



Research On the Development Status and Promotion Strategies of Outdoor Adventure Games for Kindergarten Children

Luo Yuchen*, Deng Hongyi

College of Teacher Education, Zunyi Normal University, China, 563006

*Corresponding author: Luo Yuchen

Abstract: Active and appropriate adventure games can provide young children with repeated experience and awareness of risk scenarios and opportunities, which cannot be underestimated in terms of children's play, studies have shown that children aged 4-5 years in middle school are very interested in adventure games, Enjoying games with challenges, excitement, and excitement, based on this questionnaire method, the current development of kindergarten adventure games was studied, and the results of the study showed kindergartens The development of the middle school adventure game still has the problems of insufficient adventure game time, lack of adventure materials, parents' excessive prevention of children's safety, and insufficient actual results of the game, so kindergartens need to combine teachers 3. Parents and society provide multi-faceted support to rebuild the cognition of adventure games, provide sufficient adventure game materials and game environments, and effectively promote the development of adventure games for young children so that children have good discrimination and coping skills in the process of facing risks.

Key word: outdoor; Adventure games; Kindergarten

1 INTRODUCTION

Play is the nature of children, and the Guiding Outline of Kindergarten Education (Trial) points out that the education of young children is based on games, playing in middle school and playing in school. Adventure games are also one of the games that are conducive to the physical and mental development of young children, and they are loved by young children because of their own unique stimulation and challenges [1-2]. Some scholars have pointed out that children are born with a desire to explore, and in life they will constantly explore thrill-seeking and find adventure games [3] so Peng Xuluo mentioned in his children's book to encourage children walk into nature, inspiring their sense of adventure and their desire to explore and learn about the future world [4] Other scholars have also argued that outdoor adventure games for young children do not add to the risk factor [5]. In fact, preschool children already have the ability to make probabilistic judgments in risk scenarios, and they can not only distinguish between the safety of the

environment, but also better judge which risk factors are not in the scenario [6] Because of this, adults should not help young children to clear all dangers, but should encourage and support young children to face and overcome difficulties independently in a relatively safe environment [7]. The national education policy also mentions that it is necessary to cultivate a new generation of young people who can bear hardships and stand hard work, dare to struggle, dare to challenge, and dare to innovate. This requires that from an early age, we must cultivate the spirit of young children who dare to challenge and are not afraid of difficulties. A lot of research by the predecessors has mentioned that young children are naturally adventurous, and their recognition of adventure scenarios is not ignorant of what we think, adventure games also have a positive effect on young children, so it is more important to carry out adventure games, but Returning to the present, people only know how to promote the development of children's adventure games when they need to take risks, which is mentioned very little by the predecessors, resulting in people being restricted to a certain extent under the influence of children's personal safety protection [8]. Therefore, the author has conducted in-depth research on how



kindergartens can effectively promote the development of adventure games.

2 RESEARCH DESIGN

2.1 CONCEPTUAL DEFINITION

Outdoors is easy to understand on the outside, the opposite of on the inside. Activities outside the household are outdoors, and in the social context, outdoor activities are a way [9]. The outdoor area referred to by the Institute is within the scope of the kindergarten and outside the activity room.

2.2 ADVENTURE GAMES

Adventure games are exciting and challenging games in which there may be injuries to the body but the likelihood of danger is reduced if safety is taken.

2.3 KINDERGARTEN OUTDOOR ADVENTURE GAME

Kindergarten outdoor adventure games refer to a form of play that occurs outside the kindergarten activity and is mostly initiated by kindergarten 4-5-year-old children in a relatively safe environment.

3 RESEARCH METHODOLOGY

In this study, the questionnaire method was mainly used to study the current situation of adventure games in kindergartens and kindergartens with Zunyi City as the research scope.

3.1 RESEARCH SUBJECTS

In this study, taking Zunyi City as the research scope, according to the order of economic development of 9 counties, 2 counties with the top three economic development (Xishui County, Tongzi County, and Zheng'an County) were randomly selected: Xishui County and Tongzi County; One county, Suiyang County, was randomly selected from three counties whose economic development was in the middle stage (Meitan County, Suiyang County, and Fenggang County); Two counties were randomly selected from the three counties with the lowest economic development (Wuchuan County, Yuqing County and Daozhen Yiyi Miao Autonomous County) as the research object. In the five counties, a total of 215 kindergarten teachers were selected, 192 teachers specializing in preschool education and 23 teachers specializing in non-preschool education were selected from 215 counties. Among them, there are 140 public kindergarten teachers; 75 private kindergarten teachers, 72 with bachelor's degrees; There are 105 college degrees and 38 technical secondary school degrees.

3.2 RESEARCH TOOLS

Giving young children full opportunities for adventure challenges and independent exploration is the basic premise of the existence of children's adventure games, and there are many

constraints in safety education activities and few opportunities for free exploration, and there are many negative cases but few positive guidance problems, which are not only difficult for young children to correctly face the safety problems in the game, but also make children lose the opportunity to face risks alone [10] The Guide points out that children's learning is a process of children's interaction with their surroundings, and it is a process of children's active exploration of the surrounding social environment, natural environment and material environment [11]. Play is the main way for young children to acquire knowledge, so in order to ensure the free development of young children and respond to the national training goals, preschool teachers need to cultivate children's curiosity and exploration, attention and creativity, reflective ability and problem-solving ability through certain games, and adventure games are the best choice for cultivating these qualities. According to the guidance of the teacher in the game time, venue and game process of the children's adventure game, the game effect is the research direction, combined with the cognitive design problems of the teacher, the kindergarten and the parents of the child on the adventure game in order to understand the current situation of the kindergarten adventure game and the reasons for the lack of play.

3.3 RESEARCH PROCESS

This study uses the questionnaire method to collect data on the current situation of adventure games and the problems existing in the games of middle-class children, and the author arranges the designed questionnaires to distribute the corresponding teachers of the major to the kindergartens in the five selected counties according to the five counties that have been selected. In the later collection data, the number of respondents in each county will be sorted out and analyzed the number of teachers, teachers, professional concepts and the current situation and reasons for the development of children's adventure games in each county.

Investigator Selection: 10 researchers in this major were selected from five counties and sent in groups of two to find out about the adventure games of the middle-class teachers or those who have served as middle class teachers. In order to make the questionnaire data more reliable, the 10 researchers were told to be sure to send the questionnaire to the kindergarten teachers and not to other industry personnel before distribution.

4 PROBLEMS WITH THE DEVELOPMENT OF ADVENTURE GAMES IN KINDERGARTEN

The status quo is a degree that reflects the degree of play development and also reflects the level of children's participation in the game. The author mainly uses the questionnaire method to study the current situation of the kindergarten middle class adventure game, and finds that the current development of the kindergarten middle class adventure game has the following current status:



4.1 THE ADVENTURE GAME IS TOO LONG

Adventure games are children's games rather than adult games, and children need to be given sufficient time to perceive risks, assess risks, and finally make judgments. The "Guidelines" and "Kindergarten Work Regulations" also clearly stipulate that the outdoor play time of young children is not less than 2-3 hours (including sports play time is not less than 1 hour), and adventure games are also a form of outdoor games, and their play time should also be 2-3 hours. The actual situation can be flexibly adjusted according to the children's play situation, but according to the study, the adventurous play time of the middle school children is too short and does not meet the relevant requirements of the "Guide", which will lead to the children's experience of the game is not as high as the game effect.

Table 1 Kindergarten Adventure Game Duration Table

Duration (h).	Number of people (persons)	Proportion (%)
Less than 2-3 hours	155	72%
Reach 2-3 hours	25	12%
Above 2-3 hours	35	16%

From Table 1, it can be seen that up to 72% of teachers arrange play time for young children to be less than 2-3 hours compared with the outdoor play time of young children in the "Kindergarten Work Regulations" is not up to the requirements, while the reasonable arrangement of game time is only 12% at 2-3 hours. This shows that only a small part of the adventure play time of kindergarten children meets the relevant standards of the guide. And play is the way for young children to learn, and preschool teachers should reasonably arrange children's play time to ensure that children have enough time to play. The study further found that preschool teachers in the game in order to let young children receive toys in advance to shorten the play time so that young children have enough time to collect toys and ignore the time of young children's play, in terms of children's play schedule neglect of the characteristics of middle-class children and do not reasonably arrange flexible play time for them so that they cannot support the depth of children's play.

4.2 THE CONTENT OF THE ADVENTURE GAME IS SINGLE

The "Guide" proposes that play is the basic activity of early childhood education, and the content and form of play should be diverse for young children to choose from. Adventure games are not different, so teachers should provide a variety of types of adventure games to enrich the play experience of young children so that young children can get different game experience and experience in different games so that young children have the ability to face different risks, but the author's research found that the adventure game content provided by teachers for young children is too single, and the phenomenon of teachers letting young children play the same type of adventure games for a long time is common.

Table 2 Table of types of adventure games for kindergarten teachers

Types of adventure games	Number of people (people).	Proportion (%)
Fast	89	41%
High height	62	29%
Out of balance	30	14%
Temporary disappearance (climbing into a toy roller or tunnel).	12	5.60%
Rough Game (Fighting)	10	4.70%
Play in the danger zone	7	3.30%
Dangerous tools (hammers, nails)	5	2.40%
None	0	0

From the table, it can be seen that most middle school teachers will give preference to the fast adventure game when arranging the adventure game for young children, and the choice of other types of adventure games is not high, which shows that teachers tend to provide children with adventure games such as fast speed ignore other types of adventure games, adventure game content. The phenomenon of relatively single aspects will not only lead to a decrease in the number of adventures that young children have for other types of adventures, but also limit the development of children's risk-taking abilities.

4.3 TEACHERS' GUIDANCE METHODS ARE MAINLY BASED ON DIRECTLY REPLACING CHILDREN'S PROBLEM SOLVING



Kindergarten teachers are the second teachers in children's lives and the people who have the greatest influence on young children in the early childhood stage. The way teachers guide them directly affects children's play and their ability to solve problems. The Outline clearly states that teachers should participate in the lives of young children as "supporters", "guides" and "collaborators". However, according to the study, preschool teachers are not as facilitators or collaborators but direct solvers when faced with problems with young children, and the study further found that they directly replace young children to solve problems in order to avoid more trouble in solving problems in young children.

Table 3 Table of instruction questions for kindergarten teachers

Table of instruction questions for kindergarten teachers (n=215).		
manner	Number of people (people).	Accounted for (%)
Solve problems with young children	95	44%
Solve problems directly as a substitute for young children	96	45%
Let the toddler solve it on their own	23	11%

Table 3 shows that the proportion of teachers and young children who solve problems together when young children encounter problems and the proportion of problems that directly replace young children are 44% and 45% respectively, which shows that although there are currently 44%. Teachers have responded to the national education policy and guidelines as collaborators and guides to solve problems with young children, but there are still 45% of teachers who directly help young children solve problems when they encounter problems in an adventurous environment rather than as a guide-to-guide children to solve them slowly. When young children encounter problems and seek help from teachers, teachers consider that young children are too young to solve problems, want to guide but worry about wasting time, so they directly use alternative solutions to directly help young children solve problems.

4.4 THE ADVENTURE GAME IS INEFFECTIVE

1. Low persistence in play for young children

Little believes that adventure games are a game that provides young children with challenges, tests, explorations, and understanding risk opportunities [12] which is full of challenges

and these challenges are the essence of adventure games, so cultivating young children to encounter problems and take the initiative to solve problems is the greatest meaning of adventure games. However, the author found that kindergarten teachers did not pay attention to this when carrying out adventure games, and young children will not solve problems when they encounter problems, so the phenomenon of abandoning the ongoing games to find other games is still common.

Table 4 Worksheet for solving problems for kindergarten children

Problem Solving Table for Kindergarten Children (n=215).		
Solve the problem	Number of people (persons)	Proportion (%)
Yes	85	40%
No	130	60%

From Table 4, it is known that 60% of young children will not solve problems when playing adventure games. Problems in the process become the biggest obstacle to continuing the game. The author observed such a scene in a public kindergarten in Xishui County, Zunyi City: Toddler A and Toddler B together lifted a wooden board, a wooden ladder, and a round drum to try to build a set of game equipment, and put the materials used by Infant A Climb up the ladder with B and slide down the plank from the end of the ladder and then into the drum, but A just climbed into the drum and moved and rolled to the side, A cried, B When I saw it, I didn't get into the drum to ride with the children who were riding bicycles next to me. The teacher put the roller on A and climbed out of it and sat on the side to wipe the tears with his hand, and after a while A got up and went to play kangaroo jump with toddler C. It can be seen that when young children encounter problems, they will not try to solve them, and abandoning the ongoing games to engage in other games has become a solution they are accustomed to. Such a vicious circle will make young children develop the habit of half-heartedness on the one hand, and on the other hand, they will not learn the essence of adventure games.

4.5 YOUNG CHILDREN HAVE POOR ABILITY TO TRANSFER KNOWLEDGE ON ADVENTURES

Dewey stated that "mere activity does not constitute experience" [13]and that experience can only arise if the game process is linked to the outcome of the game. Playing young children need to accumulate experience in order to solve the problem next time. Studies have shown that the migration ability of young children's adventure games is very low, and the ability to solve



problems in adventure games is very low, and once they encounter problems, the first reaction is to find a teacher instead of trying to solve them first, and the reason for chasing it is that the experience of young children's adventure games is too low, which needs to attract the attention of teachers.

kindergartens have released materials related to adventure games, although the relevant adventure materials have been released, but the problem is that the number of releases is insufficient, resulting in the occurrence of young children's scrambling behavior.

Table 5 Kindergarten children's adventure game knowledge transfer ability table

Table 6 Table of competition for materials for kindergarten children

Table of knowledge transfer ability of middle school children's adventure games (n=215).		
Game experience	Number of people (persons)	Proportion (%)
Experienced	70	33%
No experience	145	67%

Table of situations for competition for materials for kindergarten children (n=215).		
Scramble for toys/number/percentage	Number of people (persons)	Proportion (%)
Scramble	140	65%
No scramble	75	35%

From Table 5, it can be seen that up to 67% of young children cannot transfer game knowledge to the next game, the transfer of game knowledge in early childhood is the teacher first guides young children to recall the process of allowing young children to form a knowledge structure, after each adventure game, teachers must organize children's recall process to link the process with the results to accumulate experience in order to transfer game knowledge to the next game. But the table shows that the teacher did not notice this problem in this regard. Early childhood experience is a summary of the game process and after the game, the adventure game knowledge transfer ability is poor will lead to the ability to solve the problem is limited, for the development of young children its influence is very large. The late development of the habit of accumulating experience that is not developed in early childhood can also be affected.

From Table 6, it can be seen that 65% of young children compete for play, while only 35% do not compete. This shows that the lack of provision of adventurous play materials in kindergartens leads to scrambling behavior in young children. It is the nature of every toddler to like toys. The lack of equipment to provide adventure leads to the low experience of young children's play places, and young children cannot fully appreciate the benefits of adventure games.

5 THE REASON FOR THE INSUFFICIENT DEVELOPMENT OF THE MIDDLE-CLASS ADVENTURE GAME

5.2 PARENTS ARE OVERLY WORRIED AND PROTECTIVE OF THEIR CHILDREN'S SAFETY

5.1 ADVENTURE GAMES ARE NOT ENOUGH MATERIAL

With the development of society, the cultural level of parents has also improved, and the research feedback that the cultural level of most parents is undergraduate, some are specialized, and there is basically no culture. However, children are their own flesh, and the cultural level can no longer show the parents' concept of education for their children, on the contrary, it is more difficult for parents with high cultural levels to get entangled. Today's children are basically only children or two children in the family. As Table 7 shows, parents are overly pampered with their children and are too worried about exposing their children to dangerous things. This phenomenon is becoming more and more intense in society.

Materials are the material basis for playing the game. According to Piaget's division of children's thinking, kindergarten children are 4-5 years old, and their thinking is in the pre-operation stage of the second stage, mainly animistic phenomena The emergence of specific operations, thinking irreversible. Only by specifically operating can young children experience the feeling of play, experience the thrill of adventure and learn new life experiences. According to the author's investigation, most

Table 7 Summary of interview results

Summary of interview results



Interviewee (50 parents in kindergarten).			
	Allowed/Di sallowed	Nu mbe r	Proportion (%).
Whether children are allowed to play adventure games	allow	10	Accounted for (20%)
	Not allowed	40	Accounted for (80%)

Parents from Table 7 can know that the parents of young children allow young children to carry out adventure games only reached 20%, and did not let young children carry out up to 80%, parents do not let young children dare not move, parents help children to move Such a phenomenon has always existed. Overprotective adults lead to excessive anxiety on the one hand, and to the loss of childhood fascination with the natural world and the consequent adventurous experiences, leading to the lack of independent exploration and poor adaptability to society [14] The results of the questionnaire show that many parents now explain that the reason for the child's injury is because the child himself plays and explores, and even if the parent knows that this is the case, the teacher will blame the teacher and cause the teacher to dare not let the child move.

5.3 DID NOT REVIEW IN TIME AFTER THE GAME

Retrospective is the end of a game, post-game retrospective is conducive to kindergartens to accumulate experience to learn game strategies, teachers should make full use of the things used in the game of young children to arrange a time for young children to review. Thus, accumulating experience. The author's research found that teachers did not firmly grasp this opportunity to cause young children to have weak play experience and difficult to carry out difficult adventure games.

Table 8 Game review table

Game Review Status Table (n=215).		
review	Number of people (persons)	Proportion (%)
review	75	35%
Not reviewed	140	65%

Table 8 shows that 65% of preschool teachers did not give young children a post-game review, resulting in children who did not remember the things found in the process of playing and did not improve their game level. The level of adventure games for young children has been stuck in a stage for a long time, and with the consumption of time, children's curiosity and desire to explore have gradually reduced children's love for adventure games, and with the passage of time adventure games, adventure games will slowly disappear in children's games, and children's development is also limited to a certain extent.

6 STRATEGIES TO PROMOTE ADVENTURE GAMES FOR KINDERGARTEN CHILDREN

6.1 TEACHERS SHOULD SHIFT THEIR ROLES TO PROBLEM SOLVERS INTO OBSERVERS AND GUIDES

Adventure games are the adventures of young children rather than the adventures of teachers, instead of solving problems for young children to develop teachers but stifling the opportunities for children's thinking development, so teachers must control their hands, control their feet, and leave their eyes to young children. Helping young children develop is presumably what every teacher wants, but it should be noted that teachers are not tools for children to solve problems, but observers, guides and collaborators. Observe first and then guide, the teacher observes the progress of the children's game on the side When the bottleneck period of the children's game, the teacher can guide the child to continue to play through simple verbal or action prompts, but be sure to pay attention to the tone of the prompt as much as possible to the relationship between partners to prompt such as "will this be better", "Do you think this is feasible." When simple verbal and action prompts do not work, the teacher should intervene in the toddler's play as a collaborator to complete the game with the toddler, but in the process, the toddler tries to make the toddler think more and operate more in the process.

6.2 TEACHERS SHOULD PROVIDE ENOUGH ADVENTURE MATERIALS FOR YOUNG CHILDREN TO TAKE RISKS

There is no doubt that material is the basis of operation. Early childhood materials are a prerequisite for young children to understand society and gain experience. The study found that basically kindergartens provide young children with adventure and play related materials, which is a phenomenon of educational progress, but the defect is that the number of materials is not enough for young children to operate. The phenomenon of young children finding scrambling behavior for toys has a great impact on young children, if such behavior occurs for a long time, it will lead to the development of aggressive behavior in young children, so kindergarten directors and teachers should pay attention to this problem to prepare sufficient adventure materials for young children to operate. Let young children have things to do, something to say, and



problems to think about. Considering the phenomenon that young children will damage toys, this problem should be mentioned by teachers in daily life or in collective teaching activities so that young children know to love toys in terms of cognition, and gradually develop the habit of protecting toys so that the toy destruction rate is reduced. Teachers will not put too much thought into worrying that the toys will always be damaged, but will leave more time to observe what deficiencies exist in the toddler adventure game materials and make up for them in time.

6.3 TEACHERS SHOULD PROVIDE MULTIPLE TYPES OF ADVENTUROUS PLAY SO THAT YOUNG CHILDREN CAN ADAPT TO THE DIFFICULTIES OF DIFFERENT SITUATIONS

The adventure of the young child is not limited to the adventure of the same situation, but the accumulation of experience in the original adventure situation so that the experience can be applied to the new adventure situation, and the experience accumulated in the new adventure situation is adapted to the next adventure situation. Constantly accumulating adventure experience and constantly solving problems is the core of adventure. Therefore, this requires teachers to provide children with a variety of types of adventure games so that children can continue to try in different situations, constantly explore and adapt to the environment. Different types of adventure games are essential for kindergarten toddlers. Highly high adventure games are conducive to overcoming children's fear of things; Fast and unbalanced adventure games exercise the sensitivity of young children; Temporary disappearance can help young children overcome a person's fears; Being in the danger zone and touching the danger tools is conducive to the formation of a cognitive structure for young children to know which places are dangerous areas and which things are dangerous, and what problems need to be paid attention to when playing or touching dangerous substances in the danger zone to avoid injury. Different kinds of games have different roles and different experiences, and children's cognition of things is not a single game can be completed but the result of multiple games, so in order to ensure that young children have a variety of experiences, teachers should provide children with multiple types of adventure games.

6.4 TIMELY REVIEW AFTER ADVENTURE GAMES IS CONDUCIVE TO STRENGTHENING THE EXPERIENCE FOR YOUNG CHILDREN

Retrospective is crucial for everyone. Early childhood is a more critical period, once the child develops the habit of reviewing is not only conducive to the accumulation of current adventure game experience but also conducive to the child's life later, the impact can be described as long-term. But the game is finished does not mean that the game is finished, in addition to the wonderful clips in the game process are memorable, the retrospective after the game will also be unforgettable. Teachers should review the play with young children after each play to sublimate the game to the ideological aspect. The time of review can be arranged after returning to the activity room after the end

of the game to drink water and go to the toilet, and the review time should not be too long, just like chatting and discussing with young children, it is more casual to create a relaxed and free sharing range for young children. The content of the review can focus on what problems have just been encountered in the toddler's play, whether they have been solved, and how to solve them will be better. Kindergarten children's thinking is intuitive thinking, review as much as possible to review the good aspects, before this need teachers in the early childhood play process Young children use their mobile phones to record some well-done pictures or videos of children's games on multimedia so that they are reviewing what happened according to the pictures to achieve better retrospective effects, which is also convenient for other children to strengthen the occurrence of good behaviors in young children for learning examples. Such a review not only allows young children to summarize their experience to deal with the same or more difficult problems that may occur in the next game, but also invisibly improves the level of children's play.

6.5 THE COOPERATION BETWEEN KINDERGARTEN, PARENTS AND SOCIETY IS THE SPIRITUAL PILLAR OF CHILDREN'S ADVENTURE GAMES

Adventure is an indispensable part of children's childhood and even later life, the need for survival and the bright colors of life. Analytical and problem-solving skills are developed in adventure games. The famous Angie game is based on "adventure" and "challenge" as the main essence of the game. Its play is successful because it forms an ecological chain of government, community, parents, young children and teachers. Each chain plays its part in its position. For the government level, support early childhood education, affirm the value of adventure games, do not advocate the elimination of unsafe things around children for the safety of children, but let children adapt to unsafe environments. At the community level, we regularly organize the study of the "Development and Guide for Children Aged 3-6" and promote the spirit of adventure. But the "3-6-year-old children's development guide" is only a ruler of our reference, we cannot use the above standards to require young children, because young children have individual differences, they are smarter than we think, and the guide above can only be a reference, the setting goal of adventure games may sometimes be higher than the guide and sometimes lower than the guide, which requires us to determine the game from the actual point of view combined with the characteristics of middle school children. At the parent level, the adventure parent-child game activities are carried out, parents are invited to participate in the adventure game with young children, so that parents understand that the experience learned by their children in the adventure game is irreplaceable by other games, walk into the child's life, understand the real early childhood education, and rest assured that the child will be handed over to the kindergarten. At the child level, children decide for themselves what to play, how to play, and with whom. At the teacher level, control your hands and control your feet, and quietly put up your ears to listen and observe the children. Only by vigorously constructing this ecological chain can we truly liberate children, as well as parents and teachers, and give children their childhood.



7 CONCLUSION

Adventure games are particularly important for children, especially in the middle class, whose game level is no longer the level of independent games, they have been cooperative games, based on their observations for half a semester, some children's game level has far exceeded the level of kindergarten children. Children's life should not be ordinary feeling fuller of colors, so we should not seize the opportunity for children to grow, we should do the opportunity to explore back to the child, the game back to the child, the happiness back to the child, the childhood back to the child, we are slowly approaching to find the child at the same time the child is also slowly approaching us into the world.

REFERENCES

- [1]Ministry of Education Guidelines for Kindergarten Education [EB/OL], 2001: 27-28
- [2]Gu Yun The value, dilemma and support strategies of adventure games for young children [J]. Educational Research and Commentary, 2021(5): 79-83
- [3]Stine, S. Landscapes for Learning creating outdoor environments for children and youth. [J]. New York, Wiley, 1997.
- [4]Qiao Shihua The Young Adventure King: Let Wisdom and Courage Take Root in children's hearts[J] Yangtze River Series, 2015
- [5]K. A. Henderson. M.. D. Bialeschki. People and nature-based recreation [J]. Leisure Sciences, 2008(3): 273.
- [6]Zheng Rui, Zhang Lijin. Influencing factors of risk-taking behavior in children [J] Advances in Psychological Science, 2009(4):745-752.)
- [7]Kodikovásky The Power of Games: 10 Gaming Experiences to Shape the Perfect Childhood [M]. Huang Siyi, Zhang Lili, Ma Yating, Yi Beijing: Machine Industry Press, 20017: 74-76
- [8]Teng Wanli The Dilemma and Strategy of Outdoor Adventure Games for Young Children [J] Life Education, 20018(02): 115-117
- [9]Zhang Ruilin Outdoor sports [M]. Beijing: Higher Education Press, 2005
- [10]Deng Xiaoling, Shi Dasheng, Safety Labeling and Infant Safety Education [J]. Pre-School Teaching Research, 2019(01):93-96
- [11]Interpretation of the "Guide to the Learning and Development of Children Aged 3-6" / Li Jimei, Feng Xiaoxia, editors-Beijing: People's Education Publishing House, 2013.3 (reprinted in July 2019).
- [12]H. Little, S. Wyver. Outdoor play :Does avoiding the risks reduce the benefits [J]. Australian Journal of Early Childhood, 2008(2):33-40.
- [13][Beauty]. John Dewey. Democracy and Education [M]. Wang Chenxu, trans. Beijing: People's Education Press, 1990
- [14]LIANG Zhe,LI Manli. Research progress on physical health promotion and academic performance in adolescents and children[J]. Journal of Physical Education, 2020, 27(3): 35-43