

Research on Kindergarten Diet Education in perspective of Life Education

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Abstract

Purpose: Based on understanding of the necessity of diet education and life education, the research puts forward concept of building life education step by step and divides structure of kindergarten diet education into two sides and three levels.

Methods: The study investigates current situation of diet education in a kindergarten by interviewing and observing

Implications: In order to promote integration of life education and diet education, this paper discusses how to use the perspective of life education to insight into disharmonious phenomenon in kindergarten diet education, and puts forward some suggestions for improving the quality of children's diet education.

Keywords: Kindergarten, Diet education, Life education

JEL Classification: I26

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1 PURPOSE

According to the survey, developed countries attach great importance to early childhood diet education. For example, *Slow Food Association*, a non-governmental food organization in Italy, advocates the food philosophy of protecting traditional food culture (“*Bouno*” -- high quality, “*Pulito*” -- clean, “*Giusto*” -- equity); the “*Campus Garden Program*” in the UK advocates schools to provide children with a side of vegetable land and kitchens to participate in cooking; Denmark has created cooking classes or farm experience classes; and some other countries have set up “Nutrition Day”. However, the implementation quality of “diet education” still needs to be further promoted in China. “Involution” intrudes into the teaching practice, which makes the organization form of diet education more abundant and the value pursuit less. At present, the existing research on children's diet education has a great similarity and the field survey based on children's life is less. Documents such as “*The Guide to Prevention and Control of New Coronavirus Pneumonia in Kindergartens*” in 2020 highlights the importance of paying equal attention to diet education and life education. How to combine the reality of “diet education” in China and learn from the experience of other countries need to be further explored.

This research investigates the current situation of diet education in a kindergarten, analyzes the disharmonious phenomenon of diet education from the perspective of life education, and puts forward some feasible suggestions for

children's diet education. The author expects to attract the attention of the relevant education departments on diet education in kindergartens, and provide some new acceptable diet education ideas with the characteristics of children's life for front-line staff and educational researchers.

2 RESEARCH METHODS

This study takes a provincial public S Kindergarten in Fuzhou, Fujian Province, China as the research object. Taking S Kindergarten as a case, from September to November in 2019, the author observed dining activities for 60 times (top class: 40 times, middle class: 5 times, bottom class: 15 times), 4 collective teaching activities (top class: 2 times, middle class: 1 time, bottom class: 1 time) and 5 related diet education activities. By methods of non-participatory observation and anecdotal recording, and using the recording form and video tools, this paper mainly explores the situation of life education behind diet education in kindergartens from some visual contents, such as kindergarten kitchen and classroom environment, children's dining activities, teachers' behaviour in collective teaching activities of diet education, etc.

In addition, in the process of the survey, the method of combining structured interview and unstructured interview was adopted. The author interviewed 1 deputy kindergarten principle, 1 teaching and research director, 1 conversation director, 2 campus doctors, 23 kindergarten teachers and 1

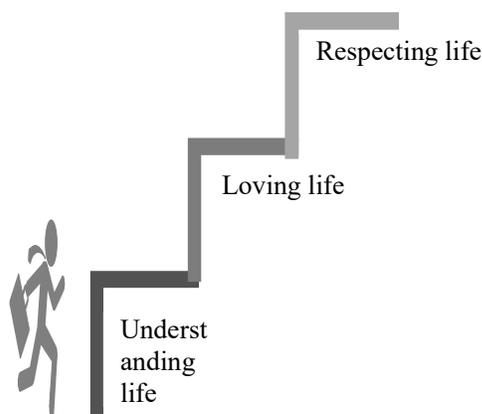
canteen manager. The content of the interview covers the basic system of kindergarten diet education management, the content and form of diet education activities, as well as the concept and behaviour of teachers. The interview outline mainly refers to the "Outline of kindergarten teacher interview" of Fang Nana's Research.

3 RESULTS AND DISCUSSION

1 The connotation of diet education in kindergarten from the perspective of life education

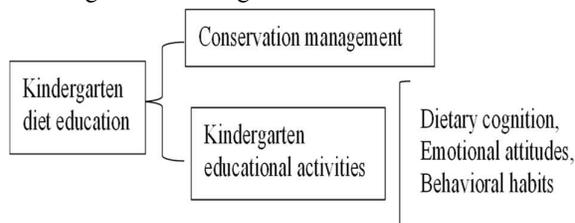
The vision of life education in this paper mainly refers to a step-by-step construction of educational philosophy, which is carried out in three aspects: understanding life, loving life and respecting life. Based on the attitude of protecting children's lives, attaching importance to children's individual development value and respecting children's natural nature, this concept is bred in children's cognition, emotional attitude and values, behaviour and ability, and takes root in the process of education.

Diagram 1. Ladder construction of life education



This study also believes that diet education is an educational activity related to "food". At the same time, it permeates the education of morality, intelligence, physique and beauty to cultivate sound personality and rich human nature. Combined with the principle of kindergarten conservation, this study divides kindergarten diet education into "two sides and three levels" design structure. In terms of conservation and management, the kindergarten diet education from the perspective of life education aims to investigate the safety and health of the kindergarten dining surrounding and the reasonable state of dietary nutrition, so as to ensure children's physical and mental health and growth; in terms of educational activities, it aims to examine kindergarten diet education from three dimensions of diet cognition, emotional attitude and behaviour habits.

Diagram 2. Kindergarten diet education structure



Therefore, this paper defines kindergarten diet education as: developing kindergarten diet management activities and education activities based on children's individual life; understanding children's life characteristics; establishing their awareness of choosing "food"; cultivating their feelings of enjoying "food"; improving their ability of matching "food"; and fully displaying children's nature through diet.

2 The reality of diet education in kindergartens from the perspective of life education

Picture 1. Child care column



2.1 The management of diet education in kindergartens

2.1.1 Food safety system, laying the foundation of diet education

Food safety is the primary principle for children's health, harmonious growth and development. The health assurance of material conditions and the effective control of human factors are two important aspects of kindergarten food safety system management, which play a guiding and restricting role in food processing.

From the perspective of "material", in the purchase acceptance system, the special supply of food materials is achieved by agreement. The timely acceptance and certification of the purchased food materials, and the retention of food samples ensure the safety of the food source; the kindergarten food processing and tableware hygiene system provides a safe dining environment for children.

From the perspective of "human resources", the post responsibility system and regular health inspection records of kitchen employees fully integrate the food safety awareness into their daily work, so as to ensure the safety of the intermediate link of kindergarten food production.

2.1.2 Harmonizing the color and taste of food to promote the harmonious growth of children's body

The trinity of food "shape, color and taste" can encourage children to experience the natural taste and texture of food and infiltrate in the harmony brought by reasonable diet. Under the supervision and guidance of the Partnership Committee, S Kindergarten hired qualified campus doctors to provide children with scientific recipes, ensuring that children to enjoy "two snacks & one meal" (snacks in the morning and afternoon respectively, a dinner at noon). The nutrition choice of food materials, such as every-day milk, supplemented by the collocation of color, obscurity and shape, presents the original taste of food, which can make children form taste memory naturally from childhood, so as to realize the good care of the beginning of life and improve the quality of dining in the future.

2.1.3 Beautiful and harmonious environment promotes the pleasant dining experience

The harmony of dining environment constitutes the charm and beauty of food. To enhance children's appetite, it is necessary to create a pleasant dining atmosphere. Children always have an instinctive impulse to be close to beauty, and often directly use their senses to feel and discover beauty. In the creation of diet education environment in kindergarten, the layout of tables and chairs, tableware, background wall and other aspects will have an impact on the dining effect of children. For example, comfortable and spacious dining table, clean tablecloth, comfortable and peaceful background music, etc.. In addition, on the display wall, pictures drawn by children themselves are used to display the dining manner, which can achieve the educational effect of "silence is better than sound".

2.2 Diet education in kindergarten -- the way to realize children's vigorous vitality

Picture 2. Children in Ecological Garden



2.2.1 Food cognition: perceiving food in various ways, understanding life and growing up close to nature
 Preschool children's basic knowledge of food and nutrition, on the one hand, is to understand the source, production and nutritional value of daily food, on the other hand, is to realize the interdependence between human and food and the importance of harmonious coexistence with nature. The ecological garden and the planting corner in the class are the paradise for children to get close to nature and grow up. For young children, the abstract word "life" immediately becomes concrete, vivid and affectionate. They can truly feel

the vigorous growth of animals and plants around them. Children's diet education is not to carve out the delicate flowers in the greenhouse, but to use food as a means to create a real and complete person who may fully feel and experience the meaning of nature and freedom.

2.2.2 Emotional attitude: experiencing the joy and happiness of food, and developing the emotion of cherishing food in manual work

Children's emotional attitude towards food is contained in all aspects of diet education. Food making activities and planting activities let children experience the double joy of labor and giving for themselves and others, know how to respect the fruits of others' work, understand the good quality of cherish food. In addition, being on daily duty and serving as a waiter in food theme activities also make them understand that the premise of happiness is responsibility, experience of their own growth value, and the relationship between themselves and others' lives.

Compared with criticism, positive encouraging words make children feel more secure when dining. After a meal, peaceful free activities such as reading, walking, taking care of the plants in the planting corner, and playing finger games also make eating, which seems to be an ordinary and stereotyped thing, not only the process of their daily life in the kindergarten, but also a kind of spiritual experience. We can find and feel the most real spiritual vitality in the most ordinary place.

2.2.3 Behavior habits: cultivating good dining manners and the other behavior habits

The proper guidance of teachers and the construction of diet education curriculum are conducive to the formation of children's good eating etiquette and behavior habits, and lay the foundation for children's future life.

Through dining activities and collective activities, teachers will give proper guidance and consciously cultivate children's scientific nutrition concepts such as food collocation, and remind children to focus on eating and "chew slowly" when tasting food. Sometimes, teachers and children will sing dining songs together before meals, which seems to be a ceremonial pre-meal preparation activity. In this way, teachers set an example to practice their respect for life and reverence for nature in a non didactic way of education.

Kindergarten diet education curriculum design is mainly based on children's real life to provide children with a lot of hidden experience in the form of games. Some teachers believe that children tend to be more intimate with the vegetables planted by themselves; some teachers read picture books with children in the diet education theme activities, and discuss which behaviors of the protagonist in the dining process are polite or not, so as to cultivate children's good table manners.

Picture 3. Children are on duty service in top class 3



3 Rational Reflection on the quality of diet education in kindergartens from the perspective of life education

3.1 The deficiency of the combination of diet education management and life education in kindergartens

3.1.1 Diet education managers: lack of deep understanding of children's dining

The study found that the kindergarten managers pay more attention to the safety of children's eating process, but they make less rigid institutional requirements on the humanistic environment of children's eating and teachers' caring behavior of children's diet education based on the professional nutrition knowledge background. The deputy principle of S Kindergarten told the researcher that there was no compulsory requirement for teachers to have professional nutrition knowledge or obtain the qualification certificate of nutritionist when recruiting teachers. This study believes that kindergarten teachers' basic food knowledge literacy is an important guarantee for the quality of kindergarten diet education. Only when teachers understand the basic principles of diet, can they pay more attention to diet education, and then think deeply about the relationship between food and self, others, society and nature.

3.1.2 The support of material environment: Children's physical and mental experience needs to be strengthened

Sometimes, children do not really invest much time in these labor activities, and the opportunity to participate in labor and natural experience need to be strengthened. For example, in the collective diet education teaching activities, teachers often use the form of PPT presentation, which has little contact with children's real life experience. "Xiangxiang Kitchenette" classes only have the opportunity to enter the activity room to carry out food-making activities every two weeks on average, and the number of kitchenware can meet the needs of one child for one use, but the diversity is insufficient. In some food theme activities, such as "Our Festival" series activities linked with traditional festivals, there are not many opportunities to carry out. Except in the morning when they are on duty, children seldom have time to look after the vegetables they grow in the ecological garden. Besides, the layout of some "baby homes" in S Kindergarten-- fruit and vegetable classification, supermarket, restaurant, etc.-- did not give full play to the diet education effect of the class corner, and only stayed in the game level for children to carry out role-playing. The penetration of life education concept was insufficient, and the development of diet education activities still needed to be deepened.

3.2 The deficiency of the combination of diet education and life education in kindergartens

3.2.1 Diet education curriculum construction: the systematicness and continuity of diet education activities need to be strengthened

Although teachers have the awareness of diet education for children, they usually look the curriculum requirements of kindergarten as superficial process, and do not deeply analyze the influence of the concept of life, attitude towards life and lifestyle behind the curriculum on children. From the horizontal point of view, the systematicness of diet education curriculum needs to be strengthened. For example, the lack of overall thinking in curriculum design separates the relationship between diet education and life and other life activities; few kindergartens will connect the work of logistics canteen with children's curriculum activities, resulting in the disconnection between children's diet management and diet education. Vertically, the continuity of diet education curriculum needs to be strengthened. Diet education theme activities are mostly carried out in the middle class. Thus it cannot form a complete system throughout the whole period of the kindergarten. Relatively speaking, bottom class and top class lack the opportunity to plan and organize activities, so it is easy to cause the gap between children's existing experience and potential experience.

3.2.2 Organization of diet education activities -- teachers' quality of conservation and education needs to be improved

First, the spirit of children oriented concept is not in place. Some teachers still have serious high control behavior in children's diet activities and do not respect children's needs. In the case of children's low appetite, they do not go deep into the reasons for children's resistance to diet, do not care for children's heart, and ignore children's subjective feelings. Although teachers communicate with parents about children's diet, they seldom mention the situation of children's diet activities to parents, which makes parents focus on how much children eat and lack of understanding of their dining process.

Second, teachers' attitude of diet education lacks initiative. Due to the meticulous and tedious characteristics of early childhood education, teachers are easy to enter the bottleneck period, losing initiative attitude in diet education and ignoring some phenomena of children's waste and picky food. When children have such eating behaviors, some teachers do not seize the opportunity of education to guide and intervene children in time, which reflects the lack of teachers' initiative and burnout.

Third, some teachers' improper behavior has a bad effect on children's body and mind. Grasping the appropriateness of diet education behavior can have a positive impact on children's physical and mental harmony. Otherwise, the indulgence of some teaching staff to children will aggravate their bad eating habits. Education or diet education needs the candle of love to light up, but the light of love is not enough. To have love, we need to learn to love. There is nothing wrong with some caregivers' care for children, but unscientific feeding behavior will lead to the imbalance or even out of control of children's eating habits, which is very harmful to the physical and mental health and harmony of preschool children.

In this section, the requirements of the ISO 9001:2015 and ISO 27001:2013 standards are presented, followed by best practices acting as recommendations to help HEI management adapt and implement the ISO standards.

4 IMPLICATIONS

1 Strengthen the diet education concept of the leadership and enrich the life education guidance of the kindergarten food system

1.1 Values: Based on children, deepen the cognitive depth of children's diet education

The construction of diet education in kindergartens should be a process in which the adjustment of educational value orientation takes precedence over technological innovation. In order to realize the real implementation of the concept of children oriented education, we should start from the level of values, recognize the universal significance of life education concept for children's diet education, establish the attitude of "protecting children's life, respecting their individual development value and respecting their natural nature" in food activities, and actively approach the world of children's life.

From the source, the government should give full play to its "wind vane" leading role, and implement the strictest supervision in the form of hard law and regulations against the phenomenon of children's physical and mental harmonious development. The higher authorities should give full play to their supervisory role, strictly investigate and deal with the malignant food safety incidents endangering children's life and health, such as food poisoning, improve the effective prevention and punishment mechanism, and establish a correct understanding of the field of children's diet education from all walks of life. Kindergarten managers should strengthen the ability to examine the diet education problems, implement and refine the rules and regulations according to the actual situation of the kindergarten, and enhance the scientificity and life value of the diet education concept in the innovation.

1.2 Evaluation criteria: scientific consideration, optimize the evaluation index rich in life education elements

Kindergarten evaluation standards play a positive guiding role, which is inseparable from the close cooperation between kindergarten and higher authorities.

On the one hand, it needs the scientific guidance of the higher authorities of the kindergarten. In terms of kindergarten standards, supervision and evaluation, and qualification examination, the higher authorities of kindergartens can consider integrating some concepts of life education into them, such as the safety system of diet-education management, nutrition collocation, color and taste harmony, as well as the attitude and behavior of the teaching staff in the process of diet education, which will have an potential impact on the cultivation of children's vitality, the formation of emotion and personality in the process of diet education.

On the other hand, we need to optimize the existing evaluation index with its unique characteristics. In the context of education modernization and high-quality development in the new era, the choice of kindergarten is

more innovative. In the process of formulating diet education evaluation regulations, kindergartens should combine with local conditions and customs to make diet education more grounded and more attractive from the perspective of life education, and constantly enrich the evaluation forms of diet education system.

1.3 Environment setting: give full play to the function of district corner and strengthen the support for diet education environment in kindergartens

Picture 4. Food processing zone



The support for the diet education environment mainly refers to the optimization and improvement of the material or spatial diet education environment and children's spiritual or psychological environment. For example, we can set up a class "small kitchen" to give full play to the effect of district corner diet education. In the public area, the area is divided to simulate the real kitchen, and the classification of pastry area, vegetable and fruit area, raw food area, cooked food area, etc. are set up. Children and teachers participate in the layout and arrangement of the environment together. We can invite kitchen staff and parents of chefs to demonstrate food production for children in the "small kitchen". Children can intuitively feel the food changes in the cooking process, thus greatly improving the situational quality of diet education.

In kindergarten environmental planning, as the main theoretical basis of campus architecture in environmental psychology, psychologist Lewin put forward the famous behavior formula "B = f(PE)" (B refers to behavior, P refers to people, E refers to environment), which means behavior changes with the changes of people and environment. According to the theory of arousal, when the complexity, novelty, accident and disharmony of the environment are in the medium level, the arousal effect is the biggest. The creation of a realistic and humane environment enables children to get close to diet education, enjoy the basic life activity of dining, and then sprout the impulse to love life. The leadership of kindergarten should pay attention to the investment in diet education facilities, control the inefficient and high consumption construction and create a simple and high-quality diet education environment full of children's life interest.

2 Make overall plans for the curriculum construction and improve the systematicness and continuity of diet education activities

2.1 Horizontally, integrating diet education into life, enhancing the systematicness of diet education curriculum

Curriculum is the carrier of educational objectives and activities. The systematization of diet education activities in kindergartens means that horizontally, we should practice infiltration education and broaden the coverage of diet education in children's life. In view of the problems existing in some diet education courses at present, to improve the systematization of diet education courses, we should implement the principles of life, comprehensiveness and permeability, take the common food in life as the material and source of understanding life, and put diet education into the overall consideration of children's life and curriculum design.

In addition, kindergartens should boldly try to integrate dining activities into curriculum design. In order to provide more suitable education for children, we should adhere to the educational concept that children's learning is a whole and children's life is a whole, and closely link the kindergarten management with children's diet education. According to the diet education objectives and recipes, we can integrate the weekly diet with the weekly curriculum activities, and preset specific objectives and methods for each meal, so as to better combine management and education, and improve the systematicness and effectiveness of diet education curriculum.

2.2 Vertically, strengthening the continuity of diet education curriculum throughout the whole preschool stage

The continuity of diet education activities means that diet education should run through top, middle and bottom classes, that is, the whole age stage of kindergarten, shape natural and healthy eating habits, and wake up the spiritual memory of children's social culture.

In terms of methods, we can organize regular education seminars, recruit excellent and experienced talents, learn from and absorb the curriculum cases of excellent kindergartens at home and abroad, deeply explore the application of life education concept in kindergarten diet education, and multi-dimensionally expand the integration degree of life education concept in kindergarten diet education.

3 Pay attention to the quality of kindergarten teachers and improve the effectiveness of diet education organization

3.1 Salary reform, supervision and incentive running in parallel

The government, kindergartens and other external factors should work together to take the way of both retracting and releasing, optimizing distribution, with strict supervision and attractive incentives.

At present, especially in China's remote and underdeveloped areas, the salary level of preschool teachers is relatively low. The government and relevant educational departments should pay attention to this problem, accelerate the reform of preschool teachers' salary mechanism to attract excellent talents and enrich the construction of preschool teachers. Therefore, teachers will invest more enthusiasm and energy in preschool education to realize the necessary guarantee for the improvement of preschool teachers' quality. Reasonable planning of kindergarten teachers' post service training and taking appropriate incentive measures can also effectively reduce teachers' Job Burnout and increase teachers' vitality. In addition to salary incentive, according to Maslow's hierarchical theory of needs, kindergartens should constantly encourage teachers to pursue self actualized excellence in educational art. Moreover, it is necessary for kindergartens to flexibly supervise the process of dietary activities, so as to enhance teachers' sense of responsibility and morality.

3.2 Lifelong learning, paying attention to the improvement of teachers' behavioral art

From the perspective of preschool teachers' own factors, we need to establish the concept of lifelong learning and pay attention to the behavioral art in the process of diet education. In kindergartens, learning among teachers is conducive to the construction of diet education. The discussion, dissemination and promotion of the concept of life education can stimulate every teacher to be a model of children oriented and good at conservation and education, and cultivate preschool teachers with health knowledge and nutrition knowledge.

Actually, diet education is a two-way process. By organizing diet education activities, teachers are also learning and experiencing the colorful and wonderful life with children, and achieving the integrity of life. Not only the stepped development of the concept of life education is applied to the individual level of children, but also teachers should have the eye of life education, learn to perceive and understand life from daily diet education activities, love life and respect life. The artistry of teachers' feeding behavior is not superior to that of children, but to establish an open dialogue relationship between teachers and students. Teachers bend down, interact with children equally, so as to achieve the effect of high quality and harmonious coexistence.

Picture 5. Children taste moon cake in Mid Autumn Festival



4 Cooperation from all walks of life to build a diet education community

Picture 6. Parent-child buffet activities



4.1 Achieving the cooperative leadership of diet education by Home-Kindergarten education

Consistent with the concept of life education, diet education as a holistic and comprehensive education, its harmonious construction needs the joint efforts of children's institutions and parents. Only mutual understanding and equal cooperation can achieve good results.

As educators, we need learn to mobilize and use educational power, and pay attention to the coordination and cooperation between each other. S Kindergarten's parent-child buffet activities and parents' teaching assistant activities will bring the majority of parents into the diet education curriculum design team, which is organized and coordinated by teachers. Under the influence of the collaborative leadership, the value and function of life education are amplified in the process of diet education, forming a positive force to jointly promote food education, resulting in the effect of "1 + 1 > 2".

4.2 Integrating diet education resources effectively by social construction

On the one hand, colleges and universities should help optimize and enhance diet education resources. Nowadays, there are still few qualified nutritionists in kindergartens, so colleges and universities may add consideration to train professional talents with the knowledge of food and health and other diet education activities. In order to improve the diet education in children's spiritual life, the higher authorities of kindergartens can work with University experts to develop teaching reference and design regional, localized diet education courses that can bring spiritual civilization nourishment to children's lives.

On the other hand, kindergartens can also work closely with communities and public institutions (libraries, museums, parks, etc.) to fully tap and integrate effective social resources, such as the investigation of regional traditional food culture, which is conducive to arousing children's recognition of local food culture and yearning for a better life, and realizing the hope of high-quality diet education which will moisten children's life.

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SUBMITTED: JUNE 2022

REVISION SUBMITTED: OCTOBER 2022

ACCEPTED: DECEMBER 2022

REFEREED ANONYMOUSLY

PUBLISHED ONLINE: 1 MARCH 2023