

Original Paper

Research on Kindergarten Diet Education from the Perspective of Life Education

Junqi Lin¹

¹ PhD in Educational Leadership, Department of Educational Leadership, Policy and Technology Studies, the University of Alabama, United States

Received: December 2, 2023 Accepted: December 15, 2023 Online Published: January 17, 2024

doi:10.22158/jecs.v8n1p31

URL: <http://dx.doi.org/10.22158/jecs.v8n1p31>

Abstract

Based on understanding the necessity of diet and life education, this research presents the concept of building life education step by step and divides the structure of kindergarten diet education into two sides and three levels. The study investigates the current situation of diet education in a kindergarten using interviews and observation. To promote the integration of life education and diet education, this paper discusses how insights from the perspective of life education can illuminate poor practices in kindergarten diet education and provides proposals for improving the quality of diet education for children.

Keywords

Kindergarten, Diet education, Life education, China

1. Introduction

1.1 Purpose

According to the survey, developed countries attach great importance to early childhood diet education. For example, the Slow Food Association, a non-governmental food organization in Italy, advocates the food philosophy of protecting traditional food culture based on the principles of 'Buono' (high quality), 'Pulito' (clean), and 'Giusto' (equity) (Snyder, Hu, & Zheng, 2018). The Campus Garden Program in the United Kingdom (UK) advocates the provision of vegetable sides, land, and kitchens to allow students to participate in cooking (Li, 2018). Denmark has created cooking and farm experience classes, and some other countries have set up 'Nutrition Days.' However, the implementation of diet education needs to be further promoted in China (Tencent News, 2019). The organizational form of diet education is predominant, attaching less importance to pursuing fundamental values. Current research on children's diet education converges on a common consensus but includes few field surveys based on children's

lives. Documents such as *Guidance on COVID-19 Prevention and Control in Kindergartens*, published in 2020, highlight the importance of paying equal attention to diet and life education (Ministry of Education of the People's Republic of China, 2020). Further exploration is required to improve the reality of diet education in China, including by learning from the experience of other countries.

This research investigates the current situation of diet education in a kindergarten, analyzes problematic issues of diet education from the perspective of life education, and proposes some feasible recommendations to improve children's diet education. The author expects to attract the attention of the relevant education departments regarding diet education in kindergartens and to provide new and acceptable diet education ideas for front-line staff and educational researchers, taking into account the characteristics of children's life.

1.2 Research Methods

This study takes a local, public kindergarten, S Kindergarten, in Fuzhou, Fujian Province, China, as the research object. Here, the author undertook several observations between September and November 2022. These comprised: 60 occasions of dining activities including the top class (40 occasions), the middle class (5 occasions), and the bottom class (15 occasions); 4 occasions of collective teaching activities including the top class (2 occasions), the middle class (1 occasion), the bottom class (1 occasion); and five occasions of related diet education activities. Based upon methods of non-participatory observation and anecdotal recording, and using the recording form and video tools, this paper primarily explores the situation of life education behind diet education in kindergartens drawing upon visual content, such as the kindergarten kitchen and classroom environment; children's dining activities; and the behavior of the teachers in collective teaching activities of diet education.

This survey combined the methods of structured and unstructured interviews. The author interviewed one kindergarten deputy principal, one member of the research director, two campus doctors, 23 kindergarten teachers, and one canteen manager. The interview covers the basic system of kindergarten diet education management, the content and form of diet education activities, and the teachers' concept and behavior of diet education. The interview outline mainly refers to the Outline of the kindergarten teacher interview of Fang Nana's research (Fang, 2017).

2. Connotation

2.1 Life Education

This paper's vision of life education refers primarily 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, valuing children's individual development, and respecting children's innate nature, this concept is bred in children's cognition, emotional attitude and values, behavior and ability, and takes root in the process of education (Wang, 2006; Montessori, 1995; Zhang, 2015; Chen, 2012; Webster & Reed, 2011; Huang, 2014; Li, n.d.).

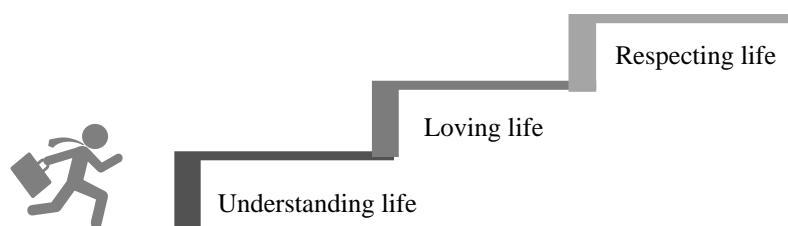


Figure 1. Ladder Construction of Life Education

2.2 Kindergarten Diet Education

This study assumes that while diet education is an educational activity specifically related to food, it simultaneously permeates the education of morality, intelligence, physique, and beauty to cultivate a good personality and rich human nature. Combined with the principle of kindergarten conservation, this study divides kindergarten diet education into a design structure of 'two sides and three levels'. Regarding conservation and management, kindergarten diet education from the perspective of life education aims to investigate the safety and health of the dining environment in kindergarten and the state of dietary nutrition 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; diet cognition, emotional attitude, and behavior habits (Hao, 2018; Bai, 2015; Shi, 2007; Zeng, 2014; Lei, 2018; Zhou, 2006; Jincunjiadaizi, Yuankoumeisui, & Potianzhenguizi, 2009; Qian, 2015).

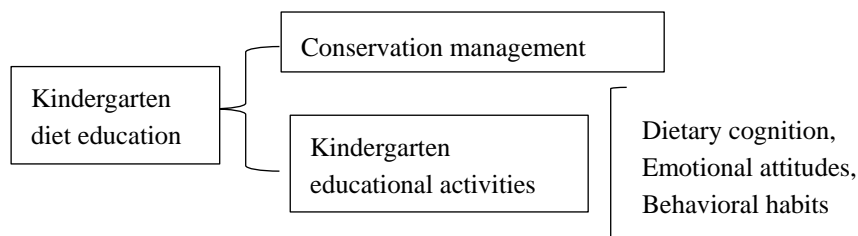


Figure 2. Kindergarten Diet Education Structure

Therefore, this paper defines kindergarten diet education as developing kindergarten diet management activities and educational activities based on: the understanding of children's individual life and characteristics; the development of their awareness of choosing food; cultivating their feelings of enjoying food; improving their ability to match food; and fully expressing their nature as children, through diet.

3. Results and Discussion

3.1 The Reality of Diet Education in Kindergartens from the Perspective of Life Education

3.1.1 The Management of Diet Education in Kindergartens

Firstly, the food safety system lays the foundation of diet education. Food safety is the primary principle for children's health, balanced growth, and development. The health assurance of material

conditions and the effective control of human factors are two essential aspects of kindergarten food safety system management, which play both a guiding and a restricting role in food processing.



Picture 1. Child Care Column

From the perspective of 'material,' within the purchase acceptance system, the particular 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. In contrast, the system of kindergarten food processing and tableware hygiene provides a safe dining environment for children. From the perspective of human resources, the post-responsibility system and the regular health inspection records of kitchen employees fully integrate food safety awareness into their daily work, ensuring the safety of the intermediate link of kindergarten food production.

Secondly, harmonizing the color and taste of food promotes the harmonious growth of children's bodies. The 'trinity' of food shape, color, and taste can encourage children to experience food's natural taste and texture and infiltrate the harmony that a proper diet achieves. The nutritional choice of food materials, such as a daily portion of milk, supplemented by the collocation of color, obscurity, and shape, presents the original taste of food, which naturally establishes a taste memory from childhood to achieve good care in the early years of life and also improve the quality of dining in the future. Under the supervision and guidance of the Partnership Committee, S Kindergarten hired qualified campus doctors to provide children with scientific recipes, ensuring that children enjoy two snacks and one meal per day, with the snacks consumed in the morning and afternoon, respectively, and dinner at noon.

Thirdly, a beautiful and harmonious environment promotes a pleasant dining experience.

To improve children's appetite, creating a pleasant dining atmosphere is necessary. The dining environment's harmony enhances the food's charm and beauty. Children have an instinctive impulse to be close to the beauty and often directly use their senses to feel and discover beauty. In the creation of a diet education environment in kindergarten, the layout of tables and chairs, tableware, background wall, and other aspects will all impact children's dining behavior. For example, a comfortable and spacious dining table, a clean tablecloth, and relaxing and peaceful background music enhance the environment. In addition, on the display wall, pictures drawn by the children themselves may be used to represent desired dining behavior, which can reflect the educational principle that 'silence is better than sound.'

3.1.2 Diet Education in Kindergarten: The Way to Realize Children's Vigorous Vitality

(a) Food cognition: perceiving food in various ways, understanding life and growing up close to nature. The basic knowledge of preschool children regarding food and nutrition primarily involves understanding the source, production, and nutritional value of daily food. However, it also consists of the realization that humans and food are interdependent and that harmonious coexistence with nature is essential. The ecological garden and the planting corner in the class are a paradise in which children can become close to nature while growing up. For young children, the abstract word 'life' immediately becomes concrete, vivid and affectionate. They can genuinely experience 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 to create an authentic and complete person who may fully feel and experience the meaning of nature and freedom.



Picture 2. Children in Ecological Garden

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

All aspects of diet education address children's emotional attitude toward food. Food-making and planting activities allow children to experience the double joy of labor and giving for themselves and others. They also learn to respect the fruits of the work of others and to appreciate and cherish the good qualities of food. In addition, being on daily duty and serving as a waiter in food-themed activities supports their understanding that responsibility is the premise of happiness; they experience the value of personal growth and become aware of the relationship between their own lives and those of other people.

When dining, words of positive encouragement, distinct from critical comments, make children feel secure. The inclusion of peaceful, free activities after a meal transforms eating—which appears to be an ordinary and stereotyped activity—into a kind of spiritual experience beyond the daily process of their life in kindergarten. Such activities may include reading, walking, caring for the plants in the planting corner, and playing finger games. The children may thus find and feel the most real spiritual vitality in the most ordinary place.

(c) Behavior habits: cultivating good dining manners and other behavior habits

The proper guidance of teachers and the construction of the diet education curriculum are conducive to forming good eating etiquette and behavior habits in children, which lay the foundation for children's

future life.

Through dining and other collective activities, teachers provide the appropriate guidance and consciously cultivate children's scientific nutrition concepts, such as food collocation. For example, they remind children to focus on eating and to chew slowly when tasting food. Teachers and children may sing dining songs together before meals, which provides an example to the children to practice respect for life and reverence for nature using a non-didactic method of education.

The curriculum design for kindergarten diet education is primarily based on the real lives of children, providing them with substantial hidden experiences in the form of games. Some teachers consider that children tend to be more intimate with the vegetables planted by themselves; others read picture books with children focussed on the diet education theme, discussing which behaviors of the protagonist in the dining process are polite or not to cultivate good table manners in the children.



Picture 3. Children are on Duty Service in Top Class 3

3.2 Rational Reflection on the Quality of Diet Education in Kindergartens from the Perspective of Life Education

3.2.1 The Deficiency of the Combination of Diet Education Management and Life Education in Kindergartens

(a) Diet education managers: lack of deep understanding of children's dining

The study found that the kindergarten managers pay great attention to the safety of the children's eating process but are less rigorous in reinforcing the institutional requirements—as specified by professional nutritional expertise—regarding the humanistic environment for their eating and the caring behavior of teachers. The deputy principal of S Kindergarten stated that teachers were not required to have professional nutritional knowledge and that formal nutritionist qualifications were not demanded when recruiting teachers. However, this study assumes that basic food literacy among teachers is an essential guarantee of the quality of kindergarten diet education. Only when teachers understand the basic principles of diet can they give the appropriate priority to diet education and think deeply about the relationship between food, on the one hand, and self, others, society, and nature on the other.

(b) The support of material environment: children's physical and mental experience needs to be strengthened.

Typically, little time is invested in labor activities for children, and opportunities, therefore, need to be strengthened for children to participate in labor and natural experience. For example, during the

collective diet education teaching activities, teachers frequently use the form of Powerpoint presentations, which have only a weak relationship with the real-life experience of children. 'Xiangxiang Kitchenette' food-making activities typically have the opportunity to be conducted within the activity room only every two weeks on average, and the quantity of kitchenware that meets the needs of one child for a single use lacks diversity in terms of equipment type. Only rare opportunities exist to undertake certain food-themed activities, such as the Our Festival series of activities linked with traditional festivals. Besides, 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 the class corner in S Kindergarten—fruit and vegetable classifications, supermarket, restaurant, for example—does not provide sufficient scope to achieve diet education impact through play, remaining limited to the game level for children to carry out role-playing. In this instance, the penetration of the life education concept is insufficient, and it is therefore concluded that the development of diet education activities requires excellent depth (Lan, 2019).

3.2.2 The Deficiency of the Combination of Diet Education and Life Education in Kindergartens

(a) Diet education curriculum construction: diet education activities' systematic method and continuity need to be strengthened.

Although teachers are aware of diet education for children, they typically take only a superficial view of the curriculum requirements of kindergarten, failing to analyze in depth the influence on children of the concept of life or the attitude towards life and lifestyle behind the curriculum. From the horizontal point of view, the curriculum for diet education needs to be approached much more systematically. For example, the lack of integrated thinking in curriculum design adversely impacts the relationship between diet education and other life activities; few kindergartens will connect the logistics work of the canteen with children's curriculum activities, resulting in a disconnect between children's diet management and diet education. Vertically, the continuity of the diet education curriculum needs to be strengthened; currently, diet education theme activities are generally carried out only in the middle class and cannot form a complete system throughout the whole period of kindergarten. The bottom class and the top class have fewer opportunities to plan and organize activities, allowing a disconnect to form between children's existing experiences and possible experiences.

(b) Organization of diet education activities: teachers' quality of conservation and education needs to be improved.

Firstly, the concept of child-oriented learning has not been adequately implemented. Some teachers maintain high levels of control regarding children's diet activities, failing to respect the needs of the children themselves. For example, in the case of a child's low appetite, they do not probe the reasons for their resistance to the diet, failing to consider their feelings and emotional state. Although teachers communicate with parents about children's diet, they seldom inform the parents about the nature of the children's diet activities, driving the parents' focus toward the quantity of food consumed by the child and away from the critically important understanding of their dining process.

Secondly, teachers typically fail to show initiative in their behavior concerning diet education. Due to the meticulous and tedious characteristics of early childhood education, it is easy for teachers to reach a plateau in their career, lose their sense of initiative in diet education, and ignore children's wasteful and picky eating. They fail to seize the opportunity that such eating behavior provides, in terms of timely education, guidance and intervention. This weakness among teachers may signal burnout and a lack of initiative.

Thirdly, the weak practice of some teachers harms children's bodies and minds—understanding appropriate diet education and eating behaviors can positively impact children's physical and mental harmony. Indulgence by the teaching staff in undesirable eating behaviors may aggravate bad habits in children. Education or diet education needs the candle of love to light up, but the light of love is not enough. To have love, one needs to learn to love—and on occasion to provide 'tough love'—as unscientific feeding behavior will lead to imbalance or lack of control in children's eating habits, which is very harmful to the physical and mental health and harmony of preschool children.

4. Implications

4.1 Strengthen the Diet Education Concept of the Leadership and Enrich the Life Education Guidance of the Kindergarten Food System

4.1.1 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 fully implement the concept of child-oriented education, it is necessary to start from the level of values, recognizing the universal significance of the life education concept in children's diet education. Thus the attitude is established of protecting children's lives, respecting the value of their individual development, acknowledging their natural nature in food activities, and actively approaching the world of the children. From the source, the government should give full expression to its leading role as a 'wind vane' and implement the strictest supervision in the form of legislation and regulation in support of children's harmonious physical and mental development. The higher authorities should pursue their supervisory role rigorously investigating and addressing malignant food safety incidents, such as food poisoning, which endanger children's life and health. Effective preventive and punitive measures should be involved, and the establishment across all walks of life should correctly understand children's diet education. Kindergarten managers should strengthen their ability to examine diet education problems; implement and refine the rules and regulations according to the kindergarten's actual situation; and enhance and embed an innovative, scientific, and values-driven approach to implementing the diet education concept.

4.1.2 Evaluation Criteria: The Scientific Consideration and Optimization of an 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.

Firstly, the scientific guidance of the higher authorities of the kindergarten is a prerequisite to practical evaluation. Kindergarten standards, supervision, evaluation, professional training, and qualification should all be informed by integrating the concept of life education led by the kindergarten higher authorities. Examples include the safety system of diet education management, nutrition collocation, color and taste harmony, and the teaching staff's attitude and behavior in the diet education process. These all can impact the cultivation of children's vitality and the formation of emotion and personality in diet education.

Secondly, the existing evaluation index needs to be optimized with its unique characteristics. More innovative choices are available to kindergartens in the context of education modernization and high-quality development in the new era. In formulating evaluation frameworks for diet education, kindergartens should take account of local conditions and customs to render diet education more grounded and more attractive from the perspective of life education and should accordingly constantly enrich the means of evaluating their diet education system.

4.1.3 Environmental Setting: Give Full Play to the Function of the Classroom Corner and Strengthen the Support for Diet Education Environment in Kindergartens

Supporting the diet education environment mainly refers to optimizing and improving the material or spatial diet education environment and the children's spiritual and psychological environment. For example, a class called 'small kitchen' can be established to give full play to the effect of district corners within diet education. The area is divided to simulate a real kitchen, with separate sub-areas for pastry, fruit and vegetables, raw food, and cooked food. Children and teachers participate together in the layout and arrangement of the environment. Kitchen staff in kindergarten and the parents who are chefs may be invited to demonstrate food production for children in the 'small kitchen.' Children can intuitively feel the food changes in the cooking process, thus significantly improving the situational quality of diet education.



Picture 4. Food Processing Zone

In kindergarten environmental planning, as the primary theoretical basis of campus architecture in environmental psychology, psychologist Lewin presented the famous behavior formula " $B = f(PE)$ " (B refers to behavior, P refers to people, and E refers to the environment). It indicates that behavior changes alongside changes in the people and the environment (Chen, 2008). According to the theory of

arousal, when the complexity, novelty, accident, and disharmony of the environment are at the medium level, the arousal effect is the greatest. Creating a realistic and humane environment enables children to get close to diet education, enjoy the primary life activity of dining, and develop the impulse to love life. The leadership of kindergarten should pay attention to investing in diet education facilities, should control inefficient and high-consumption construction, and should create a simple and high-quality diet education environment full of children's life interests.

4.2 Make Overall Plans for the Curriculum Construction and Improve the Systematic Organization and Continuity of Diet Education Activities

4.2.1 Horizontally, Integrating Diet Education into Life, Enhancing the Systematic Organization of the Diet Education Curriculum

The curriculum is the vehicle for educational objectives and activities. The systematization of diet education activities in kindergartens means that horizontally, infiltration education should be practiced and the coverage broadened of diet education in children's life. To improve the systematization of diet education, the principles of life, comprehensiveness, and permeability should be incorporated within training courses on diet education. This involves taking typical food as the material and source of understanding life and placing diet education centrally within our overall consideration of children's lives and of curriculum design.

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



Picture 5. Children Taste Moon Cake in Mid Autumn Festival

4.2.2 Vertically, Strengthening the Continuity of the Diet Education Curriculum throughout the Entire Preschool Stage

Continuity of diet education activities means that diet education should run through the top, middle, and bottom classes, that is, all age groups in kindergarten. It should shape natural and healthy eating habits and wake up the spiritual memory of the social culture of the children.

In terms of methods, it is recommended to organize regular education seminars, recruit highly qualified and experienced talent, learn from and absorb case studies of excellent kindergartens at home and abroad, explore in depth the application of the life-education concept in kindergarten diet education, and multi-dimensionally expand the integration within kindergarten diet education of the life-education concept.

4.3 Pay Attention to the Quality of Kindergarten Teachers and Improve the Effectiveness of Diet Education Organization

4.3.1 Salary Reform, Supervision, and Incentives Running in Parallel

Kindergartens, government, and other external agencies should collaborate to retract and release and to optimize distribution, with strict supervision and attractive incentives.

Currently, the salary level of preschool teachers is relatively low, especially in China's remote and underdeveloped areas. The government and relevant educational departments should address this problem, accelerating the reform of the salary mechanism of preschool teachers to attract high-quality talent and enrich the development of preschool teachers. Thus, teachers will likely invest more enthusiasm and energy in preschool education, thus realizing the necessary improvement in the quality of preschool teachers. Proper planning of in-service training and establishing appropriate incentive measures may also effectively reduce burnout among teachers and increase their vitality. In addition to salary incentives, according to Maslow's hierarchical theory of needs, kindergartens should constantly encourage teachers to pursue self-actualized excellence in the art of education. Moreover, kindergartens must flexibly supervise the process of dietary activities to enhance teachers' sense of responsibility and morality.

4.3.2 Lifelong Learning, Paying Attention to the Improvement of the Behavioral Art of Teachers

As for preschool teachers, the concept of lifelong learning must be established, and attention must be paid to behavioral art in diet education.

In kindergartens, learning among teachers is conducive to developing diet education. The discussion, dissemination, and promotion of the concept of life education can stimulate every teacher to be a model of child-oriented education, promoting conservation and cultivating the knowledge of health and nutrition among preschool teachers.

Diet education is, in fact, a two-way process. The process supports not only the stepped development of the concept of life education as applied to the individual level of children but also helps teachers to be continually informed by the perspective and practice of life education, learning to perceive and understand, love and respect life through daily diet education activities. By organizing diet education activities, teachers are also learning and experiencing a colorful and wonderful life with children and achieving integrity. The artistry of teachers' feeding behavior is not superior to that of children, so an open-dialogue relationship should be established between teachers and students, with teachers bending down to the level of the children and interacting equally with them in order to achieve the effect of high quality and harmonious coexistence.

4.4 Cooperation from all Walks of Life to Build a Diet Education Community

4.4.1 Achieving the Cooperative Leadership of Diet Education through Home-kindergarten Education

Consistent with the concept of life education, diet education is itself a holistic and comprehensive education. Its harmonious development requires a joint effort between children's institutions and parents. Only mutual understanding and equal cooperation can achieve good results.

Educators must learn to mobilize and utilize educational power and pay attention to coordination and cooperation. S Kindergarten's parent-child buffet activities and the teaching-assistant activities of parents will draw most parents into the diet education curriculum design team, which is organized and coordinated by teachers. Under the influence of 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 an outcome more remarkable than the sum of its parts.



Picture 6. Parent-child Buffet Activities

4.4.2 Integrating Diet Education Resources Effectively by Social Construction

On the one hand, colleges and universities should help optimize and enhance diet education resources. There are still few qualified nutritionists in kindergartens, so colleges and universities should aim to increase the training of professional talent with expertise in food, 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 resources and to design regional, localized diet education courses that can bring spiritual nourishment to children's lives.

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

Acknowledgments

I would like to extend my sincere gratitude to all those who have contributed to the realization of this academic endeavor. First and foremost, I express my deepest appreciation to my academic advisor, Professor Wu, whose insightful guidance and unwavering support have been instrumental in shaping

the trajectory of this research. Additionally, I am indebted to my colleagues and collaborators whose constructive feedback and intellectual contributions have enriched the depth and quality of this work. I also acknowledge the invaluable resources and facilities provided by the University of Alabama, Fujian Normal University and kindergarten, which have significantly facilitated the execution of this research. Furthermore, I extend my thanks to the reviewers for their meticulous evaluation and constructive critiques that have undoubtedly enhanced the rigor and clarity of this manuscript. Lastly, I appreciate the encouragement and understanding of my family and friends, whose steadfast support has been a constant source of motivation throughout this academic journey. This collaborative effort underscores the collective commitment to advancing knowledge in our respective field, and I am truly grateful for the collaborative spirit that has fueled this research.

References

- Bai, Y. (2015). *A study on Japanese Children's Food Education*. Liaoning: Liaoning Normal University.
- Chen, X. B. (2008). *Education Management*. Beijing, China: Beijing Normal University Publishing House.
- Chen, Y. H. (2012). Cultural Learning Theory and General Education. *Taiwan Journal of General Education*, 9, 47-68.
- Fang, N. N. (2017). *A Study on Diet Education Of Kindergarten Under The View Of Life Aesthetics*. Guangxi, China: Guangxi Normal University.
- Hao, X. X. (2018). The Promotion of Food Education in the Inheritance of National Culture—Take Japanese Food Spreading Measures as an Example. *Teacher*, 32, 96-97.
- Huang, Y. J. (2014). The Origin and Evolution of Life Education. *Seeker*, 8.
- Jincunjiadaizi, Yuankoumeisui, & Potianzhenguizi. (2009). Current situation of dietary education in elementary schools in Kagoshima. *Bulletin of Faculty of Nursing & Nutrition Kagoshima Immaculate Heart University*, 13, 43-51.
- Lan, Y. X. (2019). Children's Food education of Moistening Life. *Fujian Education*, 46, 11-12.
- Lei, Y. (2018). Exploration of Experiential Food Education Curriculum in Kindergarten. *Teaching and Research*, 12, 94-95.
- Li, W. P. (n.d.). Towards Life Consciousness. *Jiangsu Education Research*, 6, 4-9.
- Li, X. (2018). Food Education in England: Background, Actions, Features. *Primary & Secondary Schooling Abroad*, 07, 28-34.
- Ministry of Education of the People's Republic of China. (2020). *Guidance on COVID-19 Prevention and Control in Kindergartens*. Retrieved from http://www.moe.gov.cn/jyb_xwfb/gzdt_gzdt/s5987/202003/W020200312377385585416.pdf
- Montessori, Maria. (1995). Peace through Education. *Namta journal*, 20, 53-58.
- Qian, H. (2015). Experience the "Food Education" of Japan. *Journal of Educational Development*, 10.

- Shi, Y. H. (2007). Food Education in Japan. *Food and Nutrition in China*, 000(010), 4-6.
- Snyder, Francis, Hu, Z. K., & Zheng, X. J. (2018). *Slow Food in Europe, the USA and China: A Comparative Perspective*. Peking University School of Transnational Law Research Paper No. 18-6. <https://doi.org/10.2139/ssrn.3167906>
- Tencent News. (2019). *Liyuan Zhang: China's First Batch of Children's Food Education Workshops*. Retrieved from <https://news.qq.com/a/20111228/001576.htm>
- Wang, X. (2006). *The College Education in the Vision of Life*. Shanxi, China: Shanxi University.
- Webster Liz, & Reed Sue. (2011). *Hands on PSHCE*. HarperCollins UK.
- Zeng, Q. L. (2014). Japan's "Food Education" from the view of "Things in the Sea" and "Things in the Mountains". *Teacher's Journal*, 23, 87-89.
- Zhang, J. H. (2015). *Life Caring in School Daily Life -- Based on the Observation of Students' Daily Routine*. Nanjing, Jiangsu, China: Nanjing Normal University.
- Zhou, L. X. (2006). *General History of Chinese Aesthetic Culture*. Volume of Ming and Qing Dynasties. Anhui Education Publishing House.

Appendix

Table 1. Observation record of diet education activities in S kindergarten

Time		Class	
Theme			
Preparations			
Activity process and record			

Table 2. Observation record of dining activities in S kindergarten

Time		Place	
Objective			
Preparation before meal	preparation		
	Children performance and teachers' educational practice		
During the meal	Children performance and teachers' educational practice		
After meal	Children performance and teachers' educational practice		
Instant record and reflecting			