Action Research on the Transmission of Tribal Sports Culture in Kindergarten Curriculum—Take an Elementary School Child in Taitung County as an Example

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The researchers are now teachers and directors in a kindergarten in Taitung. Together with the teachers, they saw that the tribe grandpa and grandma were invited to the school in the first semester of the 2018 school year, and the children belonged to passive roles. In the next semester, we hope that the children will take the initiative to enter the tribe and use their learned abilities to do something for grandpa and grandma. Therefore, through the kindergarten curriculum design, the children’s understanding of the tribal sports culture is transmitted, and the relationship between the curriculum and the cultural transmission is explored. In this study, an action study was conducted on a total of 20 children in a mixed-, middle- and small-age class in Taitung County, with a total of 18 children from the coastal Ami ethnic group. In order to motivate the curriculum, arouse children’s cognition of tribal sports through weekday sports, and a 12-week teaching exploration process to make children form a connection between traditional culture and sports to continue in their families. In the research, we have interviewed children, parents, teachers in shifts, and tested children’s knowledge of tribal sports, to understand the extent of the curriculum’s understanding of children’s tribal sports, and verified the feasibility of this action research. After the 12-week course, children’s knowledge of common tribal sports, parents’ feedback, and teachers’ experience, all felt the children’s initial understanding of tribal sports culture, and also developed the habit of sports for children. Integration of cultural transmission and child safety and health. The authors also hope to evoke grandpa and grandma to develop the habit of exercise, to feel the connection between young children and their families and the elderly, let the young children recognize that through their own ability, make grandma and family healthier, make the tribe better, and indirectly cultivate children’s feelings about the development of self-confidence and self-affirmation. Through this research, it can be used as a reference for on-site teacher planning courses.

Keywords: sports, tribal culture, kindergarten courses

Introduction

Research Background

Since the 2018 school year, the school has taken the opportunity of the immersive ethnic language teaching kindergarten program to hope that through the cooperation of Chinese teachers and ethnic language teachers, children will be inspired to identify with ethnic languages, like to speak ethnic languages, and regard
themselves as the Ami people are proud. The kindergarten team has been thinking about how to narrow the distance between the school and the tribe. In the case that the tribal elders are generally not very involved in school activities, it is hoped that the children will have a significant improvement in the tribal language learning, so that the tribe elders can see the school’s dedication and hard work in order to gradually realize the vision of close integration between the school and the tribe.

Zhuhu Elementary School is located in Changbin Township of the Ami tribe on the northernmost coast of Taitung County. The children in the class belong to the Ami tribe. Most parents in the park choose to leave their homes because of their remoteness, inconvenient transportation, and hard to find job opportunities, so their children are mostly taken care of by their grandparents; the language and concept gap between children and grandparents causes cultural inheritance gaps; based on the concept of learning cultural values, teachers in this kindergarten actively add Amis elements to their lives; after observation, it is found that non-Amis children are also interested in Amis courses in the curriculum. Therefore, Aramco culture is added to the curriculum design to integrate school education with local culture and become a future cultural inheritor. After seeing such field problems, researchers hope to start from traditional sports courses, in which we use traditional tribal sports as the precious traditional culture and wisdom of the aboriginal ancestors, in order to preserve the inherent traditional culture and promote the wisdom of the ancestors’ lives. Through the process of cultural activities and archery competitions, tribal people can be gathered to consolidate the consensus of the group, highlight the archery culture, make traditional archery and other traditional national sports flourish, and achieve physical fitness, such as archery, croquet and other sports. Kolb (1984) proposed that experiential teaching is a major feature of modern education types. Curriculum design is used to arouse students’ learning motivation and interest, emphasizing students as the main body. Teachers try to enhance children’s respect for multiculturalism, increase their understanding and recognition of local cultures, cultivate children’s awareness of Amis traditional sports, and conduct localized curriculum exploration through action research.

Research Questions

1. Whether the implementation of tribal sports culture courses can enhance children’s understanding of traditional sports.
2. Can the design of the kindergarten curriculum assist in the transmission of local culture?
3. In the implementation of local cultural courses, what kind of assistance teachers will need?

Research Methods

The method of action research is adopted in this research. Action research is to conduct research based on actual problems, take actions, and then hope to solve the problem through research (Qi & Lin, 2005). Among the characteristics of action research, it is believed that It is guided by practical problems, attaches importance to the participation of practical workers, is engaged in research and application research as the same person, the research field is the field of practical work, emphasizes the spirit of democratic participation, emphasizes the function of solving problems immediately, and the research process has flexibility and the applicability of research results are quite restricted and have the dual functions of criticism and construction (Pan, 2003). The course of action research is divided into defining the research question or the subject of inquiry, searching for the background theoretical knowledge of the research question or the subject of inquiry, formulating a data collection plan, conducting data collection and analysis, and allowing research questions to follow the collected
data. After adjusting, revising, analyzing, and organizing data, putting forward conclusions and suggestions, and finally drawing up an action plan (Nson, 2006).

In the design of this research, the researcher is located in an affiliated school in Taitung County with a total of 20 children in a mixed-age class with a total of 20 children. Among them, the coastal Ami is the main group, accounting for 18 children, and the design is designed for a 12-week teaching period. Explore the process and study whether it can improve the connection between children’s traditional culture and sports, and hope that it can be extended to the family.

After the study, the authors have interviewed parents, class teachers, and used games and question-and-answer methods to understand children’s understanding of traditional sports, and collected the impact of the curriculum on children’s tribal movement, as well as the understanding of the intervention of this curriculum on cultural transmission.

**Participation, Research Process, and Reflection**

**Course Development History and Discoveries**

At the beginning of the course, children will do big muscle exercises every day, experience different exercises, from which the children will formulate new rules, develop new game play, and share the exercises of the elders at home.

In the middle of the course, the children’s curiosity prompted us to enter the tribe and experience the popular sports of the tribe. Seeing the children’s high interest in traditional sports, the elders invited their friends to the scene as instructors, had fun with the children, and had a croquet game.

Child A: I can finally shoot arrows, yeah~~
Child B: My grandma is very good at playing croquet!

One day, young children shared a croquet competition held by the tribe, and they found that the elders of the tribe were very good. So, the teacher shared a few outdoor teaching fields and discussed with the children the key points they want to learn.

Finally, they chose to go to the hunter school to experience the traditional Ami sports. Toddlers hope that they can visit experts to improve their skills.

Child C: My grandma is really strong. He keeps going in (hole) and they will go to the competition. My grandma said that I am too young to participate.
Child D: But we can also fight, but we have been improving.
Toddler A: Then we are great and we can go to the competition!

In the peak activity at the end of the course, the children feel that they are ready, and they want to enter the tribe again and have fun with the tribe elders. “Tribal Health Appreciation” aims to learn the sports performed by the elders in the tribe, and cooperate with the Nanzhuhu tribe cultural and health station activities. The children act as sports ambassadors. Ami introduced various competition rules, and the young and old joined hands to learn together to make the “Bamboo Lake Olympic Games” come to a successful conclusion.

Elders of the tribe: Seeing you come, reminds me of my grandson in Taipei.
Elderly: It’s been a long time since there were so many children! Thank you all.
Village Chief: Thank you to the principal and director for bringing the school closer to the tribe.
It can be seen that after the 12-week course intervention, both teachers and parents can find that children’s cognition of traditional sports has improved, and from the children’s responses, children do have a better understanding of traditional sports, and they are actually perform traditional sports in your life. In the case of archery, young children experience that this sport can cultivate the qualities and will of tenacious, decisive, courageous, and overcoming difficulties. For the elders of the tribe, at the same time, it can achieve the purpose of relieving tension, fatigue, and adjusting emotions. Archery is a comprehensive exercise of physical stamina, skills, and mental quality, focusing on training the symmetry, balance, coordination, and control of the human body and the nervous system.

At the end of the course, the researchers used interviews designed to show the teachers, parents, and children’s views on the wild vegetable course.

Teacher A: Dewey once mentioned: “Education is necessary for life” and “Life is renewed by transmission.” Education and life are closely related. Because of education, life is more meaningful; because of life, education is more valuable.

Teacher B: It takes courage to leave. Let the young children walk into their tribe, and learn about the people and things of the tribe through field investigations, and the sports that the tribe people often perform, and finally hope to go deep into the tribe and exercise with the tribe elders to achieve the goal of health promotion and physical fitness.

**Researcher’s Reflection**

Teachers are like “gardeners” in the curriculum, parents are important “partners” in the teaching process, tribes play the role of “guides”, and experts are the “beacon” that guides our continuous improvement. Therefore, the course is in the cycle of agreement, implementation, and modification by these different personnel, so that each other can teach each other, and it is hoped that it will bring children a more complete learning process.

**The Impact of Curriculum Intervention on Young Children.** In the early stage of teaching traditional sports themes, children are not clear about the way the tribal elders exercise, nor do they understand the types of elders’ sports. From passive learning through the process of exploration, they gradually enter active learning and have a more in-depth definition of traditional sports, and can establish Knowledge and concepts of self. Through guidance, reading, demonstration, discussion, experience, service, publication and practice, etc., promote children’s collection of materials, active learning, publication of exhibitions, art creation, gratitude and friendliness, etc., and subtly transform them into feeling and moving, The trait of willingness to act.

**Look at the Learning Process of Children in Multiple Ways.** For young children, it’s not like children above elementary school can express their learning achievements in words. Therefore, teachers should look at children’s learning from multiple perspectives, and they should be aware of children’s learning in addition to the themes.

**Various Development Statuses.** For example, teachers may be able to see the characteristics of traditional sports and their methods more clearly by the way children recognize pictures. However, in the process, teachers should also pay attention to children’s ability to read together, exchange ideas with each other, establish emotional and knowledge exchanges, or be able to read, try to interpret the content and find an attitude to solve their own doubts.

**Teachers’ Attitudes Towards Multiculturalism.** The researchers themselves were not born locally. Therefore, in the transmission of multi-culturalism, teachers should introduce each other’s food culture, so that they can “understand” each other’s culture, rather than “compare” each other’s culture. In addition, teachers must pay attention to their own roles, and allow children to have more hands-on opportunities through guidance and assistance, so as to prevent the teacher’s own cultural background from affecting children’s learning.
Research Conclusions and Recommendations

Research Conclusion

Parent Integration Course.

1. Parents are more supportive of planning and designing localized courses in the garden, and actively discussing the content of activities with teachers;
2. They are more willing to incorporate their own experience and abilities into the curriculum of the garden to make the curriculum more diverse;
3. Provide their own workplace for children to learn, so that the kindergarten curriculum is not only in the campus;
4. Increased participation in activities, such as outdoor teaching, Zhuhu Thanksgiving concert performances, Amis Music Festival performances, immersive performances, ethnic language drama competitions, etc. Participating parents also treat other children as their own and give the greatest care and assistance;
5. Parents and teachers have reached a consensus on the tacit understanding, and work together for the goal of early childhood education and current cultural courses.

Teachers’ Self-Improvement. Local language courses can help teachers’ professional growth, including using local resources to enter the school, cooperating with teachers from other schools, teachers’ personal growth, and stronger curriculum planning skills.

1. From the past unit courses and themed courses, the authors are more willing to accept and challenge different forms of curriculum development, and conduct courses from program teaching combined with immersive ethnic language teaching;
2. Class teachers actively participate in the course, and before each course planning, visit professionals for consultation, such as the function of herbs and the content of legendary stories;
3. Teachers participate in education and protection professional research, immersive ethnic language teaching and research in their spare time and share and discuss courses with teachers from other schools;
4. In the spare time, the teacher prepares lessons with the Nanwang Affiliated Child, sharing the curriculum and planning of the Ami and Puyuma, as well as the difficulties and breakthroughs.

Inheritance of Children’s Experience.

1. Big hands “protect” small hands. Caring for and respecting others in the living environment (Society-3-2) (Ministry of Education, 2018). For example, the way of serving Chinese food is integrated into the traditional Amis class system. In the process of questioning, let Dapan children learn to care for their younger siblings, and younger siblings will follow Dapan as an example;
2. The big hand “holds” the small hand, adjusts their actions, and abides by the rules of life and activities (Society-2-3) (Ministry of Education, 2018), they need to take young children to study courses, just like the Ami culture, older children do it, younger children will follow suit. For example, take the simplest queuing as an example. The children in the big class should set a good example when standing in the front, and the younger brothers and sisters in the back will imitate and learn;
3. Inheritance after graduation. Learn to cooperate with others to solve problems in the living environment (Recognition-3-1) (Ministry of Education, 2018). With the guidance of senior sisters, children’s desire to work harder to explore and learn, and the self-confidence of senior sisters can be built up. Complementing each other allows the kindergarten curriculum to grow progressively, with more in-depth changes year after year;
4. Inter-school exchanges. Respect for Multiculturalism (Society-3-3) (Ministry of Education, 2018). Let children go to the Southern Kingdom Primary School and Zhangyuan Elementary School for curriculum exchanges. Children understand themselves and others through their interactive experience with others thoughts and feelings, learn to take care of the needs of oneself and others, and live with others.

Research Recommendations

Parents’ Perceptions. For parents, children should develop basic literacy skills in kindergarten in order to connect to the subject learning in elementary school. First, they are located in remote villages, and most of them are educated by generations. Therefore, it is hoped that teachers will be the main instructors in the aspects of upbringing and education. Second, due to the circulation of information, many parents do not have a clear understanding of the essence of early childhood education. They often think of it as a “childcare” place, but they hope that teachers can teach basic skills.

Teacher’s Mindset. Throughout the learning process, teachers are important others to students and play an important role model. Teachers’ concepts and behaviors have a decisive influence on students’ diversified learning (Cai, 2004). As far as teachers are concerned, kindergarten teachers have always played an important role. They spend eight hours a day with children. For example, self-care, language, muscle development, etc., require kindergarten teachers to observe and accompany them carefully. When it is already very cumbersome and unwilling to make changes to the curriculum, naturally there is no effort to communicate with the parents and design a new curriculum model. Therefore, everything is difficult at the beginning, and the most difficult thing is how to make teachers adjust their mentality.

Children’s Experience. Experiential learning is different from the traditional learning model in the past. Through the students’ personal experience and reflection, it is a kind of subjective environment interaction to create an individual knowledge structure, thereby forming emotions, attitudes, and values (Zhao & Liu, 2009).

Compared with children’s life in urban areas, children’s life is more exciting. In rural kindergartens, children’s experience is relatively poor due to factors such as intergenerational education or long working hours of parents. In addition, the loss of traditional cultural skills and children’s experience often only the information obtained on the mobile phone, tablet, or TV, even the self-care ability of daily life needs time to accompany and teach. Because of the lack of children’s experience, the discussion during the course of the plan requires more guidance, so that the discussion can gradually produce results. Therefore, in the leadership of the course, teachers will need the help of teachers to add more experience including: reading, visits outside the school, sharing with parents, etc., increase the children’s experience.

Combined With the Curriculum Syllabus of Kindergarten Education and Protection Activities. Starting from the cultivation of “people”, and through the planning and practice of the integrated curriculum in various fields, the cultivation of children has six core qualities of awareness and recognition, expression and communication, caring and cooperation, reasoning and appreciation, imagination and creation, and independent management. Curriculum planning focuses on localization, individualization, and refinement, which is highly recognized by parents. Teachers are able to work hard in teaching and are well recognized by parents. In order to implement the concept of down-rooting and diverse adaptability of education, it is hoped that the improvement of the environment of kindergarten students can provide a better teaching field and safe exploration space, so as to stabilize the foundation of preschool education, promote the sound development of children, and stimulate multiple intelligences and talents.
References


