better understand the connotation of life education under the joint education of family and kindergarten. Parents can share their own growth experiences when they were young, tell the values and virtues inherited in the family, and let children feel the meaning of life from the perspective of the family. Parents can also teach some traditional skills such as weaving and carpentry, so that children can learn practical skills and understand the charm of traditional culture.

Making traditional food together as a family is a good way of home-kindergarten cooperation. During the Spring Festival, the whole family makes dumplings together. Parents can tell children the meaning of dumplings, so that they can understand the cultural connotation behind this traditional food. During the Mid-Autumn Festival, making mooncakes together to feel the atmosphere of reunion. Through these activities, children can not only learn the methods of making food but also enhance their feelings with their families, experience the warmth and happiness of family life, and recognize that family is the most important part of life.

## **4.3. Teacher Training and Professional Development**

Teachers are the key implementers of integrating regional local educational resources with kindergarten "life education" school-based curriculum. It is crucial to improve teachers' understanding and application ability of local educational resources. Kindergartens should organize teachers to participate in relevant training to deeply understand the concept of regional local educational resources, master the methods and skills of excavating and utilizing these resources, and further clarify the connotation of kindergarten life education [6]. Training can invite experts and scholars to give lectures, introduce the historical origin and folk customs of local culture, so that teachers can have a deeper understanding of local culture. Organize teachers to participate in life education seminars, learn advanced life education concepts

and teaching methods, and improve teachers' life education literacy.

Carrying out teaching research activities is also an important way to promote teachers' professional development. Teachers can discuss the application of regional local educational resources in the "life education" school-based curriculum, share teaching experience and insights, and jointly solve problems encountered in the teaching process. Regularly organize observation and teaching activities, allowing teachers to learn from each other, draw lessons from excellent teaching cases, and continuously improve their teaching methods. Encourage teachers to combine regional characteristics and children's actual situations, innovate teaching methods, and design more attractive and effective teaching activities. Use multimedia technology to present local cultural resources in the form of pictures and videos to children, enhancing the intuitiveness and interest of teaching. Carry out project-based learning, allowing children to learn local culture and life education knowledge through independent exploration, and cultivate their comprehensive abilities.

## 5. Conclusion

Regional local educational resources are of far-reaching significance to the construction of kindergarten "life education" school-based curriculum. They provide rich materials for the curriculum, making the curriculum more local characteristics and cultural heritage. By integrating local resources with life education, children's respect and love for life can be effectively cultivated, and their environmental awareness, social responsibility, and cultural identity can be improved. However, the construction of school-based curriculum is a continuous process that requires the joint efforts of kindergartens, teachers, parents, and society. In the future, it is necessary to continuously deepen the excavation and activation of local educational resources, optimize the

curriculum design and implementation paths, strengthen the systematicness of teacher training, improve the curriculum evaluation system, provide children with better and more characteristic life education, and help children grow up healthily and comprehensively.

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