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Immersive Practical Pathways of Integrating Red Themed Literary and Artistic Resources into Kindergarten Moral Education via the Five Dimensional Integrated Approach

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Abstract: Red-themed literary and artistic resources offer significant potential for kindergarten moral education due to their perceptual and emotionally charged nature, making them highly promising tools for early childhood development. However, clear practical pathways for integrating these cultural resources into daily teaching remain lacking. This study investigates current utilization practices, identifies challenges faced by educators, and develops a theoretically grounded practical model to address these critical gaps. Employing a comprehensive mixed-methods design, quantitative data were collected via structured questionnaires from 107 kindergarten teachers across Hebei Province, China. Simultaneously, qualitative insights were gathered through in-depth semi-structured interviews with 15 key stakeholders, including principals, teachers, and parents. Results indicate that while educators widely recognize the inherent educational value of these resources, current practices—categorized into environmental design, curriculum integration, activity planning, community collaboration, and assessment—face notable difficulties. Key challenges include low child engagement, disjointed curricula, over-reliance on festival-driven events rather than sustained planning, superficial family-community collaboration, and the absence of coherent evaluation systems. Drawing on constructivist theory, situated cognition, and immersive learning frameworks, this study proposes a novel Five-Dimensional Integrated Approach encompassing environment, curriculum, activities, collaboration, and evaluation. This comprehensive framework yields immersive practical pathways providing adaptable guidance for transforming cultural resources into creative early childhood educational practices. Ultimately, these foundational findings offer a structured pedagogical model requiring further empirical validation across broader educational contexts and geographical regions.

Keywords: moral education; early childhood; cultural resources; immersive learning; pedagogical models

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1. Introduction

Promoting the spiritual tradition rooted in foundational principles is a key task emphasized in recent policy discussions. These discussions also highlight the importance of utilizing cultural resources and enhancing the dissemination and instruction of core values. Early childhood education marks the beginning of the national schooling system, with the fundamental aim of enabling children to "get the first button of life correctly fastened." National-level policy frameworks, such as guidelines for quality assessment and opinions on standardized development, prioritize Moral Education as a primary concern [1]. As a branch of cultural heritage, themed literary and artistic resources encompass revolutionary tales, heroic figures, songs, films, dramas, literary texts, and both physical and intangible heritages. These resources present values through artistic forms, resonating more deeply with young children than direct moral instruction. Rather

than simply telling children what is right, they work on an emotional and aesthetic level—sparking feelings, stirring imagination, and making abstract values tangible and real.

Hebei Province has a particularly rich legacy when it comes to themed literary and artistic resources, including works tied to regional cultural heritage, well-known films and books, along with a wealth of folk songs, prints, and dances that circulated widely during historical periods. Together, these form a distinctive regional cultural asset often referred to as the "Red Hebei" heritage. In recent years, kindergartens across Hebei have begun incorporating these locally rooted resources into their moral education work, with some teachers independently organizing activities such as themed picture-book reading, song singing, physical games, and role-play dramas, building up a fair amount of hands-on experience at the ground level. However, for the most part, this knowledge remains scattered across individual classrooms, neither systematic nor lifted to a more theoretical level. The key question this study aims to answer is: how can these fragmented, teacher-specific practices be transformed into portable guidelines that others can use? With this in mind, the study examines the current state of resource integration in Hebei's kindergartens, identifies the main challenges, and develops practical, actionable pathways that are both structured and replicable [1].

The significance of this study plays out on two levels. Theoretically, it broadens the conceptual framework for themed education aimed at children between three and six. Practically, it offers kindergartens a set of actionable reference models they can adapt to their own contexts, helps strengthen teachers' professional competencies, and contributes to broader initiatives focused on cultural inheritance. The notion of "immersive education" adopted here refers to a way of weaving learning content unobtrusively into children's daily kindergarten routines—through environmental cues, emotional connection, and role modeling, rather than through direct instruction. The goal is to support the gradual internalization of values, contrasting with rote memorization or moralizing lectures [2].

The conceptual framework guiding this study rests on three interconnected theoretical pillars: constructivist learning theory, situated cognition, and immersive learning theory. Constructivism sees learning not as passive reception but as an active process of constructing meaning, one that takes place as learners engage with real-world contexts and meaningful tasks. For young children, abstract moral ideas—like courage, perseverance, or love for one's country—don't take hold simply because a teacher defines them or talks about them. Instead, they develop gradually, through doing, direct experience, and real conversation with peers and adults. This implies that activities need to be hands-on enough for children to actively participate, open-ended enough for them to make their own discoveries, and expressive enough to invite their personal responses.

Situated cognition theory adds another layer, arguing that learning is always embedded in the actual practices of a community. Through gradual participation, learners come to grasp—and eventually internalize—the values that shape that community. On the surface, historical narratives might seem far removed from a young child's daily life. However, activities that bring historical moments to life—through role-play, re-creating scenes, or using simple props—offer children a symbolic door to step into those worlds, even briefly [3]. In the process, they are not merely watching or listening; they begin to sense, in a direct and personal way, what it might have felt like to face dilemmas and make choices similar to those of heroic figures.

Immersive learning theory highlights another key mechanism: learning goes deeper when it engages multiple senses and carries emotional weight. Themed literary and artistic resources are particularly suited to this approach. They combine visual, auditory, and kinesthetic elements—the illustrations in picture books, the cadence of songs, the dialogue in heroic tales, the tactile experience of building structures during play, or even the sensations of visiting a historic site. When multiple sensory channels are activated simultaneously, the effect extends beyond intellectual understanding [1]. Moral education, from this perspective, becomes more than a cognitive process; it engages the heart and hands as well.

These theoretical perspectives collectively provide a foundation for transforming themed resources—from static cultural artifacts to lived experiences that children actively participate in, and ultimately, to dispositions that become part of their character [4].

2. Materials and Methods

A combination of convenience and snowball sampling methods was employed to distribute the questionnaire to kindergarten teachers across Hebei Province, resulting in 107 valid responses. Table 1 provides a detailed demographic breakdown of the participating teachers. The sample exhibited diversity in terms of age, teaching experience, educational background, areas of specialization, and the grade levels taught. However, certain groups were more prominently represented: teachers aged 31 to 35 years (43.0%), those with 11 to 20 years of teaching experience (38.3%), teachers holding a bachelor's degree (88.8%), those specializing in early childhood education (77.6%), and those teaching senior kindergarten classes (34.6%). Overall, the sample leaned toward experienced practitioners with bachelor's degrees and formal training in early childhood education, providing a robust foundation for analyzing their perspectives and practices regarding the integration of red-themed resources into moral education [5]. The questionnaire, titled "Questionnaire on the Integration of Red-Themed Literary and Artistic Resources into Moral Education in Kindergarten Practice," was structured into four sections: respondent background information, their understanding and evaluation of these resources, items addressing five practical dimensions of integration efforts, and a section on challenges encountered and support needs. The cognition and value appraisal section utilized a five-point Likert scale, while the practice status section included multiple-choice and ranking questions. Data analysis was conducted using SPSS 26.0, generating descriptive statistics such as frequencies, percentages, means, and standard deviations for the relevant variables.

Table 1. Demographic Characteristics of the Participating Teachers.

Variable	Category	Percentage (%)
Age	31–35 years	43.0
Teaching years	11–20 years	38.3
Educational background	Bachelor's degree	88.8
Major	Preschool education	77.6
Teaching class	Senior class	34.6

In addition to the questionnaire, semi-structured interviews were conducted with 15 participants, including kindergarten principals, classroom teachers, and parents [6]. These interviews were guided by open-ended questions addressing key topics such as the design and perceived effectiveness of red-themed environments, methods of integrating red-themed resources into the curriculum, planning and execution of red-themed activities, efforts and challenges in fostering kindergarten-family-community partnerships, approaches to assessing children's moral development, and the resources and professional support participants felt were necessary. All interviews were recorded and transcribed verbatim. Two researchers independently analyzed the 15 transcripts, adopting an open approach to identify emerging themes rather than applying a predetermined framework. The constant comparison method was employed to identify specific practices related to the integration of red-themed resources into moral education. As new themes emerged during the coding process, discussions were held to refine and finalize the coding structure, which ultimately comprised six main categories: environmental design, curriculum infusion, activity implementation, kindergarten-family-community collaboration, assessment, and the challenges and support needs reported by teachers. Table 2 organizes the five core interview themes alongside the standardized coding system developed through iterative comparative analysis. Disagreements between the two coders regarding the classification of specific passages were resolved through thorough discussion to reach a consensus.

Table 2. Semi-structured Interview Themes and the Complete Coding System.

No.	Core Themes of Semi-structured Interviews	Complete Coding System
1	Specific practices and effects of kindergarten red environment creation	Environment Creation
2	Integration methods of red literary and art resources into the curriculum	Curriculum Integration
3	Design and implementation of various red-themed activities	Activity Organization
4	Experience and difficulties of collaborative education among kindergarten, family and community	Kindergarten-Family-Community Collaboration
5	Methods and confusions of children's moral education evaluation	Evaluation

3. Results

Survey findings indicate a strong consensus among Kindergarten teachers regarding the significance of Red-Themed Literary and Artistic Resources for Moral Education. Table 3 presents aggregated quantitative data on teachers' perceptions of the moral education value of Hebei red literary and art resources, as well as the frequency distribution of their content selection criteria. Among the prioritized values, "transmitting the red legacy and fostering affection for one's native place and country" was rated the highest ($M = 4.81$, $SD = 0.50$), followed by "facilitating the growth of children's prosocial attributes" ($M = 4.11$, $SD = 0.44$). In contrast, "enriching the Kindergarten-Based Curriculum and cultivating institutional distinctiveness" ($M = 2.86$) and "building bridges among kindergarten, family, and community" ($M = 2.31$) were considered less important [7]. Regarding content selection criteria, 73.8% of teachers identified "congruence with children's cognitive and affective developmental stages" as the primary consideration, while only 6.5% emphasized "accentuating the locality-specific character of red resources," and 7.5% valued "their amenability to artistic and play-based adaptation." These findings suggest that teachers' engagement with the local specificity and transformative potential of these resources remains relatively limited.

Table 3. Teachers' Recognition of the Moral Education Value of Hebei Red Literary and Art Resources and Frequency Distribution of Content Selection Principles.

Item	N	M	SD	Frequency	Valid %	Cumulative %
Panel A: Recognition of Moral Education Value of Red Literary and Art Resources						
A. Inherit red genes and cultivate children's affection for hometown and motherland	107	4.81	0.50	—	—	—
B. Promote the development of children's prosocial qualities	102	4.11	0.44	—	—	—
C. Enrich kindergarten-based curriculum and form school-running characteristics	85	2.86	0.49	—	—	—
D. Establish in-depth connections between families, kindergartens and communities	80	2.31	0.56	—	—	—
E. Others	1	1.00	—	—	—	—
Panel B: Principles for Selecting Red Literary and Art Resource Content						
A. Match children's cognitive and emotional development levels	—	—	—	79	73.8	73.8
B. Highlight the uniqueness of local red resources	—	—	—	7	6.5	80.4

C. Contain clear and positive moral education elements	—	—	—	13	12.1	92.5
D. Have potential for artistic and game-based transformation	—	—	—	18	7.5	100.0
Total	—	—	—	107	100.0	—

3.1. Environmental Dimension

In terms of environmental design, a significant proportion of educators reported that red-themed configurations in Kindergartens align well with pedagogical principles, aesthetic considerations, child engagement, and continuity of content [8]. Effective practices have been observed in various settings. For instance, children have been encouraged to post their route designs on designated walls, complemented by thematic decorations, and their construction projects are preserved for display. This demonstrates initial steps toward involving children in environmental arrangements. Additionally, many Kindergartens have created themed exhibits by collecting artifacts from families. One example includes organizing exhibitions where families contribute items such as badges, memorabilia, and historical books. Some families have even shared cherished heirlooms, such as vintage canteens. Area-based activities have also been implemented, with specific zones designated for themes like tunnel construction. Using tangible materials, children have been able to express their narratives more effectively. In one instance, children constructed tunnel models in block areas, utilizing classroom materials to create simple structures, such as tables representing tunnel passageways and tabletops serving as the surface above.

Despite these efforts, interview data highlighted challenges in sustaining child engagement and optimizing resource utilization within environmental design. Initially, objects were simply displayed without interactive elements, leading to a lack of vitality in the exhibits. While themed artifacts were collected and showcased during specific activities, these exhibitions were not consistently integrated into ongoing educational programs. Adequate preparation of materials is essential, as verbal instruction alone is insufficient to fully immerse young children in thematic contexts. However, the subsequent design of interactive activities often remains overlooked. As a result, environmental practices are frequently characterized by static displays and underutilized resources, limiting their educational impact [9].

3.2. Curriculum Dimension

Regarding curriculum incorporation, a significant proportion of kindergartens, 71.0%, reported having "a semester-long or thematic plan," with the same percentage indicating "well-defined integration points across the five early childhood learning areas." Teachers have implemented various integration strategies. For language, one teacher utilized red-themed picture books and oral storytelling, while another introduced a red prose poem for group recitation by middle-level children. In arts education, teachers identified numerous entry points. For instance, one teacher used the song "Shining Red Star" to connect with the historical context of its story, while another observed children drawing equipment and uniforms during art sessions. Another teacher noted that children performed a patriotic song in formation after learning it [10]. In health education, activities extended to physical challenges, such as throwing sandbags in simulated scenarios, and movement games were designed to mimic historical crossings, which reportedly engaged children actively. In science, one teacher incorporated salt transportation history to introduce lessons on dissolution, while another guided children in creating blueprint plans for tunnel construction before engaging in building activities. For social studies, a teacher used a commemorative day to introduce younger children to relevant values. Additionally, informal moments outside the formal curriculum, such as shared reading, picture-book drama, and physical play, often included thematic content. One teacher observed children spontaneously singing songs during transitions or breaks, further reflecting the integration of thematic elements into daily routines.

Despite these efforts, survey results revealed that only 35.5% of kindergartens had developed a curriculum framework or draft materials for their programs, and just 34.6% had embedded fixed activities into daily schedules. One teacher acknowledged the challenges of integrating the five domains into daily teaching, emphasizing the need for extensive instructional experimentation and high levels of teacher competence. Another teacher highlighted the significant professional development required, noting that while thematic curricula do not align neatly with the five domains, they remain closely interconnected. Furthermore, making abstract material more engaging for children, given its distance from their everyday experiences, demands considerable professional skill [8]. These findings underscore the necessity for substantial improvements in both the systematization and sustained implementation of the curriculum.

3.3. Activity Dimension

In terms of activity organization, the most frequently emphasized aspects in red-themed experiential activities were "emotional resonance and experiential engagement" and "active participation and hands-on involvement," while "creative expression and re-enactment" was less commonly prioritized. A variety of activity formats have been implemented in practice. For instance, during role-play sessions, children participated in auditions, provided peer feedback on performances, and prepared their own props [11]. In one example, when assigning roles such as Japanese and Chinese characters, children consistently preferred to portray the Chinese side, prompting the teacher to take on the Japanese role to maintain the flow of the situational game. Another example involved a hiking event titled "Retracing the Long March," designed to help children understand the challenges associated with the Long March spirit. This large-group activity required older children to follow a carefully planned route that simulated the historical path. Inquiry-based activities also featured prominently, such as a project inspired by tunnel warfare. Children, intrigued by the intricate tunnel networks depicted in a film, initiated a game-design project. Initially relying on visual memory, they later incorporated blueprint drawing, demonstrating clear progress. After constructing the tunnels, they requested additional gameplay rounds to reinforce their learning. This process allowed them to explore game mechanics, consolidate their knowledge, and improve through iterative efforts. Another example of experiential learning involved a planting project linked to the song *Nanniwan*, where children sprouted mung beans. Throughout the process, they observed color changes in the sprouts and developed problem-solving skills through repeated attempts. After harvesting, the children participated in picking, washing, and delivering the sprouts to the cafeteria, culminating in tasting the results of their work.

However, survey data reveal a notable issue: many current activities remain episodic in nature. The most common formats include organizing on-site visits for children and inviting museum or venue staff to conduct sessions in classrooms, while only a small proportion of respondents reported establishing long-term cooperative partnerships with serialized curriculum programming. Although children exhibit high levels of engagement and interest during activities that immerse them in heroic narratives, such as re-enacting hiding scenes as young heroes, these deeply engaging experiences are relatively rare. Additionally, the current activity framework is still in a developmental stage, despite being gradually refined over three years of practice. Overall, activities tend to follow an event-driven or festival-oriented pattern, with limited follow-up or sustained deepening beyond the initial event.

3.4. Kindergarten-Family-Community Collaboration Dimension

Collaboration among kindergartens, families, and communities was found to be relatively well established in terms of information-sharing and resource-complementing mechanisms, with percentages of 72.9% and 69.2%, respectively. Teachers employed various strategies to leverage family resources. For instance, one teacher described inviting parents to contribute red-themed artifacts from home for a previous exhibition.

Another teacher noted that parents in her class were highly cooperative, highlighting that some grandparents had military backgrounds and that several families contributed

valuable heirlooms, such as soldiers' canteens. Vintage items displayed in the red museum were collected with parental assistance through class notifications, with some families providing armbands and badges that had belonged to elderly Red Army members.

To activate these artifacts, children were encouraged to learn the stories behind the objects from their parents or grandparents and share those stories in the classroom. Some children were then given the role of serving as little docents to present these narratives to their peers [12].

Parent-led classroom activities were also emphasized. Families with older generations who had served in the military or had elderly relatives who were Red Army veterans were invited to share historical stories with the children, enriching their understanding of the artifacts and their significance.

Community resources were also utilized effectively. Under the leadership of the principal, visits were organized to locations such as the Red Museum at the Hebei Shijiazhuang Museum and the Martyrs' Cemetery. Teachers actively sought parental resources, noting that parents from diverse professional backgrounds, including museums and science and technology fields, could provide valuable opportunities. Formalizing partnerships with institutions like science and technology museums was suggested to enable regular visits. Teachers viewed their role as facilitators, guiding and supporting parents in contributing to these activities.

Despite these efforts, certain mechanisms, such as co-organized activities (49.5%) and collaborative experience-sharing (40.2%), were less developed. A significant barrier identified was the lack of long-term institutional safeguards (37.4%). Teachers highlighted challenges such as the absence of a professional evaluation framework and limited integration with the community [4]. Improved communication with parents about the objectives and significance of activities was deemed essential to foster intrinsic motivation and affective commitment. Institutionalized arrangements were also recommended to ensure continuity, as changes in teachers or academic years often disrupted partnerships.

3.5. Evaluation Dimension

With respect to evaluation, kindergartens employed a relatively diverse range of methods to assess red-themed moral education activities. Teacher observational records and analysis constituted the predominant approach, while several other methods were also widely used. In terms of behavioral observation, one teacher noted that the children regarded Lei Feng as an admirable figure and began to reflect on what they themselves could do in daily life to help others. Another teacher observed that the children were reluctant to engage with roles associated with Japanese characters, perceiving them negatively, and interpreted this as evidence that the educational activities had already exerted a relatively deep influence on them [9].

Regarding affective change, one teacher remarked that such responses typically emerged at moments of strong emotional impact, such as when children watched highly coordinated military formations or perceived the impressive scale of national defense equipment, which evoked a sense of pride. Another teacher shared an illustrative detail: a child insisted on remaining in place because he had not yet taken the oath. After the teacher agreed and recited the oath with him, the child, accompanied by his parents, completed the entire oath together with the teacher.

Concerning competence development, one teacher noted that the children integrated their experiences and worked out how to overcome the "enemy"; for example, they learned to look carefully outside before leaving the tunnel. In terms of process documentation, another teacher stated that each child's construction project was preserved. A further example indicated that observation record sheets were provided for the children; although they were unable to write, they could document their observations through drawing.

Nevertheless, teachers consistently reported the absence of a professional evaluation system. One teacher stated candidly that there was no professional framework for assessing children's moral development. Another similarly remarked that what was

lacking was professional knowledge, along with greater guidance and instructional materials. In this view, no systematic framework had yet been established; instead, activities were conducted on an ad hoc basis, without a clear sequence or progression across lower, middle, and upper levels, which was regarded as an urgent need. Another teacher added that the existing system could not yet be considered complete. Although it may have been refined through three years of practice, it was still not fully mature. Current evaluation practices therefore rely predominantly on teachers' individual experiential judgments, lack unified dimensions and instruments, and remain insufficient for tracking children's deeper developmental changes in affect, attitudes, and values over extended periods.

3.6. Overall Challenges Faced by Teachers and Their Support Needs

The survey highlighted that teachers identified "difficulty in transforming resources" as the primary intrinsic challenge in advancing the practice of moral education using Red-Themed Literary and Artistic Resources. One teacher noted that integrating content across the Five Domains into daily instruction posed a significant challenge. Another teacher expressed concerns that merely narrating stories might be overly simplistic, while relying solely on verbal explanations risked becoming overly moralistic. Additional challenges included the "absence of an evaluation system" and "insufficient professional support for teachers." Regarding external support, the most desired resources for the future were "curriculum resource packages" and "digital resource libraries," both receiving the highest priority. One teacher emphasized the need for red cultural resources specific to Hebei, noting that most available content was nationally circulated and lacked local relevance. Another teacher suggested that systematically developed resources with supporting materials tailored for kindergartens would facilitate smoother and more comprehensive implementation. Other priorities included "platform and institutional support" and "professional training." One teacher remarked that professional knowledge could enhance integration with the community and society if a proper system were in place. Another teacher highlighted the importance of opportunities for external observation and learning, which could then be brought back to benefit the children.

4. Discussion

Building on the identified challenges and current conditions, this study proposes a five-dimensional immersive moral education practical pathway [13]. These dimensions include "Environment---Curriculum---Activities---Kindergarten-Family-Community---Evaluation." These pathways are designed to be mutually supportive and interconnected, forming a cohesive moral education framework characterized by "full-cycle engagement, multi-stakeholder participation, and sustained continuity" (see Figure 1).

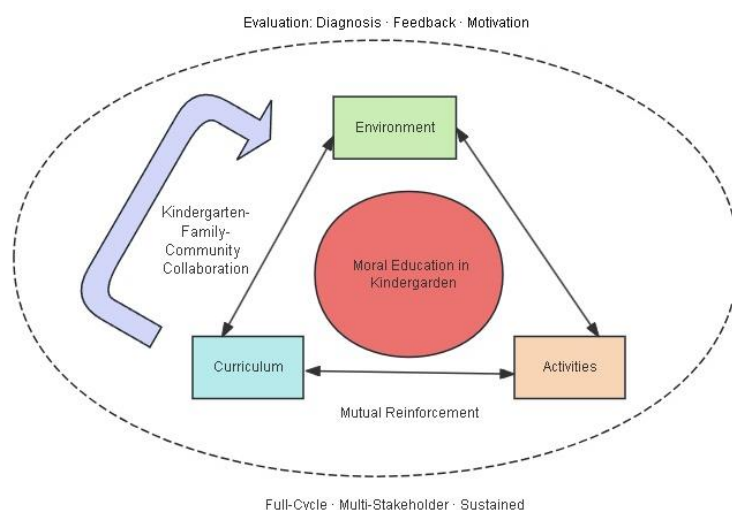


Figure 1. An Integrated Model of the Five-Dimensional Immersive Practical Pathways.

4.1. Environmental Pathway: From Static Display to Teacher-Child Collaborative Construction

The environment should not merely serve as a static backdrop arranged by teachers; rather, it should function as an interactive element that children can engage with, manipulate, and leave their own marks upon. Addressing issues such as low levels of child engagement and a lack of vitality in displayed artifacts, the core of the environmental pathway emphasizes transitioning from a "teacher-led, child-observed" approach to one of "teacher-child collaborative construction with child participation."

Specific implementation strategies include establishing routine mechanisms for child participation in environmental design. To sustain environmental vitality, a graded approach to zone-material provision and rotation is essential. Areas dedicated to construction, performance, literacy, and arts require frequent updates with themed supplies, tailored to the developmental stages of younger, intermediate, and older children—ensuring tasks are appropriately challenging yet achievable. In addition to material arrangement, dedicated surfaces on walls, exhibit areas, and learning corners should be created for children to express their understanding of thematic motifs through drawings, marks, or simple wording. Observations of teachers posting children's creations on walls suggest that a recurring "Young Artists' Display Day" could be integrated as a routine feature of each thematic unit. Furthermore, the use of historical artifacts should be deepened. Accumulating vintage objects alone is insufficient; they must be transformed into active educational tools. A valuable practice involves hosting "Object-Story Sharing Sessions," where each child selects an object, researches its origins with family assistance at home, and shares its history with the group. This cycle of personal investigation and verbal sharing imbues static objects with meaning, connecting them to the children's own experiences.

4.2. Curriculum Pathway: From Fragmented Domain Isolation to Integrated Five-Domain Integration

Rather than functioning as self-contained "red lessons" detached from other learning experiences, Red-Themed Literary and Artistic Resources should be infused across all five developmental domains and throughout children's daily routines—much like salt naturally integrating into water. To address issues such as weak curricular systematization and imbalanced domain integration, the curriculum pathway focuses on developing a system that is both vertically continuous across age levels and horizontally coherent across content areas [14].

Implementation strategies are threefold. First, domain-specific integration templates should be established. In literacy, red-themed picture books can serve as a foundation for close reading, extending into retelling, story extension, and character-based dialogue. In the creative arts, revolutionary song instruction can be paired with historical contextualization, while artistic projects may draw inspiration from heroic figures or red-themed imagery. In physical development, action sequences derived from red stories can be adapted into movement-based games. In science, inquiry activities such as dissolution experiments, building projects, and plant growth observations can be grounded in narrative content from red stories. In social-emotional learning, red spirit can be translated into practical behaviors through festival events and classroom responsibility roles. Second, a vertical progression aligned with the lower, middle, and upper kindergarten levels should be constructed. At the lower level, emphasis is placed on object handling and story listening, prioritizing sensory exploration and emotional responsiveness. At the middle level, the focus shifts to picture-book engagement and pretend play, emphasizing plot understanding and character empathy. At the upper level, the approach moves toward investigation and theatrical enactment, prioritizing problem-solving and creative articulation. Third, red-themed content should be seamlessly integrated into the daily schedule—for instance, by incorporating fixed moments of red cultural exposure during entry, pre-meal, and departure times, such as playing revolutionary melodies or sharing tales of young heroes [11]. Through this approach, red education transitions from discrete, episodic "events" into an integrated "mode of everyday life."

4.3. Activity Pathway: From One-Time Experiences to Serialized Inquiry

The survey highlights a significant limitation in current activity design: activities are often isolated events tied to festivals, lacking sustained depth. To address this, activity pathways should replace standalone excursions with continuous, inquiry-driven sequences.

This necessitates a fundamental shift in four types of activities. For role-play, the focus should be on the process rather than the outcome—engaging children in discussions about casting, character interpretation, and set creation, allowing understanding to deepen through each decision. For experiential events, authenticity is essential: physical tasks such as hiking and obstacle courses should be integrated into engaging narratives and set at appropriate challenge levels to foster genuine physical and emotional involvement rather than superficial participation [15]. For inquiry-based activities, the starting point should be children's natural curiosity; educators provide materials and thought-provoking questions without offering answers, allowing themes to develop over a minimum of two weeks. For practical engagement, the goal is full-cycle participation—by drawing inspiration from historical narratives, children can be guided through processes such as planting, harvesting, and transforming raw materials into finished products, fostering an appreciation for self-sufficiency through meaningful productive activities.

4.4. Kindergarten-Family-Community Collaborative Pathway: From Resource Extraction to Co-Construction and Co-Education

Families and communities serve as both vital sources of Red-Themed Literary and Artistic Resources and as key extensions of the moral education environment. To address identified shortcomings, such as superficial collaboration and the lack of sustainable structures, the collaborative approach must transition from a model of "unidirectional resource use" to one of "systematic joint development." This operational framework consists of four main components. First, a comprehensive cycle for engaging parental resources should be established. The collection of historical objects is merely the starting point; subsequent phases should include "Artefact Narration Sessions," "Parent-Facilitated Red Workshops" (leveraging parents with relevant expertise such as military or curatorial backgrounds), and "Collaborative Parent-Child Assignments" (involving joint reading, outings, and storytelling), thereby completing a continuous loop of "collection, interpretation, application, and outreach." Second, community partnerships should be formalized and sustained. Occasional visits should evolve into integrated curricular activities, such as aligning tomb-sweeping at the Martyrs' Cemetery with regular site visits or establishing scheduled programs with museums and science centers through formal agreements. Third, teachers should act as critical intermediaries. They are tasked with clearly articulating the objectives of red moral education to families, providing regular updates on children's developmental progress, and fostering a sense of involvement and accomplishment among parents. Fourth, collaborative education must be institutionalized. This includes forming a joint coordinating committee that meets at least once per academic term, incorporating red-themed collaboration into the kindergarten's annual operational plan, and securing formal agreements with community partners to ensure the stability and longevity of these partnerships.

4.5. Evaluation Pathway: From Experience-Based Judgment to Developmental Documentation

The purpose of evaluation is not to assign grades to children but to observe their growth and enhance teaching practices. To address the identified issues—namely, the absence of a structured evaluation system and an overreliance on subjective teacher judgment—it is necessary to establish a comprehensive system [12]. This system should involve multiple evaluators, encompass diverse areas of development, and track progress over time.

The process involves several steps. First, ensure inclusive participation. Teachers should observe and document children's daily activities and emotions. Children can review their own work and provide feedback on their peers. Parents can contribute

insights through surveys, discussions, or activity-related forms. Teaching teams should evaluate the effectiveness of the curriculum. Second, focus on various aspects of growth beyond memory retention. This includes observing emotions such as pride and admiration, assessing collaborative behaviors like helping and sharing, evaluating perseverance in challenging situations, and noting enthusiasm for stories that inspire heroic behavior. Third, employ tools that capture developmental changes over time, such as anecdotal notes, collections of children's drawings and work, short videos, audio recordings of children's statements, and simple visual checklists. Fourth, utilize this information to design improved activities, foster better communication with families, and support teachers in reflecting on and enhancing their practices [5]. This approach creates a continuous improvement cycle: implementing strategies, evaluating outcomes, identifying areas for refinement, and making iterative advancements.

5. Conclusions

The five practical pathways delineated above are not independent of one another; rather, they constitute a mutually reinforcing whole.

Curricula and activities are supported by the environment through physical resources and contextual ambiance, while the curriculum itself provides a systematic content structure that guides resource use. Activities serve as the key arena for transforming curricular content into children's direct experiential engagement, and collaboration among kindergartens, families, and communities expands the boundaries of moral education across time and space. Evaluation, meanwhile, permeates all stages, fulfilling diagnostic, feedback, and motivational functions.

Red-themed literary and artistic resources are not intended to be transmitted through verbal instruction alone but to be internalized through experiential engagement. This study finds that kindergarten teachers in Hebei Province have accumulated substantial practical experience across five areas—environment, curriculum, activities, family-community collaboration, and evaluation—while also facing notable difficulties: limited child participation, insufficient curricular coherence, activity designs confined to festive occasions, shallow partnership mechanisms, and the absence of a systematic assessment framework. Informed by constructivist, situated cognition, and immersive learning theories, and grounded in the survey data, this research proposes a five-dimensional practical pathway for immersive moral education, encompassing Environment, Curriculum, Activities, Family-Community Collaboration, and Evaluation. The environmental dimension calls for a teacher-child co-created interactive space that encourages exploration and hands-on engagement; the curriculum dimension stresses domain-integrated and vertically connected content; the activity dimension advocates experiential, inquiry-based, and sequential programming; the collaboration dimension emphasizes institutionalized co-construction and shared educational responsibility; and the evaluation dimension promotes diversified, multi-faceted, and process-oriented documentation of development. These five strands are mutually reinforcing, offering actionable and replicable guidelines for the innovative adaptation of culturally themed resources in early childhood education, while also enriching the broader scholarly discussion of culturally responsive moral pedagogy in preschool settings.

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