

Children's Manual Labor Education Curriculum Development

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Abstract

Focusing on the Spirit of Labor and Manual Labor Skills Development, this paper describes the process of developing Manual Labor Education Curriculum for children aged 3-12 years. The Spirit of Model Workers, the Spirit of Labor and the Spirit of Craftsmen are the powerful spiritual forces leading the people forward bravely. In 2022, the Ministry of Education of China issued the document Labor Curriculum Standards for Compulsory Education (2022 Edition), which completely separate Labor Education from the original comprehensive practice course and becomes an independent course. Under the background of Exam-Oriented Education, the social understanding of Labor Education is generally insufficient, and the traditional labor courses is mainly includes manual labor such as cleaning and agricultural work, which is relatively single, Therefore, problems such as school sites, teachers and curriculum resources of labor education in primary and secondary schools have become prominent, and it is difficult for in-school teaching to adapt to the sudden introduction of teaching policies to meet the learning needs of students receiving labor education in schools every week. Under this social background, the "Baby Love Labor" team takes the development of manual labor courses for children aged 3-12 as the research goal, and aims to shape labor values and craftsman spirit. It combines national crafts and local crafts to develop manual labor courses that combine labor art and make life interesting, supporting with the production of labor picture book stories and manual labor loose leaf manual, manual labor materials package and online teaching resources. It is hoped that this study can provide a solution for primary schools to carry out the labor education curriculum combining science and practice, teaching, learning and doing worry-free.

Keywords

Manual Labor Education, Children's Curriculum Development, Craftsmanship Spirit, Intangible Cultural Heritage.

1. Introduce

For a long time, due to reasons like the lack of labor education, exam-oriented education and other reasons, parents, schools and teachers pay too much attention to children's intellectual development and academic performance, the value of labor education in the growth of children is insufficient awareness, that children have to participate in labor time is not as good as doing a few questions. However, with the increasing wealth of society, many children gradually develop bad habits or values that do not work, do not cherish the fruits of labor, and do not pay attention to physical labor in an environment of material wealth and everything easy obtained.

In 2021, the General Office of the CPC Central Committee and The State Council issued the Opinions on Further Reducing the Burden of Homework and Off-campus Training for Students

in the Compulsory Education Stage, pointing out that "schools should formulate implementation plans for after-school services to enhance the attractiveness of after-school services. Carry out a variety of activities in popular science, sports, art, labor, reading, interest groups and clubs." In April 2022, the Ministry of Education issued the Compulsory Education Curriculum Plan and Curriculum Standards (2022 edition), which clearly stipulates and emphasizes that "labor curriculum" as a "national curriculum" is separated from comprehensive practical activities, and labor curriculum becomes a completely independent curriculum. The report of the Party's 20th National Congress stressed: "In the whole society, we will carry forward the spirit of work, struggle, dedication, creativity and thrift, and cultivate the new style and appearance of The Times." General Secretary Xi Jinping once said about the message to children: "Living depends on labor creation, life also depends on labor creation, you have to establish the concept of labor glory from a young age," according to a data from the Social Survey Center of China Youth Daily in April 2022, 96% of young people and children believe that labor education needs to be strengthened, and the popularization and promotion of labor education is extremely urgent.

The results of the seventh census show that there are about 271 million children aged 3-12 in China, accounting for about 19.5% of the total population. The market demand for labor curriculum resources in China is as high as 40.65 billion yuan, with huge market potential.

In view of the pain points and opportunities in the market, with in 3 years the "Baby Love Labor" team with the goal of shaping labor values and craftsman spirit, combining national crafts and local crafts, by collecting and telling labor stories, creating the emotion of cherishing labor, and developing practical manual labor education courses for life to provide schools, training institutions and labor education bases with Labor Education course, such as the combination of life and education, teaching assistance worry-free labor education courses for children aged 3-12.

2. Literature review

Through literature review, it is found that all countries in the world attach great importance to students' labor education. The labor education curriculum of primary and secondary schools in Russia mainly takes "technology" as the medium, which is a compulsory subject, aiming at cultivating students' ability to work independently (Zhang Yuqiang, Zhang Shuning, 2019.10). The main feature of labor education in primary and secondary schools in Japan is to adopt the mechanism of family, school and community cooperation, set up family labor education with housework as the main content, then carry out school labor education courses with home economics, morality and comprehensive practice as the main content, and finally achieve the educational purpose of "building moral and cultivating people" through the integration and promotion of family, school and community. (Zhuangjian Liang, 2021.02). American labor education is based on Dewey's idea of "learning by doing". Good working habits and positive working spirit are also the key elements that American families pay attention to. Gu Xianlin said that the curriculum of labor education is not within the scope of the curriculum normally offered by primary and secondary schools in the United States, but families and schools will involve a lot of projects and activities related to labor education, in order to cultivate good working habits and positive love of work spirit of primary and secondary school students (Gu Xianlin, 2018.21).

At present, the research focus of Chinese academic circles on labor education is mainly concentrated on the theoretical level, such as explaining the development status of labor education and the difficulties in facing the reform of labor education system, and putting forward relevant suggestions and solutions. However, in the face of complex problems, such as the integration of labor education with multidisciplinary fields, the collaboration between labor education and quality education, and the close connection between labor education and morality, intelligence, physical beauty, etc., the relevant studies mainly focus on theoretical achievements such as "connotation elaboration", "content structure" and "practice path" of cross-border labor education for adolescents and children (Xu Tianzi, Wei Wanxue, 2024). Current research theories focus on the collaboration between family, school and community to form labor curriculum development forces (Wang Mingdi, 2024), and rarely gather academic research groups and college students from universities, primary and secondary schools and kindergartens to form interdisciplinary and cross-school curriculum innovation research and development teams to carry out curriculum development research and curriculum testing from the perspective of college students' innovation and entrepreneurship.

Studies on the application of intangible cultural heritage handicraft to children's manual labor are not common in China, but the educational value of manual labor has been proved. The study believes that the main body of labor education is in schools, and schools should tap the ethnic resources in cities and counties, as well as school and learning conditions, and carry out labor education according to local conditions (Chen Runmei, 2024.07). The combination of the United States and labor can cultivate students' labor emotion and spirit (Wang Zhi, 2024.07). From the observation and investigation of a single ethnic handmade group, some scholars have confirmed that manual labor can open up a way of happy labor, happy labor and creative labor in terms of emotional regulation, aesthetic development and self-realization of young people (Hu Yuning, 2024.03).

The construction of curriculum system and empirical model, the use of measurable evaluation methods to analyze the feasible ways of children's labor education, strengthen the use of empirical research and action research and other innovative research methods, can provide valuable references for children's labor education.

3. Methodology

3.1. Qualitative analysis of the market status and demand

We have set up a team of teachers and students, including 10 teachers and 15 students. In order to better investigate the market, we have conducted a survey on the current situation of children's labor education among teachers in primary schools and kindergartens, training institutions, research bases and parents by means of online questionnaires, interviews and visits, and conducted a qualitative analysis of the current situation of children's labor education. A total of 8403 survey data were collected in Guangxi, of which kindergarten teachers accounted for 52.21%, primary school and training institutions teachers accounted for 32.83%, and parents accounted for 42.1%. Through data analysis, more than 90% of the people believe that the content of labor education is simple, mainly focusing on cleaning, hygiene, planting and other labor content, and the on-campus labor education is led by the venue, the lack of fun content and labor values:

3.1.1 The content of the labor course is single and boring

The present labor education curriculum has some problems, such as monotonous form and single content. According to the questionnaire survey and analysis, most labor education courses at this stage tend to be simple manual labor such as cleaning, cleaning the campus environment, storage and arrangement (Table 1), which cannot arouse students' interest and enthusiasm in learning. The content of labor education is relatively simple, and more forms and themes need to be introduced to increase the attractiveness and effect of labor education.

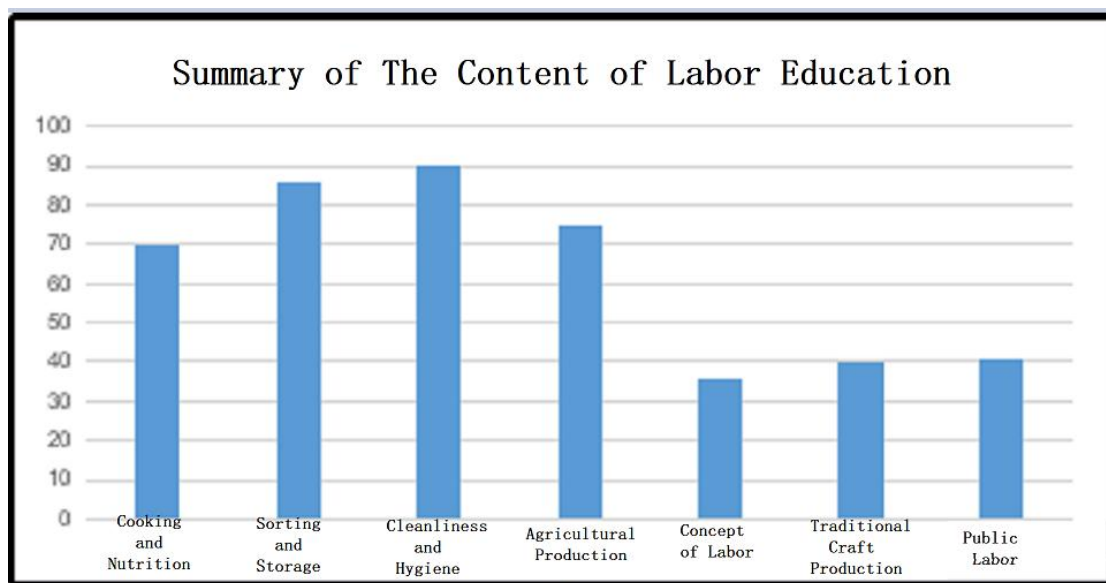


Table 1 Content and proportion of Labor Education

3.1.2 Serious shortage of high-quality teaching materials resources

As shown in Table 2, 92.6% of the respondents said that there is a lack of systematic and comprehensive labor education textbooks in the market at present, which to some extent shows the urgent demand of teachers and parents for professional and practical textbooks. Most of the teachers lack the background of research and practice of labor education, and the shortage of teaching resources brings inconvenience to labor education teaching. This provides us with clear direction and basis for improvement, in order to effectively improve the quality and effect of children's labor education.

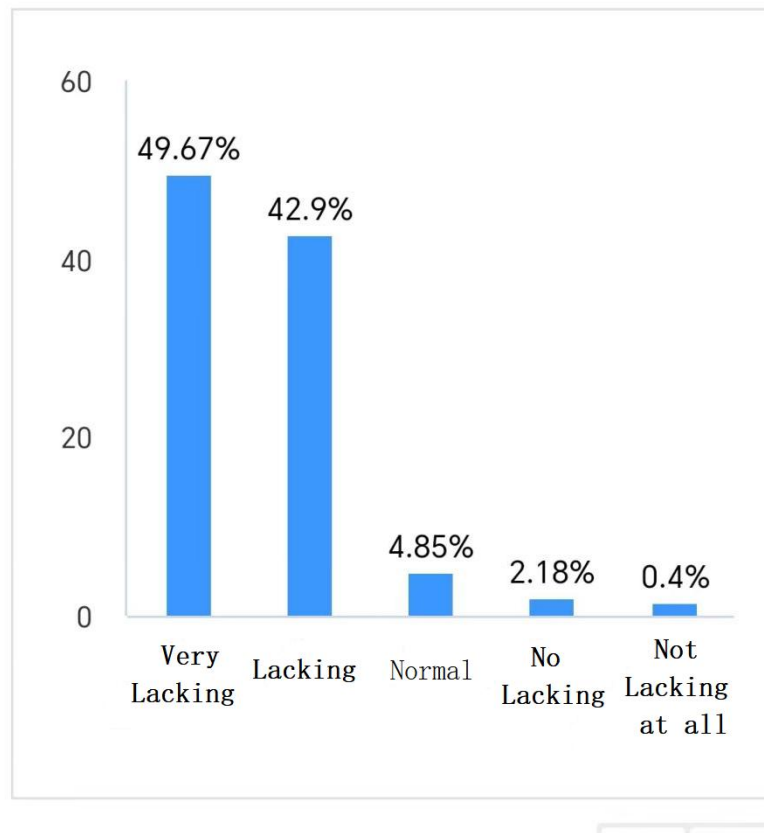


Table 2 Current situation of labor and education resources

3.2. Establish a curriculum development mechanism for CIPP evaluation

The team used CIPP evaluation to establish a course development mechanism, and developed and optimized course modules in a 3-month cycle. First of all, through the formulation of curriculum research and development plan, carry out discussions and exchanges, understand the market demand, and study the feasibility of the curriculum plan. Secondly, explore labor stories and manual skills, and develop curriculum modules. Then, through the pilot trial of kindergartens, primary schools, training institutions, enterprise experience centers and online platforms, the suggestions of we-chat group instructors, pilot observers, parents, schools and children are collected and fed back to the Baby Love Labor curriculum research and development team for modification to form a curriculum feedback and optimization mechanism.

3.3. Assessment considerations

For the empirical evaluation model of labor education, the evaluation structure proposed by Liu Maoxiang (Liu Maoxiang, 2020) is constructed from seven aspects: theoretical basis, quality assurance, educational characteristics, platform construction, emotional expression of learning, feedback from teachers and users, and labor outcomes.

3.3.1 Theoretical basis

In the eight task groups of traditional craft making, industrial production labor, cleaning and hygiene, agricultural production labor, finishing and storage, public welfare labor and volunteer service, experience and application of new technology, and use and maintenance of household appliances stipulated in the Curriculum Plan and Curriculum Standard of Compulsory Education (2022 edition), the research and development curriculum focuses on children's manual labor. Set up the national characteristics of handmade, learning tools, storage tools, cleaning tools, cultural and creative products and other projects such as course content. The curriculum concept is highly integrated with national standards, combined with children's modern life, combined with children's labor development level, and combined with children's learning interests, with Chinese regional and national characteristics, in order to popularize labor education in schools.

3.3.2 Quality assurance

The team has a strong platform resources support, and has the professional recognition of curriculum research and development. First, a strong radiation platform, the team relies on the strong support of national preschool teacher demonstration centralized training project training institutions, high-quality provincial vocational education teacher training base, autonomous region demonstration teacher education base, Guangxi traditional craft workstation, etc., to develop "baby love labor" labor education courses. The second is the teaching material platform, some works in the course of "Baby love Labor" have been included in the textbook "Fine Arts" of the "14th Five-Year Plan" of Guangxi preschool education major. Third, the team joined the Guangxi Vocational education "Fourteen Five" planning textbook writing group to participate in the compilation of hand-woven textbooks.

3.3.3 Educational characteristics

In the context of the country's vigorous promotion of labor education, various training institutions, schools, etc., have also released a series of labor education related courses. The team investigated three labor education curriculum products, "Elementary and secondary Labor Education Curriculum", "Labor View Education for children" and "Labor Education and Practice", and compared and analyzed each project from the dimensions of teaching object, teaching content and teaching resource development.

Comparison of Competing Products

project	"Primary and Secondary School Labor Education Curriculum"	"Junior Version of Labor View Education"	"Labor Education and Practice"	"Baby Love Labor"
Teaching object and content	7-15 years old Farming culture + Farming	3-6 years old Labor values	18-21 years old Professional labor + Craftsman spirit	3-12years old Manual labor + model worker spirit + craftsman spirit + farming culture + Made in China spirit
Number of books	12volumes	1volumes	1volumes	54volumes
videos	None	None	None	1200
Illustration ratio	40%	above 60%	30%	above 60%
Material package	None	None	None	18 sets

"Baby love labor" course features

- ★ Labor education and art education carried together
- ★ Work spirit and craftsman spirit studied simultaneously
- ★ Handmade fun and practical works experienced together




Table 3. Analysis of competing products

The labor course resources of "Baby Loves Labor" cover six modules matrix, and there will be 54 copies of the complete set of picture stories and manual labor loose leaf manuals. Illustration resources account for more than 60% of the teaching resources. Compared with similar teaching resources in the market, It has a diversified manual labor content that is more consistent with the compulsory education labor curriculum standards, and a rich picture book for the cultivation of labor literacy view, which is more suitable for children to read and make, and is conducive to the dual cultivation of labor values and life labor ability.

3.3.4 Platform construction

Online platforms -- Tiktok, Kuaishou APP, wechat public account released 490 short video works, a total of 76,000 likes, a single video up to 1.1 million clicks; During the test and promotion period, the team cooperated with Guangxi Preschool Education and Vocational Education Group in production, teaching and research, held 8 course development exchange conferences, promoted and released products, and increased more than 300 prospective customers; Established pilot curriculum parks with 13 kindergartens.

3.3.5 Emotional expression of learning

In the process of participating in the labor education curriculum experience, most of the children can be full of expectations for the curriculum, actively participate in various labor practice activities, and show a high degree of enthusiasm and initiative. After completing the labor task independently or cooperatively, the children are proud of their achievements and think that their efforts and efforts are valuable. By learning new labor skills or completing challenging and interesting labor projects, children enjoy the fun brought by labor, feel happy, and get a strong sense of accomplishment. During the interviews, the children began to understand the significance and value of labor to create a better life, and they were full of respect for workers.



Figure 1 The project team conducted labor education activities in rural primary schools during the summer vacation

3.3.6 User feedback

The project has been widely recognized and concerned by the society. The team participated in recording 12 episodes of "Parent-child manual" programs on Guangxi Metropolitan Channel, and organized online public welfare promotion activities of "Non-genetic inheritance, accompanied by growth", with a total of 1,500 families participating. The project has been reported more than 20 times by Guangxi TV Station, Guangxi Daily, Nanguo Morning Post, Guangxi News Network and other news media. The teachers and students of the team have participated in the Guangxi Vocational Education Week for two consecutive years, and participated in the "Online Workshop for Overseas Chinese Teachers" sponsored by the Overseas Chinese Affairs Office of the State Council, which has taught nearly 300 overseas Chinese teachers in Southeast Asian countries their experience in the development of children's manual labor education courses.



Figure 2 Teachers participated in the parent-child manual recording

3.3.7 Results of labor

During the study period, 3 utility model patents were declared, 24 data records were held, 2 works were registered, and the first inventor was the project leader. In addition, the team won 31 ministerial and above professional field awards in Guangxi Province, and the project won the national bronze Award in 2023 to participate in the China International "Internet +" college Student Innovation and Entrepreneurship Competition. At present, the project has been registered in Nanning Macon Education Consulting Service Co., LTD., with a registered capital of 1 million yuan, angel round financing of 1.5 million yuan, and 10% shares sold. The funds are mainly used for course development and market promotion.

4. Results and Discussion

The team established a curriculum model combining the labor story of "Farm Reading Legacy" and practical tasks of "Manual labor", and set up 6 learning tasks for 3-12 years old. Carry out projects such as making school tools, making storage tools, making cleaning tools and making cultural and creative products. In the process of learning firmly established the most glorious labor, labor the most noble, labor the greatest, labor the most beautiful concept. Experience labor to create a better life, pay attention to ordinary workers, and cultivate the working spirit of thrift, struggle, innovation and dedication. In the combination of labor arts, cultivate labor ability, form good labor habits, inherit the fine tradition of diligence and bravery of the Chinese nation, and develop the labor concept of "labor glory" and correct labor attitude. So that children of every age can receive different labor education knowledge.

Labor Capacity Stage	L1-Explorer 3-4 Years old	L2-Capable Worker 5-6 Years old	L3-Living Expert 7-8 Years old	L4-Fabricator 9-10 Years old	L5-Masterful Worker 11-12 Years old
	Explore the Labor Game	Train Self-care Ability	Improve Living and Working ability	Expand Productive Labor Capacity	Develop a Sense of Responsibility and Occupation
Curriculum Model	Heuristic Education	Self-care arousal	Diversified life and labor expansion	STEAM Project-based Learning	In-depth Career Experience

Table 4 Labor education curriculum grading table



Figure 3: The curriculum mode of "six in one"

Core Product First Labor Story Picture Book of the Country
 The Labor Story of "farming and reading passing down the family"

labor viewpoint	The social status of labor		The great achievements of labor		The thought and morality of labor	
	Dignity of Labor	Respect Labor	value of labour	labor creating	integrityof labour	Labor etiquette
Content	Farming poems	Artisans of great powers	Twenty-four solar terms	Made in China	Family tradition and family discipline	Labor etiquette
	Handicraft Culture	Labor policy	Folk culture	Four great inventions	Labor story	Respect teachers
	Spirit of labor model	Famous quote	Traditional festival	Luban spirit	Fable	Ecological labor

To teach children to "know" labor, to "understand" social, to "raise" concept, to "Straighten out" attitude

蝶变的 中国制造 劳动故事
 跟着节气 智慧劳动 劳动故事
 多彩劳动 民俗 劳动故事
 双手创造的 美好生活 劳动故事

Figure 4 Introduction of the labor story of "Farming and Reading family"



Figure 5. Introduction of the leaflet manual



Figure 6 "Baby loves labor" Labor Education teaching materials and materials package



Figure 7 Labor education picture story partial preview

In terms of curriculum quality, when the student teams composed of pre-school education majors, fine arts education majors, art design majors, Chinese language and literature majors, and journalism and communication majors in higher vocational colleges cooperate to complete curriculum resource construction on the basis of lack of work experience, they have problems such as lack of solid professional foundation, irregular work and lack of children's education experience. There will also be a serious lack of management of material waste, lack of docking and audit of work, confusion of responsibilities, serious shortage of personnel, uneven ability, non-uniform style of writing and layout, low efficiency problems, work ideas and methods proposed to be adjusted as follows: (2) Further implement the division of labor in course development to people, formulate work schedule, clarify work content and task completion time, and make classification and overall management of manual materials. (3) Develop the "1 handmade +1 shooting, proofreading +1 instructor" point-to-point group course development mode (4) Assign special personnel to be responsible for teaching plans, step text, video clips, typesetting (5) The course development has been proofread at least 4 times. Curriculum development slows down to seek quality, change the way of work, and on the basis of previous experience, the task is mainly implemented to the students in the team, while the teacher team should start to focus on the top-level design of the course, link control and review and proofreading.

In data analysis, it is not enough to rely only on the curriculum development team to collect feedback and opinions on the curriculum, but also need to jointly pilot kindergartens and primary schools to carry out the feedback on the learning effect of students. From the aspects of students' attitude towards course learning, emotional expression, completion of works, difficulty degree of labor, satisfaction with works, sense of labor acquisition, and emotional expression of workers or labor itself, the content that needs to be improved in the course development process is collected. Curriculum development and testing can be carried out with the help of APP or wechat mini program, or teaching platform, centralized testing, digital curriculum platform is conducive to the extensive testing of labor education courses, improve the quality and efficiency of user feedback and tracking.

Conclusion

As a characteristic labor education course that takes into account characteristics, localization and customization at the same time, the curriculum team of "Baby Love Labor" project is based in Guangxi and develops teaching materials around manual courses such as intangible cultural heritage or ethnic handicrafts with Guangxi characteristics. The course has regional and ethnic characteristics. The contents include the production of household appliances, the production of learning tools, the production of storage tools, the production of cleaning tools, and the production of cultural and creative products. Comprehensive, multiple, three-dimensional manual labor content, divided into learning segments to guide children practical training, just a slight sweep, the teacher will do will teach, students easy to learn easy to do, teaching and learning to use convenient and flexible. Six categories of manual material packages, as teaching AIDS, can greatly reduce the workload of teachers to prepare teaching materials, enhance children's interest in labor, and enrich the eight major content of labor.

In terms of course content, the works made by manual labor are related to the tools that children need to use in life and study, so the course is different from the content of art class and handicraft class. It is a simulation and adaptation of real life and labor, which is suitable for children's stage of learning, inspiring labor wisdom and fun, cultivating respect and love for labor, and developing the basic quality and morality of workers.

Of course, there are many shortcomings in this study. First of all, most of the team members are students in school, so learning is the primary task, while the study of handicraft skills requires a lot of energy, and the integration and development of courses require interdisciplinary professional quality and knowledge. These include children's pedagogy and psychology knowledge, rich ethnic crafts and children's manual skills, market research and analysis ability, children's literature writing ability, picture book production ability, team cooperation ability, etc. This makes the development of labor education curriculum slow in the process of development, testing and iteration.

The project research needs to attract more front-line teachers in kindergartens and primary schools, labor education experts and college teachers and students to cooperate, and build a more complete and mature curriculum development system through cross-school, cross-school, cross-curriculum and cross-professional cooperation, so as to create targeted courses according to needs. In addition, curriculum development and production, teaching material package design and production, curriculum promotion, etc., need sufficient financial support.

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