

Research on Safety Issues and Countermeasures of Outdoor Games in Rural Kindergartens

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Abstract: Safety is the prerequisite and guarantee for children's happy and healthy growth through play. Today, with the development of high-quality preschool education, rural kindergartens still have problems with insufficient teacher ability, insufficient knowledge, single safety education forms, and lack of post game evaluation in outdoor game safety. In addition, there are also problems with single safety training forms, weak children's safety awareness, lack of self rescue ability, lack of safety management and education with other departments, and outdated large equipment. Based on the above problems, the author proposes the following suggestions: (I) Establish the concept of "child centeredness": 1. Teachers should improve their own literacy and master the correct educational concept; 2. Provide timely and targeted guidance for children's games, and carry out post evaluation work effectively; 3. Adopt diverse and safe teaching methods based on the age characteristics of children; 4. Enhance children's safety awareness and abilities (II) and establish a multi-faceted cooperation mechanism for education. 1. The government invests funds and manpower, and provides professional personnel to guide and repair; 2. Collaborative education between home and school, promoting deep cooperation between home and school; 3. Strengthen teacher training and establish a sound game safety system.

Keywords: Kindergarten, Outdoor Games, Outdoor Gaming Safety, Kindergarten Safety.

1. Question Raised

Games are the most beloved activity for children. Among many games, outdoor play activities are an important aspect. Outdoor play activities have the characteristics of openness and freedom, as well as vast and fresh game environments and game venues. Engaging in outdoor play activities not only allows children to get close to nature, but also helps their physical and mental health development. At the same time, it is conducive to children's cognition and understanding of the world. Children can enjoy the happiness given by the sky and earth freely in outdoor games. However, the serious issue is that outdoor gaming activities carry certain risks, and even accidental injuries are the most concerning for teachers and difficult for parents to accept. The report of the 20th National Congress of the Communist Party of China pointed out the need to strengthen the inclusive development of preschool education and special education. However, from the overall development of preschool education in China, preschool education in rural areas is the "weakest link" that cannot be ignored. The main weakness lies in the safety issues of rural kindergartens compared to other urban kindergartens. Research has found that there are significant differences between cities and county towns, as well as rural areas, in terms of "fewer and narrower exits" and "weak doors, windows or railings". Overall, there is a certain gap between rural areas and county towns and cities. Therefore, this article analyzes the safety issues of outdoor games in rural kindergartens and proposes corresponding solutions, which have important practical significance in preventing safety accidents, improving teachers' safety awareness, and helping kindergartens do a good job in safety management.

2. Existing Issues

(1) Insufficient teaching ability and lack of game guidance
Teachers lack safety guidance when playing outdoor games.

Through interviews, it was found that this is mainly manifested in allowing children to play freely and without asking questions when playing on large game equipment. During the interview, it was learned that there were issues with the satisfaction of children's autonomous play and the inability of teachers to operate it. Teachers believe that 'non-interference' is a form of respecting children and allowing them to engage in autonomous play, but the premise of autonomous play is to ensure the safety of children. If children play without mastering the correct use of equipment, it increases the risk of safety issues. For example, when children play with large rollers, if teachers do not guide them on the correct way to walk on the roller for the first time, they are prone to accidents such as falling during activities. Regarding the issue of teachers not being able to operate large equipment, some teachers mentioned that 'there are some newly introduced Anji game boxes in our kindergarten that I cannot operate, let alone guide children', which to some extent represents a lack of teacher ability.

(2) Teachers lack sufficient knowledge and safety awareness

Teachers have insufficient mastery of outdoor game safety skills and lack safety awareness. During interviews, it was found that teachers believe that children's small bumps, falls, and other behaviors during outdoor games are normal and do not need to be checked specifically. "Sometimes, when children fall, a little pushing and shoving is normal and does not require special attention." Little did they know that some accidents happen when we accidentally bump into them. On the internet, a child accidentally fell while playing on a large slide and the teacher did not pay attention in time, resulting in a fracture. If teachers lack keen attention to outdoor safety and sufficient knowledge reserves, it is likely to lead to tragic accidents.

(3) Safety education mainly focuses on preaching, with a single form

Teachers provide safety education to children more

frequently and mainly before the start of game activities. However, investigations have shown that the safety education conducted by teachers mainly focuses on preaching and has fewer forms. The learning of young children is based on direct experience, conducted through games and daily life, to maximize support and meet their needs for gaining experience through direct perception, practical operation, and personal experience. Preaching teaching is beneficial for teachers to transmit knowledge quickly, but this indoctrination of knowledge is not conducive to unleashing children's subjectivity and subjective initiative.

(4) Children have weak safety awareness and lack self rescue ability

Children are lively and active, and enjoy playing outdoor games. However, during the game, the author found that children have weak safety awareness, mainly manifested in their inability to timely detect danger or potential danger when playing outdoors, their inability to take emergency measures when facing danger, and their lack of self rescue ability. For example, during observation, the author found that a child was climbing the highest point while playing with children around him and kicking them back and forth with their feet, completely unaware of the danger of falling easily. Moreover, in large-scale outdoor construction games, when children pick up long building blocks and walk, they do not consider that the blocks may poke other children. Other children who see children walking with long building blocks do not dodge or remind them in a timely manner, resulting in injuries and a lack of safety awareness and self rescue ability.

(5) Lack of summary and evaluation after outdoor gaming activities

Educational evaluation is an important component of kindergarten education work, which is a necessary means to understand the suitability and effectiveness of education, adjust and improve work, promote the development of every child, and improve the quality of education. Post evaluation of children's games refers to reviewing and summarizing their previous games in order to better engage in future games. From this perspective, the value of evaluation mainly focuses on two aspects: reviewing previous games and laying the foundation for subsequent games to avoid making the same mistakes. Teachers lack a comprehensive evaluation of children's outdoor games and fail to explain each safety issue they encounter during play, which is not conducive to children having a good experience. In the future, when faced with the same safety issues, children will still exhibit the same behavior, which is ineffective.

(6) The form of safety training is single and the effect is not satisfactory

There are many safety training programs offered in kindergartens, but the forms of safety training are relatively simple. They mainly focus on internal safety training lectures and lack practical training. A teacher mentioned in an interview, 'Once, when a child in my class had a seizure, I was momentarily panicked and didn't know what to do. Although I recorded it in my safety training notes, I didn't actually practice it and was still not very proficient.'. In addition, kindergarten safety training lacks systematicity, and there is no separate safety training system and framework. "Our kindergarten's safety training is mainly conducted during weekly meetings, without specialized safety training, let alone outdoor game safety training.

(7) Lack of joint management or education with other departments

The safety of outdoor games in the kindergarten is mainly managed by a dedicated leadership group established by the kindergarten, lacking joint management with other departments. This is mainly manifested in the maintenance and guidance of large equipment. "The maintenance of large equipment in our park is mainly carried out by the gatekeeper auntie, and no specialized maintenance personnel are hired to enter the park for maintenance." "There are specialized skills". If the gatekeeper causes safety problems for children on the equipment due to their own insufficient abilities, the consequences will be unimaginable.

(8) Insufficient cooperation between home and school in safety education

The cooperation between kindergartens and parents in safety education is insufficient and not deep enough. A survey questionnaire found that although kindergartens often organize safety education activities in conjunction with parents, the attendance rate of parents is low. As the first teachers of children, parents play an important role in guiding children to establish correct values and attitudes towards life. However, if parents themselves lack outdoor safety awareness and ability, and have weak safety awareness, how can they guide and transmit these knowledge and abilities to children?

(9) Outdoor equipment and facilities are outdated and have a low frequency of updates

During the visit to the kindergarten, it was found that outdoor equipment in rural kindergartens was outdated, and some of the equipment was even "loose" and unable to be used normally. For example, the single wooden bridge in the kindergarten made a "squeaking" sound when children walked on it, and some screws on the wooden single wooden bridge had become loose after being exposed to wind and sun, posing a significant safety hazard. In addition, it was found in the survey that rural kindergartens have a relatively low frequency of updating large equipment, and there is a phenomenon of "repairing and reusing old equipment for three years".

3. Solution Strategy

(1) Establishing the educational philosophy of "child centeredness"

1) Teachers should improve their own literacy and master the correct educational philosophy

Enhancing the safety management awareness of preschool teachers is the prerequisite and foundation for building a safety management mechanism in kindergartens. In response to the weak safety awareness and lack of prevention awareness among teachers, on the one hand, teachers should actively reserve safety knowledge through expert lectures, safety videos, operational skills training, and other forms to improve their safety skills, so that they can better carry out rescue work in case of accidents. On the other hand, teachers should establish a child centered educational concept, and should not ignore children's pushing and bumping. They should actively respond to children, check their injuries, and further carry out rescue and education work for children.

2) Provide timely and targeted guidance for children's games, and carry out post evaluation work effectively

As organizers and guides of children's outdoor games, the continued development of outdoor games largely depends on the correct guidance of teachers. Autonomous games do not mean games without guidance. On the contrary, teachers should seize the opportunity of education, intervene and guide children in a timely manner, rather than being silent or doing

their own things. When children play outdoors, teachers should promptly capture good educational opportunities through cameras, mobile phones, etc., and conduct educational evaluations afterwards to achieve the effect of improving children's safety awareness. For example, if children jump in line while waiting for the slide, they are prone to stepping on the slide. In this case, teachers can record it and share it with children for discussion at the end of the game. They can even create an orderly queue of promotional boards, and teachers can subtly complete safety education.

3) Adopt diverse and safe teaching methods based on the age characteristics of children

Teachers should organize diverse teaching forms based on the age characteristics of children, such as picture books, situational teaching, safety nursery rhymes, safety videos, etc., which can help children improve their safety awareness and ability in outdoor games. In addition, children themselves can also act as implementers of safety education. For example, before the game starts, children can draw a "game story" around the safety of the game. After the drawing is completed, children can share and communicate with their peers, and unconsciously become self educators. In the teaching design of safety courses, teachers should choose appropriate safety education methods based on the cognitive development level of the children in the class, ensuring that the content they design can be absorbed by the majority of children, in order to enrich their safety knowledge and experience, help them truly establish safety prevention awareness, and cultivate their self-protection ability.

4) Enhance children's safety awareness and ability

Teachers should enhance children's safety awareness and abilities through various daily activities based on their physical and mental development characteristics. Firstly, teachers should seize the educational opportunity of daily activities and help children increase their safety knowledge in a timely manner. For example, before outdoor games, ask children to discuss game rules and safety knowledge, so that they can understand the potential dangers; Secondly, teachers should be good at exploring various educational resources and creating a safe outdoor gaming environment. Based on the age characteristics of children, teachers should provide suitable and safe gaming materials for their development, and be good at exploring educational resources from environmental and natural environments to subtly influence children; Finally, regular safety drills should be conducted to enhance children's safety abilities in practice. For example, after explaining the order of playing slide games, teachers can conduct safety drills on "anti trampling" to help children understand how to escape and save their lives in the event of a real safety accident, and help children consolidate safety knowledge in practice.

(2) Building a collaborative mechanism for multi-party education

1) The government invests funds and manpower, and provides professional personnel for guidance and maintenance

The government should tilt funds towards rural kindergartens, invest sufficient funds in rural kindergartens, ensure the construction of outdoor equipment and other infrastructure, and establish special funds according to specific situations to ensure the safe operation of kindergartens; In addition, the government should coordinate various departments to help kindergartens do a good job in safety management. For example, the Education Bureau

should establish a dedicated safety supervision team to regularly conduct on-site inspections of the implementation of kindergarten safety management systems, various written materials, etc., organize relevant professionals to regularly conduct professional maintenance on the safety of large equipment, venues, and facilities in kindergartens, and do a good job in regular maintenance. In addition, a safety supervision system and evaluation mechanism should be established. Require kindergartens to report safety work from time to time, conduct on-site visits, evaluate outdoor safety work in kindergartens, and actively supervise kindergartens to rectify.

2) Collaborative education between home and school, promoting deep cooperation between home and school

According to Browning Brenner's ecosystem theory, caregivers, teachers, and other members of the mesosystem will have an undeniable impact on children, which is sufficient to reflect the importance of consistency in home school education. Kindergartens should actively cooperate with parents, innovate cooperation forms, strengthen deep cooperation, and fundamentally improve parents' awareness of outdoor game safety. For example, safety knowledge and protection can be taught to parents through expert lectures, and regular parent-child activities can be carried out to infiltrate safety knowledge into parents during parent-child activities and visits to the kindergarten.

3) Strengthen teacher training and establish a sound game safety system

Kindergartens should establish sound safety management systems. Firstly, a dedicated safety leadership group should be established to carry out safety supervision and oversight; Secondly, establish and improve the outdoor game safety management system, ensure that there are documents to follow, build a training system related to outdoor game safety management, organize relevant professionals to guide teachers in the use of outdoor game facilities and accident prevention, and carry out systematic and specialized outdoor game safety training courses in kindergartens, such as conducting outdoor game safety training every Tuesday (including lawn safety, safety of large-scale construction game facilities, safety training of climbing teaching aids, safety training of transportation facilities, etc.); Finally, it is also advisable to supervise and evaluate the safety of outdoor games, continuously improve the evaluation standards for various safety management work with strong operability, fill the gaps in kindergarten safety management, and ensure that children play happily in a safe and comfortable environment.

4. Conclusion

Safety is an enduring topic in early childhood education, and in the future of our country, children's issues are particularly important. In the development of high-quality early childhood education, rural kindergartens are also paying more attention to it. This article takes outdoor game safety in rural areas as the starting point, and through questionnaire surveys and interviews, discovers the safety problems that currently exist in rural kindergartens in outdoor games. Corresponding suggestions and strategies are proposed for relevant departments, kindergartens, and teachers to address these issues. It is hoped that this article can provide some reference and suggestions for many kindergartens, teachers, and relevant departments to ensure that children learn and grow healthily and happily in games.

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