

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten



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ABSTRACT: At preschool, equipping preschoolers with the skills to identify and prevent dangers is an essential task to ensure their safety and comprehensive development. For children at this age, the ability to perceive risks is limited, so safety education needs to be carried out regularly and effectively. Measures to improve children's skills include organizing visual educational activities, such as games that simulate dangerous situations, and specific instructions on how to identify dangerous elements in the surrounding environment. For example, through lessons and games, children can learn to distinguish dangerous objects such as knives and scissors, and safe behaviors when communicating with strangers. Improving skills to identify and prevent dangers for preschool children not only helps them protect themselves but also creates a safe and healthy learning environment. This not only protects the health and safety of children but also helps parents and teachers feel more secure during the care and teaching process. By researching and understanding reality, the authors boldly propose measures to contribute to improving awareness and danger prevention skills for preschool children at preschools.

KEYWORDS: Skills, identifying and avoiding dangers, older preschool children

1. INTRODUCTION

During this important stage of preschool children's development, equipping them with skills to identify and prevent dangers plays a key role in protecting their safety and health. Children of preschool age are often not competent enough. During the important developmental period of preschool children, equipping them with skills to identify and prevent dangers plays a key role in protecting their safety. Safety and health of the children. Children of preschool age are often not capable of recognizing and assessing dangerous situations accurately, so safety education must be focused early on. These skill-enhancing measures not only help children become more aware of potential dangers in the surrounding environment but also form the habit of protecting themselves voluntarily. By organizing educational activities and practical experiences, as well as providing simulation situations, preschools can create conditions for children to become familiar with and practice dangerous prevention measures. This is a solid foundation to help children develop comprehensively and ensure safety during the learning and playing process.

2. RESEARCH CONTENT

2.1. Theoretical basis

2.2.1. Some tool concepts

Skills: There are many definitions of skills, these definitions often originate from professional perspectives and personal concepts. Author N.D. Levitov believes that: "Skill is the effective execution of a certain movement or a more complex activity by choosing and applying the right methods, taking into account certain conditions" [Nguyen Quang Uan, 2010, p. 38] or according to Author Huynh Van Son, skill is the ability to effectively perform a certain action by applying existing knowledge and experience to act appropriately. under permissible conditions. Skills are not simply the technical aspect of action but also an expression of human capacity (Huynh Van Son, 2009, p. 47). According to Bui Hien, Nguyen Van Giao, Nguyen Huu Quynh, and Vu Van Tao, (2001) in the Dictionary of Education, skills are divided into two levels: low-level skills (level I) and high-level skills (level II). I): Low-level skills are the ability to perform the right actions, appropriate to specific goals and conditions. At this level, some skills are formed without practice, if you know how to take advantage of existing knowledge and similar skills to move on to new actions. High-level skills are the ability to perform actions and activities proficiently, flexibly, and creatively by goals in different conditions.

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

From research on the concept of skill, we can conclude that a subject's skill or ability is formed by repeating one or a series of actions based on understanding (knowledge or experience). experience) to create oriented expected results of the subject. (P. 55)

Prevent danger: According to Nguyen Kim Than, Ho Hai Thuy & Nguyen Duc Duong (2005) in the Vietnamese Dictionary defines "Prevent (predicate) pre-calculate temporary measures to prevent or deal with unexpected things." or could happen" (p. 1281). "Avoid (predicate) take care to take measures to avoid, prevent or prepare for something bad that may happen." (p. 1655). "Avoid (verb): Actively prevent yourself from having to come into contact with or be directly affected by something unpleasant or unpleasant" (p. 1655). Thus, it can be said that: Danger prevention is a series of actions taken by individuals to proactively avoid dangerous factors or avoid/eliminate unsafe risk factors that can cause harm. for yourself and others.

Identification: is the ability to apply personal knowledge and experience to handle situations in life. Be able to associate and remember things and phenomena that have been learned and experienced to apply them effectively to the problem that needs to be solved. (Nguyen Thanh Tu, 2021, p.63).

So the skill of identifying and preventing dangers is the process of purposeful, planned, and methodical impact of teachers on children to form in them the ability to cope with external influences based on the manipulation of children. Use the knowledge and experience children already have. Educating children to be aware of what to do and what not to do before doing things that can be dangerous, building healthy behaviors, and changing negative habitual actions so that children have awareness, knowledge, and attitude. The appropriate skill level of what children comprehend is a preparation for children to prepare for grade 1.

2.2.2. Characteristics of danger identification and prevention skills of older preschool children

2.2.2.1. About cognitive thinking

Right from birth, children have shown signs of self-protection in the form of unconditioned reflexes such as: Pulling hands away from hot objects, blinking when exposed to sunlight,... those reflexes are signs. represents the first human defense ability against environmental stimuli. At preschool age, especially for 5-6-year-old children, the perception and process of acquiring and accumulating experiences, symbols, and life capital is quite richer compared to previous ages. That helps children have a basic awareness of some unsafe objects, dangerous places, some difficult situations and have ways to cope and protect themselves. In other words, 5-6-year-old preschool children have increased background knowledge and skills to recognize and prevent danger in children. However, due to psychological characteristics, preschoolers of 5-6 years old often imitate the actions of adults. Children are easily distracted by new scenes or when objects in their hands fall to the ground or roll into dangerous places such as lakes, ponds, water tanks, hedges, bushes, etc. Children will find out how to chase without paying attention to the immediate dangers. (Mai Hien Le, 2010, p. 35).

At this age, children have a very high need to explore the world (Hoang Thi Phuong, 2014, p.104). Children always desire to explore and explore everything around them, regardless of whether they are safe or not. In particular, for everyday objects that are forbidden by adults, and not allowed to be touched or played with, when there is no adult supervision, children will show a desire to explore what they are like. Therefore, children cannot foresee the dangers they may encounter. These risks can come from: Slippery toys, toys with broken links, or playing dangerous games: climbing trees, and branches, throwing sand and dirt in each other's faces, and teasing other children. animals, touching hot motorbikes, etc. The thinking of 5-6-year-old preschool children is still intuitive, their observations and assessments are still deeply subjective, emotional, and very easy to convince (Hoang Thi Phuong, 2014, p.93). Bad people easily grasp children's psychological characteristics such as: liking to eat candy, watching cartoons, receiving rewards, and playing with toys... to take advantage of and seduce children. In situations, certain unusual phenomena occur such as getting lost, fire, earthquake, kidnapping, an accident or something suddenly collapsing on the child. Children often do not have enough composure to judge, decide how to act, and how to handle such situations. Furthermore, in situations where subjects have not had the opportunity to have direct contact or with familiar subjects, but in new situations, children are not good at detecting unsafe issues when interacting with those subjects, for example. Children are not able to recognize signs of illness in familiar animals and stay away from those animals because at that time they can be dangerous for them. Children in rural areas do not know the dangers of using stairs. machines, escalators,...

At this age, older preschoolers can remember and apply the safety rules they have learned in real-life situations. However, long-term retention and accurate application may also depend on the frequency of repetition and consolidation of knowledge. Children learn to follow basic safety rules such as waiting at crosswalks, not talking to strangers, and using toys properly. Children also need to practice emergencies to understand how to react, such as how to call for help or ask for assistance. At the same time, children can recognize potential dangers with familiar, close objects and situations that they have had the opportunity to experience in life; This age group has begun to develop the ability to identify basic dangers in the surrounding environment. They can understand simple concepts such as "danger" and "safety" and distinguish between objects or situations that could cause harm, such as knives, scissors, fire, or vehicles. As for the ability to identify dangerous situations, children can recognize and react to dangerous situations through educational activities and games. For example, children may understand that they should not run

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

across the street or touch hot objects. In situations where the child has not had the opportunity to have direct contact with familiar objects, but in new situations, the child has not been able to detect unsafe issues when interacting with those objects.

2.2.2.2. About attitude and behavior

About attitude: Older preschoolers begin to understand and control their emotions in dangerous situations, such as panic or fear. This helps them react more calmly and rationally in emergencies. Children understand the meaning of their self-protection actions based on what they have experienced in life. Children do not yet have a sense of the purpose of self-protection in new situations and new objects even though they have knowledge and understanding of the dangers they will encounter and how to respond in those situations.

About behavior: Children can express concerns or ask for help when they feel unsafe. This shows the development of communication skills and a sense of self-protection. Children competently perform self-protection actions in familiar situations that have been directly experienced and practiced. Children can apply experience to take self-protective actions in similar circumstances and situations. What's special is that children often learn through observing and imitating the behavior of adults around them. Therefore, setting an example and creating simulation situations in safety education is very important.

In summary, older preschool children's danger identification and prevention skills are a combination of basic awareness, safety rule practice, and communication ability along with support and guidance from adults. Developing these skills effectively not only protects children but also helps build a foundation for future independence and confidence.

2.2.3. Educational content to identify and prevent dangers for older preschool children

In the Early Childhood Education Program issued according to Circular No. 01/VBHN-BGDDT dated April 13, 2021 of the Ministry of Education and Training (2021), the content of educating children on awareness and danger prevention skills includes: (1) Practice some good health habits; (2) Recognize some symptoms of illness, their causes and ways to prevent them; (3) Recognize and prevent dangerous actions, unsafe places, and life-threatening items; (4) Recognize and prevent some emergencies and call for help; (5) Get familiar with some symbols in life; Traffic signs, dangerous place signs.

The content of education on skills to recognize and prevent dangers is also reflected in the field of physical development - The set of development standards for 5-year-old children was issued according to Circular 23/2010 - BGDDT dated July 22, 2010 of the Government. Ministry of Education and Training (2010) specifically with the following indicators:

Standard 6: Children have knowledge and practice of personal safety including: (index 21: recognize and do not play with some objects that can be dangerous; index 22: know and do not do some things that can cause danger). dangerous; index 23: do not play in unsanitary, dangerous places; index 24: do not follow or accept fruit from strangers without permission from relatives; index 25: know how to call for help run away from dangerous places; index 26: know that smoking is harmful and do not approach people who are smoking)

Thus, the current preschool education program has paid attention to and seen the importance of educating children in skills to identify and prevent dangers in unsafe conditions. The educational content of skills to identify and prevent dangers in the preschool education program is quite rich and comprehensive, covering all aspects of both physical and mental health, with a focus on ensuring physical safety. physical aspect, preventing accidents and injuries for children. Each goal and content in the program is specified, with requirements and levels of achievement at each specific age that are easy to understand and implement.

2.2.4. Methods to improve skills in identifying and preventing dangers for older preschool children

Methods to improve children's identification and prevention skills that can be used by teachers include Visual methods, verbal methods, group discussion methods, situation creation methods; game methods, practice methods, and experiences. Teachers need to exploit and take full advantage of each of the above methods and forms in the process of educating children to identify and prevent dangers to achieve the desired effect.

Verbal method:

Purpose: Helps children understand the content of requirements that need to be fulfilled, helping teachers fully convey educational issues to children.

Method of use situation:

Purpose: To form children's skills to solve common situations in daily life, children have a connection between the content taught and real life and gradually realize the necessity of learning and training activities.

Methods of using the game:

Purpose: Children learn knowledge and skills naturally through games. This is also a game and an opportunity for children to experience and test their knowledge and skills. his abilities.

Practical and experiential methods:

Purpose: Help children apply their knowledge, skills, attitudes, and experiences into practice in a creative way, contributing to improving children's skills to recognize and prevent dangers

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

2.2.5. A form of improving skills to identify and prevent dangers for older preschool children

Danger identification and prevention skills for older preschool children in preschool are often carried out through many forms of activities such as learning activities, play activities, daily living regimes, themed activities, holidays, and festivals. However, it is necessary to apply innovation, creativity, and diversity to create an attractive and effective learning environment, helping children acquire knowledge and skills naturally and happily. Here are some effective forms of organization:

- Educational games

Simulation games: Using games that simulate dangerous situations such as "walking across the street safely" or "identifying dangerous objects" helps children practice recognition and reaction skills in situations like reality.

Interactive games: Group games or games with safe rules provide opportunities for children to learn from friends and teachers in a fun environment.

- Practical activities

Safe playgrounds: Designing safe playground areas with hypothetical situations, like "danger zones," helps children learn how to respond to different situations.

Practical exercises: Practical exercises such as "teaching children how to call for help" or "using safety equipment" help reinforce necessary skills.

- Interactive education

Imaginary stories and drama: Use interactive safety stories and scenarios to help children understand safety rules through relatable and relatable situations.

Educational videos: Show animated videos or short educational videos about dangerous situations and how to avoid them, helping children easily absorb and remember information.

- Creative activities

Drawing and crafts: Creating creative activities such as drawing safety signs or modeling dangerous situations helps children better understand hazards and how to avoid them.

Instructions from resources: Use textbooks and educational materials with safety images and models to help children easily identify dangerous factors.

- Outdoor education

Tours: Organize tours to places like museums, parks, or community centers where children can learn about safety in real-life situations.

Field guidance: Guide children in real-life situations such as walking around the school campus, showing them safety signs and proper behavior

- Workshops and exchanges

Safety workshops: Organize short workshops or classes with the participation of safety experts, providing specific information and skills for children.

Parent exchange: Organize exchange sessions with parents to share information on how to strengthen children's safety skills at home and create synchronous coordination between family and school.

- Review and feedback:

Continuous assessment: Conduct small tests or feedback activities to evaluate children's understanding and skills, thereby adjusting teaching methods accordingly.

These forms of organization not only help children learn and practice safety skills effectively but also create a positive and interesting learning environment, helping them absorb knowledge naturally. and have fun.

2.2.6. The role of education in improving skills to identify and prevent dangers for older preschool children

Improving danger recognition and prevention skills for older preschool children plays an important role in their comprehensive development and safety. These years are the period when children begin to explore the world around them with curiosity and a desire to learn. This is the time when children need to be equipped with basic knowledge and skills to protect themselves from dangers.

First, protect safety: Danger recognition skills help children recognize potentially harmful situations and objects, thereby staying away and protecting themselves from dangerous situations. For example, recognize and do not touch sharp or dangerous objects such as knives or scissors, or do not go near dangerous areas such as busy streets.

Second, develop a sense of self-protection: When children clearly understand potential risks and know how to respond, they will form safety habits and become proactive in protecting themselves. This helps children become more independent and capable of making safe decisions in different situations.

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

Third, enhance communication skills: Learning how to ask for help and communicate effectively when feeling unsafe is an important skill. Children will learn to express their concerns clearly and seek support when needed, enhancing communication and building confidence.

Fourth, create a safe learning environment: Skills to identify and prevent dangers also contribute to creating a safer learning and playing environment for children. Children can understand and follow safety rules in the classroom, playground, and outdoor activities, thereby reducing the risk of accidents and injuries.

Fifth, build a foundation for future development: Safety skills are not only valuable in the current period but also create a foundation for long-term development. Children who learn how to deal with dangerous situations will have an easier time developing problem-solving skills and responding to future challenges.

In summary, improving skills to identify and prevent dangers for 5-6-year-old children is extremely important, not only to protect their safety but also to build a solid foundation for their development. children's personal and social development.

2.2.7. Factors affecting the quality of improving skills to identify and prevent dangers for older preschool children

- To effectively improve danger identification and prevention skills for 5-6-year-old children, there are many important factors to consider. These factors directly affect the quality and effectiveness of the safe educational process for children. Specifically:

- Quality of educational programs: Safe educational programs must be designed to suit the age and needs of children. It should include engaging activities, lessons, and games, making it easy for children to understand and remember safety rules. Content must be simple, easy to absorb, and regularly reinforced.

- Teachers and staff: The skills and preparation of teachers and staff in preschool play a decisive role. Teachers need to be well-trained in safe teaching skills and be able to communicate information clearly and effectively. The teacher's dedication and patience are also important factors that help children learn better.

- Teaching methods: Interactive teaching methods, such as simulation games, group activities, and practice in real situations, help children easily identify and understand risks. The use of images, videos, and models also aids in explaining dangerous situations vividly and memorably.

- Learning environment: A safe and supportive learning environment will facilitate safe education. Schools and play areas need to be inspected and made sure there are no dangerous elements. Facilities and teaching aids also need to be safe and appropriate for the child's age.

- Parental involvement: Parents play an important role in reinforcing children's safety skills. Active parental involvement, through supporting homeschooling activities and discussing safety with children, helps children understand and apply safety rules more effectively.

- Resources and equipment: Using appropriate resources and equipment such as textbooks, educational toys and devices that simulate dangerous situations is essential. These tools help convey information in a vivid and easy-to-understand way.

- Evaluation and adjustment: A process of regular evaluation and adjustment of the safety education program is necessary to ensure quality. Collecting feedback from children, parents, and teachers helps to adjust content and teaching methods to better suit actual needs.

- In summary, the quality of improving children's skills to identify and prevent dangers, in addition to the children themselves being the decisive factor, also depends on a combination of many factors, including educational programs. education, teaching staff, teaching methods, learning environment, parent involvement, resources and equipment, and assessment processes. Promoting strengths and overcoming weaknesses as well as effectively combining these factors to ensure safe education for children achieves the best results

2.2. Measures to educate skills to identify and prevent dangers for older preschool children

2.2.1. Measure 1: Build an environment that helps children effectively experience the skills of identifying and preventing dangers

2.2.1.1. Purpose

The purpose of building an environment to help older preschool children experience the skills of identifying and avoiding danger is to create favorable conditions for them to develop the ability to protect themselves in a safe and supportive environment. By designing appropriate learning and play spaces, children practice safety rules through simulation activities and games, helping them easily identify risks and react promptly. This not only increases safety awareness but also helps children form habits of effective self-protection and become more confident in daily life.

2.2.1.2. How to proceed

To build a physical environment that helps children proactively comply with safety regulations based on the principles of voluntariness and mutual respect, it is necessary to pay attention to the design and organization of learning and play spaces in a smart way. reasonable and reasonable. Here are specific ways to do it:

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

Step 1. Design a safe and comfortable space

The first thing to do is identify safe areas: Divide areas in the classroom and playground, such as study, play, and rest areas. Make sure that hazardous areas such as areas with sharp objects or electricity are protected or securely separated. At the same time, arrange materials appropriately: Arrange learning materials and equipment scientifically, easily accessible but not obstructive or dangerous for children. Using shelves and storage boxes is safe and can help children easily find and use items.

Step 2. Use safe and specific educational materials

Toys and educational equipment should be age-appropriate and safe, without sharp edges or small parts that could be dangerous. Make sure these items are regularly maintained and replaced when necessary. Use models, images, and devices that simulate safety situations such as traffic signs or emergencies to help children identify safety rules.

Step 3. Create clear signs and regulations.

Clear and recognizable safety signs should be placed in learning and play areas. Use vivid and easy-to-understand images to effectively communicate safety messages. Display safety regulations using bulletin boards, pictures, or posters. Ensure that regulations are presented clearly and attractively.

Step 4. Create conditions for children to self-manage

Create areas where children can manage themselves, such as a toy cleanup corner or a personal work area. This helps children feel more responsible and proactive in complying with safety regulations. A positive evaluation and feedback system should be used to encourage children to maintain and implement safety rules. For example, charts or scorecards can be used to monitor and reward children.

Step 5. Ensure flexibility and timely adjustments

It is necessary to ensure that the space can flexibly change according to the children's needs and activities. For example, the arrangement of tables, chairs, or play areas can easily be changed to accommodate different activities. Regularly evaluate the physical environment and make adjustments to overcome problems that arise. Monitor feedback from children and teachers to continuously improve the space.

By focusing on these factors, you can create a safe, attractive physical environment and support children in proactively complying with safety regulations based on the principles of voluntariness and mutual respect. together.

2.2.1.3. Conditions for implementing measures

To effectively create an environment to help children experience the skills of identifying and avoiding dangers, it is necessary to pay attention to the following conditions:

- Create a safe and appropriate environment: Ensure that children's learning and playing environments are safe and age-appropriate. Equipment and toys must be inspected periodically to eliminate risks of injury. The space needs to be designed so that children can easily move around and observe potentially dangerous situations.

- Adequate education and training: Teachers and caregivers need to be trained to be able to effectively guide children in the skills to identify and prevent dangers. They also need to understand potentially dangerous situations and how to handle them.

- Thorough educational program: Develop and implement an educational program with clear goals, including lessons and activities related to identifying hazards, such as traffic situations, hazards from the surrounding environment, and how to behave in emergencies.

- Use active teaching methods: Apply interactive teaching methods, such as simulation games, situation simulations, and group activities, to help children learn through real-life experiences. These activities should be designed to stimulate children's participation and reinforce their skills in identifying and avoiding danger.

- Family involvement: Include families in their child's education by organizing workshops or providing educational materials to parents so they can support and reinforce what their child has learned at school.

- Evaluation and adjustment: Monitor and evaluate children's progress through tests and observations. Based on these assessments, adjust educational programs and activities to be more appropriate and effective.

- Create a free space and encourage exploration: Encourage children to freely explore and learn in a safe environment. Make sure children have the opportunity to practice and experience real-life situations naturally and without being forced.

- Integrate social skills: Provide opportunities for children to develop social and communication skills, as these skills are important in identifying and responding to dangerous situations.

By ensuring these conditions, you can create an effective environment for children to learn and develop skills to recognize and avoid dangers.

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

2.2.2. Measure 2: Build hypothetical situations to help older preschoolers recognize and avoid dangers

2.2.2.1. Purpose

Ensure safe conditions so that children have the opportunity to show initiative and actively respond to potentially dangerous situations with the preparation and control of adults. Help children have the opportunity to experience different emotions when taking action to respond to potentially dangerous situations. Provide children with "models" of potentially dangerous situations.

2.2.2.2. How to proceed:

To build hypothetical situations to help older preschoolers identify and avoid dangers, you can take the following steps:

Step 1. Make a detailed plan: Need to define goals, and identify common risks that children need to identify and prevent, such as traffic accidents, fires, or dangers from sharp objects Then choose hypothetical situations suitable for children's ages, ensuring they are simple, easy to understand and close to their daily lives.

Step 2. Design a hypothetical situation by using models, images, and simulation tools to recreate dangerous situations. For example, create a traffic "scene" with signs and road markings so children learn how to cross the road safely. Then Use imaginary drama to create short scenarios with the participation of teachers or classmates for children to practice safe behaviors in hypothetical situations.

Step 3. Organize practical activities: Organize role-playing games where children pretend to be characters in dangerous situations. For example, one child could play the role of a car driver while another child plays the role of a pedestrian learning how to cross the street safely. Then guide them through specific steps in a hypothetical situation and allow them to Practice many times to consolidate knowledge and skills.

Step 4. Practice assessment and response: Observe children as they perform hypothetical situations to assess their ability to recognize and respond. Provide positive feedback and specific instructions to help children understand and improve their skills. After each activity, discuss with the children what they learned and how to apply safety rules in practice. Encourage children to share their feelings and experiences.

Step 5. Adjust and improve: Collect feedback from children and teachers to improve hypothetical situations. Adjust the scenarios based on feedback to ensure that they are relevant and effective. Also, conduct periodic reviews of the effectiveness of the scenarios and update them to remain engaging and educationally effective.

By taking the steps above, you will help older preschoolers experience hypothetical situations effectively. From there, improve skills to identify and prevent dangers in a safe and positive learning environment.

2.2.2.3. Conditions for implementing measures

To effectively create hypothetical situations to help older preschoolers recognize and avoid dangers, pay attention to the following conditions:

- Understanding of dangerous situations: Teachers need to research and identify common dangerous situations that are appropriate for children's age. For example, danger from traffic, danger from household objects, or danger when meeting strangers. This helps create meaningful and realistic hypothetical situations for children.

- Design appropriate situations: Build hypothetical situations appropriate to the development of older preschool children. These scenarios should be simple, easy to understand, and easy to implement in a classroom setting or play area.

- Use interactive teaching methods: Apply interactive teaching methods such as simulation games, drama and group activities to help children practice and experience dangerous situations safely. This helps children visualize and better understand dangerous situations and how to respond.

- Use materials and props: Use materials and props to simulate the situation in a realistic and easy-to-understand way. For example, use traffic toys to simulate traffic situations, or house models to simulate hazards in the home environment.

- Clear instructions and explanations: Provide clear instructions and explanations to children about hypothetical situations, how to identify risks and how to avoid them. Use simple language and illustrations so children can easily understand and remember. At the same time, encourage children to actively participate in hypothetical situations and make decisions during the situation. This helps children develop their thinking and decision-making abilities when encountering real-life situations.

- Assess and provide feedback: After performing hypothetical scenarios, assess children's understanding and skills through questions, discussion, or hands-on activities. For preschoolers, hypothetical situations need to be done regularly and repeatedly to help children remember longer and react faster when encountering similar situations.

2.2.3. Measure 3: Integrate education on skills to identify and prevent dangers in daily activities at preschools

2.2.3.1. Purpose:

Help children have the opportunity to use their existing danger identification and prevention skills to cope with diverse and potentially dangerous situations in everyday life, from there, their skills will improve day by day. The more skilled and flexible children become, the more experience they accumulate in avoiding dangers.

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

2.2.3.2. How to proceed:

Step 1: Choose an appropriate form of activity to create favorable opportunities for children to experience the skills of identifying and avoiding dangers, including Determining the goal and content of the activity. subjects participating in the activity

Step 2: Organize activities to help children experience skills to identify and prevent dangers such as:

- Organize labor activities (Create children's mood for activities, assign tasks to children, conduct labor activities, end activities)

- Organize eating activities (Create a mood for children to come to the activity, share meals with children or ask children to choose their food, organize feeding for children, and end the meal)

Step 3: Share experiences and emotions after participating in activities to experience skills to recognize and prevent dangers.

2.2.3.3. Conditions for implementing measures

To effectively integrate education on skills to identify and prevent dangers into daily activities in preschools, the following conditions must be met:

- Develop a comprehensive educational plan: Teachers need to plan to integrate lessons about identifying and preventing dangers into daily activities such as playing, studying, and daily activities. At the same time, reasonable scheduling ensures that safety skills education activities do not disrupt children's learning and play activities but instead integrate harmoniously with the curriculum.

- Designing educational activities: Integrate safety lessons into daily activities, such as traffic lessons when playing with toy cars, or lessons about risks when doing crafts or taking owners Safety topics are included in weekly learning topics to create opportunities for children to become familiar with and practice safety skills in many different situations.

- Use active teaching methods: It is necessary to apply interactive learning methods such as games, drama, and group activities to convey safety knowledge in an attractive and easy-to-absorb way. At the same time, use real-life situations in daily life to teach. For example, during mealtimes, explain how to avoid the risk of food poisoning and how to maintain personal hygiene.

- Monitor and evaluate: Monitor and evaluate children's progress in identifying and avoiding dangers through observation and small tests. From there, based on feedback and evaluation, adjust activities and teaching methods accordingly

- Motivate and encourage: Teachers should encourage children to participate and perform safety skills by rewarding and motivating them as well as recognizing and praising children's efforts and achievements in applying Use skills to identify and avoid dangers.

By paying attention to these conditions, teachers can effectively and safely integrate education on danger identification and prevention skills into daily activities, helping children form good habits. and important skills early on.

2.2.4 Measure 4. Coordinate with parents to create opportunities for older preschool children to practice skills to identify and prevent dangers

2.2.4.1. Purpose:

Create opportunities for children to practice skills in identifying and preventing regular dangers at home, ensuring consistency between school and family in child education. Provide parents with the necessary knowledge about improving skills for older preschool children. Encourage parents to participate with children in activities at home and school.

2.2.4.2. How to proceed:

To coordinate with parents to help older preschoolers practice danger recognition and prevention skills, you can take the following steps:

Step one, Develop plans and goals: Identify the skills that need to be developed by providing specific skills such as recognizing basic hazards, responding properly in an emergency, etc., and then plan educational activities related to them. Identify and avoid hazards, including lessons, games, and practice exercises.

Step two, Organize workshops and parent training: Invite parents to participate in seminars or training courses to raise children's awareness of dangers and how to prevent them. Also distribute educational materials to parents, including information about common dangers and how to teach children to recognize and respond to them.

Step three, design learning activities at school: Integrate hazard recognition and prevention activities into your child's curriculum, such as role-playing games, safety lessons, and group exercises, and increase the use of learning resources such as books, , videos, and other learning tools to educate children about dangers and how to handle them.

Step four, encourage parents to practice at home: Give parents exercises and activities they can do with their children at home, such as practicing hypothetical dangerous situations. However, the school needs to monitor and evaluate by asking parents for feedback on the implementation process and children's progress so that educational methods can be adjusted if necessary.

Step five, organize exchange activities and share experiences: The school creates opportunities for parents and teachers to share experiences and learn from each other through exchange sessions or support groups and encourages parents and children

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

to regularly discuss safety issues, not only in the school environment but also at home and in the community. Boldly present success stories and share effective methods in educating children about safety and vice versa.

Step six, assessment and improvement: Tests and assessments should be carried out to measure the effectiveness of educational activities and children's progress, based on feedback from parents and assessment results. price, adjust educational plans and methods to improve efficiency. In particular, schools need to maintain regular contact between parents and teachers to update information, discuss new issues that arise, and continue to reinforce children's safety knowledge.

By taking these steps, you can create an effective educational and supportive environment to help older preschoolers develop skills to recognize and avoid danger.

2.2.4.3. Conditions for implementing measures

To take measures to coordinate with parents to create opportunities for older preschool children to practice skills to identify and prevent dangers, it is necessary to pay attention to the following conditions:

- Develop a clear cooperation plan: It is necessary to develop a coordination plan between the school and the family to ensure that both parties have the same goals and methods for educating children on safety skills. Communicate the goals of safety education to parents so they understand and agree with the plan.

- Create effective communication channels: Regularly update and periodically provide information about children's safe educational activities at school through newsletters, emails, or parent meetings. As well as setting up direct communication channels (such as chat groups, and online meetings) to exchange information, discuss progress, and answer parents' questions.

- Provide instructions and documents: Provide parents with educational materials, such as books, flyers, or videos, on how to teach children to identify and avoid dangers at home. Offer activities and exercises that parents can do with their children at home, such as educational games or safety simulations.

- Organize community activities: School administrators organize seminars or training sessions for parents on skills to identify and prevent dangers, along with practical activities for parents to apply at home. As well as creating community events like safety days, where parents and children can participate in educational activities and practice safety skills together.

- Encourage active participation: Encourage parents to actively participate in safe educational activities and show interest in their children's learning. Listen to parent feedback and make necessary improvements to promote more effective collaboration. Build good relationships with parents based on trust and cooperation, so they feel comfortable sharing information and participating in educational activities. Schools need to consider cultural, and economic factors and each family's specific situation when designing educational activities and materials to ensure that they are appropriate and easy to implement.

By implementing these conditions, you can build an effective cooperation system with parents, helping older preschoolers comprehensively and effectively practice danger recognition and prevention skills.

2.3 The relationship of educational measures to identify and prevent dangers for older preschool children

Suggested measures to improve danger identification and prevention skills for older preschool children are often closely related and support each other in building a solid safety foundation for them. First, the safety education program needs to be designed to be age-appropriate, including hands-on activities and games that simulate dangerous situations so that children can easily absorb them. The teaching staff, with extensive training and effective teaching skills, will implement these educational methods in a lively and engaging way. A safe learning environment, free of dangerous elements, will facilitate the application of safety rules. Parents' active participation in reinforcing safety knowledge at home will help children understand better and practice more effectively what they have learned. Educational resources and equipment also play an important role in conveying information. Finally, evaluating and adjusting the program based on feedback will help optimize measures, ensuring effectiveness and suitability to children's actual needs. All of these elements combine to form a comprehensive safety education system, helping to effectively improve children's skills to identify and prevent dangers.

3. CONCLUSION

Improving skills to identify and prevent dangers for preschool children at preschool is an important and indispensable task in ensuring their safety. Safety education measures, from organizing visual activities to practicing in simulated situations, help children not only better understand potential hazards but also know how to respond effectively. These skills not only contribute to protecting children's safety in the learning environment but also form habits of self-discipline and vigilance in daily life. Investing in early safety education will create a solid foundation for children's comprehensive development, while also helping parents and teachers feel more secure in caring for and educating their children. Therefore, implementing these measures should be considered a top priority in preschool education programs.

Measures to Educate Skills to Identify and Prevent Dangers for Old Kindergarten Children at Kindergarten

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