

# Research on the Strategy of Carrying out Kindergarten Outdoor Activities under the Concept of Curriculum Gamification

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## Abstract

Curriculum Gamification is to infiltrate the concept and spirit of game into various activities of curriculum implementation. Play is the basic right of children. Kindergarten curriculum should be organized with play as the basic activity. Carrying out outdoor activities in kindergartens to let children get close to nature and carry out outdoor observation and exploration can not only enhance children's physique and deepen children's cognition, but also play an important role in children's social development. At present, there are many problems in carrying out outdoor activities in kindergartens, which can not reflect the concept of curriculum Gamification. This paper puts forward the strategy of implementing curriculum Gamification in outdoor activities in kindergartens.

## Keywords

Curriculum Gamification; Kindergarten; Outdoor Activities.

## 1. Introduction

Both the working procedures for kindergartens (hereinafter referred to as the procedures) and the guiding outline for Kindergarten Education (for Trial Implementation) (hereinafter referred to as the outline) clearly point out that kindergartens should take games as their basic activities. The learning and Development Guide for children aged 3-6, issued in October 2012, also emphasizes the unique value of games. As an important part of one-day life in kindergartens, outdoor activities occupy a certain position in kindergarten educational activities. Kindergarten outdoor activities provide a specific practical carrier for the development of kindergarten curriculum. Appropriate outdoor activities can not only meet children's active and exploratory nature, but also exercise, enhance their physique, cultivate children's good quality and promote children's social development. Based on the concept of curriculum Gamification, kindergartens should focus on outdoor activities, combine games with curriculum through active and effective outdoor activities, and promote children's physical and mental health development in the form of outdoor activities.

## 2. The Connotation of Curriculum Game Concept

Curriculum Gamification is not a new term. We have always emphasized the role of games in kindergarten curriculum, stressed that we should respect the characteristics of children's learning, be close to children's life as much as possible, and make kindergarten education and teaching full of interest. However, this topic has once again attracted extensive attention in the field of preschool education since Jiangsu Provincial Department of Education launched the "game construction project of kindergarten curriculum" to comprehensively improve the quality of kindergarten education in 2014. Different scholars have different interpretations of the concept of curriculum Gamification. Professor Yu Yongping pointed out that the meaning of curriculum Gamification is to ensure the time of basic game activities and infiltrate the concept and spirit of games into various activities of curriculum implementation. In addition, he also

stressed that the Gamification of the curriculum is not to turn all activities in the kindergarten into game activities, but to implement the game spirit into all links of the day's life under the condition of ensuring free games. Huang Xiaolian discriminated the concepts of curriculum Gamification and game curriculum, and believed that curriculum Gamification was based on Teachers' preset, served the curriculum by means of games, realized the integration of games and curriculum, and children achieved comprehensive development through the way of "playing while learning" in curriculum Gamification. Yin Yazhu pointed out that the purpose of implementing curriculum Gamification is to practice the game spirit and implement the ability of teachers to guide and implement curriculum games. to sum up, we believe that the playfulness of kindergarten curriculum is actually a concept of curriculum reform, which realizes the real childization of kindergarten curriculum environment, curriculum resources and curriculum implementation through the transformation of teachers' inner understanding, experience, attitude and emotion. As a systematic quality project, curriculum Gamification is a process of improving, transforming and perfecting the existing curriculum, and a process of highlighting and infiltrating the spirit of game.

### **3. Problems of Outdoor Activities in Kindergartens**

As another practical carrier of kindergarten curriculum, outdoor activities can make up for the disadvantages and defects of indoor activities. research shows that in early childhood, exercise is the main method of children's action, expression and learning. Exposure to nature has a positive impact on children's health and well-being. the complexity and diversity of outdoor natural environment provide children with a variety of adventure games and exploration opportunities. Practicing the concept of curriculum Gamification in kindergarten outdoor activities is conducive to teachers to carry out courses in the form of games, deepen children's cognition, and cultivate children's good qualities such as self-confidence and courage. Although outdoor activities in kindergartens have many benefits for children's development, not all outdoor activities in kindergartens have the nature of curriculum, and not all courses are carried out in a playful way. At present, there are the following problems in carrying out outdoor activities in kindergartens.

#### **3.1. Outdoor Activities Do Not Highlight the Game Concept of the Course, Which is Blind and Unsystematic**

Some kindergarten classes are prone to disorganized and unplanned chaos when carrying out outdoor activities. This blind and unsystematic outdoor activity does not highlight the concept of curriculum Gamification. On the one hand, some preschool teachers do not correctly understand the concept of curriculum Gamification, and do not know how to implement the concept of curriculum Gamification in outdoor activities. On the other hand, the experience and level of teachers in each class are different. There are no relevant rules of conduct, evaluation standards and rules and regulations to carry out outdoor activities. The randomness of outdoor activities leads to significant differences in the level of outdoor activities among classes, which does not achieve the effect of curriculum Gamification. Therefore, when kindergartens carry out outdoor game activities, it is easy for children to get together and make trouble at will, teachers blindly carry out various activities and look after children aimlessly. This kind of messy outdoor activities must be lack of education.

#### **3.2. The Time for Outdoor Activities is Insufficient, and the Teacher's Game Guidance is Absent**

Research shows that the amount of outdoor activities in kindergartens in China is insufficient, and the time of outdoor activities is less than two hours. with the development of social modernization, urban high-rise buildings have sprung up and become a forest of steel and

cement, resulting in the reduction of the types of outdoor activities. In addition, China's 30-year-old one-child policy has led to a serious problem of fewer children, and children's optional companions are gradually decreasing. In addition, as the key to successfully promote the game concept of practical curriculum in kindergarten outdoor activities, teachers' educational concept, professional knowledge and professional ability directly affect the quality of curriculum. The lack of teachers' curriculum guidance, organization ability and game design ability can easily lead to the phenomenon that teachers only take care of children's outdoor game activities without guidance or the low level of guidance, so children's outdoor game level and ability can not be improved.

### **3.3. There is a Shortage of Resources for Outdoor Activities and a Single Game Partner**

Most kindergartens in China have a large number of children and limited outdoor space. In addition, the unified work and rest schedule is easy to lead to the conflict between the use of outdoor materials and venues. on the one hand, in terms of material selection, most outdoor materials are fixed ready-made products, which are difficult to change. The available frequency and site are greatly limited, which is not conducive to the cultivation of children's active exploration spirit. However, low structure materials such as waste newspapers that are conducive to imagination and creation are very rare. On the other hand, the partners of children playing together in outdoor activities are still limited within the class and at the same age. Their access to the nearest development zone is also limited by the guidance of teachers. The single play partner in children's outdoor activities not only reduces the opportunity of example learning among peers, but also restricts the way to obtain the nearest Development Zone and the development of cross age socialization.

### **3.4. Insufficient Participation of Parents and Community Forces, Separation of Home Society**

The cooperation of parents and the support of the community are conducive to improving the enthusiasm of kindergartens to carry out outdoor activities. According to China Statistical Yearbook 2021 released by the National Bureau of statistics, China's birth rate was 8.52 ‰ in 2020, falling below 10 ‰ for the first time. With the parents' desire of "looking forward to their children's success" and "looking forward to women's success", they hope to learn book cultural knowledge from kindergarten, and outdoor games are meaningless to them. In addition, as an important force connecting families and kindergartens, the community does not play a coordinating role between families and kindergartens. Children's game facilities are basically difficult to see in the community. When kindergartens find community cooperation, there will also be the phenomenon of "kicking the ball". Families, kindergartens and communities perform their respective duties and do not intersect with each other, so it is difficult to form a joint force, which is not conducive to the diversified outdoor activities of kindergartens.

## **4. Strategies of Outdoor Activities in Kindergartens under the Concept of Curriculum Gamification**

### **4.1. Carry out Outdoor Activities Scientifically and Highlight the Game Concept of the Course**

As the soul of kindergarten, the head and teachers have an important impact on the level of playfulness of kindergarten curriculum and the effect of outdoor activities in kindergarten. First of all, principals and teachers should correctly understand the spiritual connotation of the concept of curriculum Gamification, as well as the importance and necessity of outdoor activities in kindergartens under the concept of curriculum Gamification. In outdoor activities,

teachers should reasonably design the course content, carry out the course in the form of games in an organized and planned way, infiltrate the game spirit into the course, scientifically carry out outdoor activities that highlight the game concept of the course, and solve the blind and unsystematic problems of outdoor activities. Secondly, the head of the kindergarten should also play a leading role, widely listen to the opinions of experts and teachers, determine and formulate the outdoor activity routine of the kindergarten, and finally implement the routine distribution to every teacher and caregiver. Routine is a constructive document to guide and regulate preschool teachers' outdoor activities, including preparations before outdoor activities, precautions during outdoor activities and evaluation feedback improvement guidelines after outdoor activities. Finally, children are naturally eager to seek challenges and adventures. When they carry out outdoor activities, it is inevitable that some dangerous or safety accidents will occur. Teachers must correctly and rationally treat these risks, reasonably attribute them, avoid home conflicts, and create an open and supervised outdoor game environment for children, which can meet children's desire for outdoor exploration, It can also make children aware of the danger in outdoor activities, and can identify and control the risk.

#### **4.2. Ensure Sufficient Time for Outdoor Activities and Strengthen the Training of Teachers' Outdoor Guidance Skills**

The outdoor environment offers a variety of unique games and learning opportunities. Research shows that games and activities in the natural environment are conducive to children's development and learning in science, health, society, language and other fields. although the regulations stipulate that under normal circumstances, the time for kindergartens to organize children's outdoor activities shall not be less than two hours a day. However, in recent years, due to the development of social modernization, fewer children, safety, venue and other subjective and objective factors, the time of children's outdoor activities has been sharply shortened. Therefore, while ensuring a minimum of two hours of outdoor activities, kindergartens should actively organize diversified outdoor activities according to the actual situation. In addition, just staying outdoors can not guarantee that children can make full use of various activity opportunities provided by the environment. Children's outdoor game activity level is limited by the environment and individuals. Some children rely more on outdoor activities with the help and guidance of teachers than other children, which can maximize the role of the external environment and meet their needs for various sports experiences. Therefore, kindergartens should strengthen the outdoor guidance skills training of preschool teachers and improve their outdoor guidance ability. When carrying out outdoor activities, kindergarten teachers should also observe carefully, find problems and intervene in time, give professional guidance according to the characteristics of children's physical and mental development, promote the improvement of children's game level and problem-solving ability, and promote children to acquire knowledge, experience and relevant skills to adapt to the future society.

#### **4.3. Enrich Outdoor Activity Resources and Carry out Mixed Age Game Activities in Outdoor Areas**

Increase capital investment and provide rich outdoor activity resources, including not only the allocation of sufficient and diverse activity equipment, but also the provision of a large number of low structured materials to meet the diversified needs of children's outdoor activities and promote the active and effective development of outdoor activities in kindergartens. For example: provide sufficient raincoats, climbing gloves, sand and waste newspapers. The mixed age activity of outdoor regional games is to enable children to carry out various sports games independently, voluntarily and freely in a certain sports activity area. it can break the age and class boundaries of children and expand the contact and communication between children. In the process of activities, children can play together freely according to their own interests and

be the host of activities. In children's autonomous activities, teachers only help and promote children's autonomous activities when necessary according to children's age characteristics. In the process of mixed age games, it often happens that older children play with children. On the one hand, it cultivates the sense of acceptance, responsibility and rules of older children, so that they can acquire self-discipline and example demonstration in the process of taking care of their younger brothers and sisters; On the other hand, it also stimulates children's interest in participating in activities, so that children can learn more correct and safer ways of play from older children, and feel that the kindergarten is like a happy and warm home. In addition, the development of outdoor mixed age games also provides children with more communication opportunities and caring space, and promotes the connection between young and young children.

#### **4.4. Attach Importance to the Strength of Family and Community, and Realize the Coordinated Education of Home and Society**

Cooperative co education of home society is an indispensable way for kindergartens to carry out activities effectively. The outline points out: "social learning is a long-term accumulation process, which requires close cooperation and coordination among kindergartens, families and society to jointly promote the formation of children's good social quality." Because of their safety care for their only child, most parents in China reject the children's bumps when they carry out outdoor activities in kindergartens. In order to change this negative phenomenon, kindergartens should take the initiative to carry out counterpart publicity and communication, help parents correctly understand the significance of children's participation in outdoor activities, and encourage parents to speak actively and participate in discussing more active and effective measures by holding theme lectures, distributing brochures, establishing class group discussions, and adding outdoor parent-child activities. At the same time, when carrying out outdoor activities in kindergartens, we should make full use of community resources, such as organizing children to visit internal facilities such as community banks, farmers' markets and cinemas, so as to promote children's basic social cognition; Lead children to play games in community playgrounds and public fitness areas, and expand the scope of children's outdoor activities on the premise of ensuring safety; Give play to the exemplary role of the old party members in the community, tell the children about the hard work and self-improvement of the party members in those years, and arouse the children's awareness of patriotism and love for the party. Only when the home community cooperates with the co education, the development of outdoor activities in kindergartens can take advantage of the east wind of families and communities.

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