

A Study of the Design of Integrated Life Education Curriculum for Children and its Effects

Abstract

The aim of this article attempts to explore a design for an appropriate integrated life education curriculum for pre-school students, to collect data on its effects and according to the results of said data to form concrete constructive opinions on the design of and practice of this program. The method for research was a nonequivalent quasi-experimental method. A group of level two kindergarten students who participated in the study was taught by researcher in a private school. The experimental group of thirty-six students participated using an integrated life education curriculum consisting of nine chapters and lasting twenty class periods. And, the control group of thirty-six students participated using the normal curriculum. The 'Performance of Family Life Evaluation Questionnaire' and 'Performance of School Life Evaluation Questionnaire' were used to measure the outcome. The outcome was analyzed by comparing pre-testing result and post-testing result. In order to effectiveness of the life education curriculum and observing the changes of individuals, qualitative analysis of class observing record, interviews after and before the study and questionnaires were used.

Results of this study showed:

1. After having participated in the integrated life education curriculum, the students' life attitude rose entirely in a positive direction. Entire positive effect was shown in the 'performance of family life'; And, in 'performance of school life', an immediate effect was shown in the aspect of 'people and self' and 'people and environment'.
2. It was found that to use interdisciplinary curriculum integrated into life education can help students accessible to learn and to accept daily life experience.
3. Through the experiment of integrated life education in the curriculum enriched the teaching contents and also helped the students experience 'Life Education' along with different activities.

According to the experiment's results, concrete suggestions for the design and practical use age of the integrated life education curriculum are as follows.

1. The life education curriculum should be concentrate on students' experiencing, properly arranging for teaching period and teaching topic in order to integrate the concept of life education into curriculum successfully. Appropriately to select children books and to use various evaluation instructions are also important.

2. Those teachers having the same common interests in the area of life education' should experience and learn together. Teachers should assist parents in understanding the importance of life education. Besides, through different environments and settings to lead students understanding their life experience more.
3. Regard life education as a core issue in curriculum development planning and try to provide training for teacher to appreciate meaning of life education with adequate assistance.
4. To enhance research in the area of pre-school life education with the in-depth interviewing students' family background, using various evaluation instructions and applying story plots to interview.

Keywords: pre-school children 、 Life education 、 interdisciplinary curriculum