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**EXPERIENTIAL KINDNESS EDUCATION TO CHILDREN  
AGED 5 TO 6 IN PRESCHOOLS**

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## **INTRODUCTION**

### **1. Rationale**

Kindness, or love and good will towards other human beings, is one of the fundamental values of Vietnamese people. Therefore, teaching kindness (TK) and nurturing the personality has become the primary concern of the education.

TK helps children to recognize the good and the bad/evil, the attitudes and behaviour of caring and loving people. For children of 5-6 years old, TK is especially important for children to prepare for grade 1.

In the kindergarten, experiential education creates opportunities for children to interact with and relate to real life, get in touch with their surrounding environment, develop their emotions and enrich their experience. At the same time, experiential education helps children to be positive, proactive, and independent in expressing oneself, showing the right attitudes and behaviours in relationships.

In the current practice, TK for children of 5-6 years in the direction of promoting the positivity of children and creating experiential opportunities for children is not as effective as desired. At school, teacher still have difficulty organizing activities of TK for children, unable to utilize the advantage of the activities for children at school nor pay enough attention to emotional education, as well as teaching love and kindness for children.

### **2. Research purpose**

Based on theoretical and empirical research on TK through experiential activities, the development of TK activities for 5~6-year old children in kindergarten aims to develop kindness for children to meet the current educational goal.

### **3. Research subject**

**3.1. Research object:** The process of TK for children of 5-6 in preschool.

**3.2. Research subject:** How to design and organize experiential activities of TK for children aged 5-6 through in kindergarten.

### **4. Scientific hypothesis**

If the TK activities of 5-6-year-old children in MN is developed and implemented in accordance with the requirements, principles, and procedures of the experiential education and value education, as well as the developmental characteristics of children with favourable environmental conditions, ensuring that children actively experience, observe, share emotions and thoughts, draw lessons, adjust the behaviours of compassion at a regular basis. This will have a positive impact on TK for children.

### **5. Research mission**

5.1. Study the theoretical basis of TK for children aged 5-6 through experiential activities in preschool.

5.2. Identify the current practices of TK for children aged 5-6 through experiential activities in preschool.

5.3. Design experiential activities of TK for children of 5-6 years old in preschool.

5.4. Conduct experimental activities of TK for children aged 5-6 through proposed experiential activities to evaluate the feasibility and effectiveness of activities and the value of scientific hypothesis.

## **6. Approach and Methodology**

**6.1. Approach:** Historical, social approach; Operational approach; Interactive approach; Value approach

### **6.2. Methodology**

6.2.1. *Theoretical methodology:* Historical- logic analysis, comparison, generalization of theory.

6.2.2. *Practical methodology:* Observation method; investigation method; method of summarizing educational experiences; method of analysis of children's activities and communication of teachers; method of experimental pedagogy.

6.2.3. *Supplementary methodology:* Mathematical statistical method and expert method.

## **7. Scope of Research**

### **7.1. Scope of the content**

To study TK for 5-6 year olds in the scope of relationships with surrounding friends and other people in the preschool that focuses primarily on empathy, concern, sharing, help.

### **7.2. Scope of the subject**

Preschool teachers: 220 pre-school teachers at 7 kindergartens in Hanoi; Preschool children: 60 5-6 year-old children in two kindergartens - Long Bien and X20 - in Hanoi; The management board of 7 kindergartens in Hanoi.

### **7.3. Scope of the location and time for experiment**

Pedagogical experiments were conducted in Hanoi at two kindergartens (Co Bi Kindergarten in Gia Lam district, Hoa Hong Kindergarten in Dong Da district). Experimental period was from October 2014 to June 2015. Experiments focused on four basic values: empathy, concern, sharing, and help.

## **8. Supporting arguments**

8.1. Kindness is a value that represents the structure of three components: knowledge, attitudes and behaviours. TK for 5-6-year-olds results in a value-based approach, an experiential learning model, and a synergy effect on their knowledge, attitudes and behaviours.

8.2. TK through experiential activities is suitable for children of 5-6 year-old and highly effective. Children have many opportunities to practice, show behaviours towards their peers and others.

8.3. Organization of experiential activities of TK for children 5-6 years should be conducted in the following steps: To experience; to share emotions and thoughts, feedback on experience; to draw experience in developing skill; to actively apply skill in real life.+

## **9. Research's new findings and contributions**

9.1. Systematize and enrich the theoretical aspects of TK, experiential education, and TK through experiential activities for children of 5-6-year-olds in preschool.

9.2. Detect some issues in the current practice of TK for children aged 5-6 through experiential activities at kindergartens, problems of TK in early childhood programme, TK through experiential activities, the current levels of formation of kindness of children of 5-6 years old.

9.3. Build kindness-oriented activities based on real life and use real life examples to teach children, enhance practice, experience behaviours of kindness,

create more opportunities for children to coordinate and cooperate with their peers and other people. Particular attention should be paid to the specific characteristics of each child's age and difference in order to carry out effective activities.

## **CHAPTER 1: THEORETICAL BASIS OF TEACHING KINDNESS FOR CHILDREN OF 5~6-YEAR-OLD THROUGH EXPERIENTIAL ACTIVITIES AT KINDERGARTENS**

### **1.1. Literature review**

#### ***1.1.1. Studies on teaching kindness***

Kindness is the subject of interest for many researchers. It is considered in many different aspects, as a virtue, value, or individual competency. Kindness is structured in three aspects: cognitive, affective and behavioral. However, studies on TK as well as value education have not identified the specific structure of kindness, expressions of kindness in daily life, and how to choose and use methods of education in an effective way that suits the child's characteristics at each stage of the child's development.

#### ***1.1.2. Studies on experiential activities***

Experiential education is studied by scientists such as L.S. Vygotsky, J. Piaget, C. Rogers, Kurt Lewin, John Dewey, Steiner, Kolb, etc. They all highlighted the role of experience, the relationship between knowledge, skills and experience in education. The studies on experiential education show experiential learning models in stages, and their continuous process of development. However, studies on experiential education have not been able to indicate the use of the experience-based model for preschoolers as well as specific methods to support the experiential learning process in a more effective way.

#### ***1.1.3. Studies on teaching kindness through experiential activities***

According to Le Minh Thuan, Nguyen Anh Tuyet, Ngo Cong Hoan, Nguyen Thi Hoang Yen, etc., they affirm that the formation of moral qualities –specifically kindness - need to provide children opportunities to practice regularly or daily through the activities such as: themed role-playing games; outdoor activities (Luu Thu Thuy, Vu Minh Tuan, etc.); real life (Dang Thanh Hung, Nguyen Cong Khanh, etc.) However, these studies only separately provide the process of practice of children in each field of activity, not an in-depth and thorough study with a perspective based on experiential education. Especially in the field of preschool education, this issue has not been thoroughly researched and clarified.

From the aforementioned studies, one can observe the following issues: 1) The concept of kindness is a broad and considered in many respects. Authors have not utilized and clarified the implication of the ‘kindness’ concept with value-based approach including three factors: cognitive, attitudinal and behavioral; 2) Experiential education has been initially considered. However, there are only a few studies that show how the organization and process of using specific content, methods and forms to achieve educational goals for 5-6 year-old children; There have been a number of studies on the empirical model of education, but there has not been a systematic, comprehensive and in-depth study of the organization of experiences for effective TK for children of 5-6-year-old.

## **1.2. On the kindness of children of 5-6-year-old**

### **1.2.1. Definition**

Kindness is a humanistic value, love for other human beings, expressing sympathy, care, sharing, help, protection, and forgiveness towards friends, surrounding people, with not only awareness but also their positive attitude and behaviours.

### **1.2.2. The constituent factors of Kindness**

Kindness is one of the essential values of people in general, of Vietnamese in particular, including cognitive, affective and behavioral factors.

**Affective factor:** is excitement, enthusiasm to express kindness to surrounding friends and people; from then on, to express emotions through facial expressions, gestures in accordance with situations and circumstances.

**Cognitive factor:** is the human understanding of kindness, knowing that kindness is caring, sharing, helping, forgiving, protecting friends and other; recognizing the compassionate acts/emotions - commenting on the expressions of kindness; recognizing situations that require sympathy, etc.

**Behavioral factor:** are acts of kindness which are expressed in the language and non-verbal behaviours (gestures, facial expressions, etc.) in relation to themselves and other. These are actions that display empathy, concern, sharing, help, protection and forgiveness. Human acts of kindness for friends and others are manifested by specific actions based on the unity of perception and positive emotions of people in specific real life situations.

The constituent factors of kindness are closely linked to each other: the AFFECTIVE factor plays the leading role, the COGNITIVE factor assures the content, the BEHAVIORAL factor plays the role of regulating and controlling. In real life, the constituent factors of kindness do not exist discretely, but in a cohesive manner with one another, forming a solid structure that demonstrates the true human competence in communicating with people.

### **1.2.3. Psychosocial characteristics and kindness-related characteristics of 5-6 years old children**

#### **1.2.3.1. Psycho-social characteristics of children at 5-6 years old**

The psychological development of early childhood children has individual characteristics of each age with the change in terms of thinking, language, emotions, behavior, etc., through different stages. This development has laid the foundations for the formation of the kindness of children in the age of early childhood.

#### **1.2.3.2. Kindness-related characteristics of children at 5-6 years old**

Children at this age are often subject to rigid behavioral rules and are beginning to be able to compromise from behavior that comes from personal gain to adjust to the interests of others. The ability to reason about kindness is formed, and children begin to understand the social meaning of behavioral rules (Kollberg). However, the awareness of kindness is also subjective, depending on the specific situation. Sometimes children do not understand the profound meaning of good deeds but just think that it would be the 'right' thing to do.

Emotions have a strong influence on the actions of children with surrounding people. If a child loves a specific object, the child will want to explore that object and act for that object. The child can recognize the feelings of themselves and others. The emotional development of children is robust, especially the sympathy

and having emotion for people and surrounding, but is also playful and based on imitation. Children express their feelings in different ways depending on the characteristics of each child. Children are beginning to be able to control emotions.

Most of the children' behaviours are imitative, with out their own awareness in expressing behavior. Children also do not understand the social meaning of behavior, so they often carry out the behavior of external motives (want to be complimented and recognized, give command, etc.) not interally motivated (truly love and sympathize with their peers). Gradually, children's actions are more and more attuned with purpose, and children become more confident, want to be treated like adults. The child knows how to adjust his or her own behavior to fulfil a task or overcome difficulties. The child's ability to assess and self-assess will get better. However, the child's assessment is often subjective and based on the assessment of the adults around him/her.

*1.2.3.3. Criteria and indicators of kindness for children of 5-6 years old*

Based on the definition, structure and psychophysiological features and characteristics of kindness of 5-6 year-olds children, the criteria of kindness including cognitive, affective and behavioral with 6 specific indicators are shown in the table below:

Criteria	Indicators		
	Cognitive	Affective	Behavioral
1. Empathy	- Know the emotions and moods of others; able to share with others when feeling happy, sad, angry ...	- Show emotions that match their moods when feeling sad (anxious, sad...) or happy (fun, laughing, excited, interested ...)	- Staying close to friends, hugging, holding hand when feeling sad; Smile, cheer up when feeling happy.
2. Concern	- Know how to pay attention to health, appearance, mood of friends and people around; Know the difference of friends and people around about health, appearance, interests	- To be excited, desired to learn about health, hobbies and differences of friends and people around	- Care for health, appearance of friends; Recognizing the change in health, appearance, mood of people around
3. Sharing	- Identify situations in which the other person needs sharing, manner and form, ability to share with others; Know why one needs to share (share joy, sadness, ideas, experience with others).	- To feel joyous, comfortable to make people happy: give toys to peers, give ideas, provide feedback...; Like listening to others talk about their thoughts, feelings; and like talking about their personal feelings, thoughts, experiences.	- Give belongings, toys, and share emotions, thoughts, ideas, experiences with others. Appease others when they cry; comfort, encourage others when they are sad; Congratulations on friends' birthday, New Year's Day or when have fun doing good deeds.

4. Help	- Know how to help others when they have trouble or ask for help; Describe the situation, how to support friends and neighbors based on the child's ability.	- To feel excited to support friends and people around; Feel comfortable, happy to help others.	- Encourage friends when they do teacher's request, when friends are not confident; Visiting and supporting when friends are sick; Voluntarily pick up objects and give them back when someone dropped them; to provide support when friends and people around ask or get in trouble.
5. Protection	- Know how to protect or help others against any abuse, protest against improper actions; Identify situations and ways to protect friends and others, how to seek support from others.	- Actively fight improper actions, adamantly resist the improper actions.	- Try to dissuade when there is conflict; Criticize misdeeds; Advocate for right act with reasoning and action in line with one's ability.
6. Forgiveness	- Forgiveness is forgiving friends and others around you. Identify situations and expressions of forgiveness.	- Feel fun, comfortable when friends and people around make mistakes but know how to correct them; Do not exasperate, boycott friends and others when they do not know how to make amends.	-Forgive friends when they know their fault; do not feel angry and quarrel with friends; Do not hold grudges when oneself, friends, and others made mistakes but tried to correct them.

### **1.3. Experiential Education**

#### **1.3.1. Concept of experiential education**

##### *1.3.1.1. Concept of experience*

Experiencing is a process where an individual interact directly with things, phenomenon in the environment then utilize their experience, senses to observe, interact, perceive such things and phenomenon to form their new experience.

Experiencing may occur based on a person's existing experience of things, phenomenon, and may be created by adults in a hypothetical situation or in children's real life.

##### *1.3.1.2. Concept of experiential education*

Experiential education is organization of education activities, where teachers design, organize, guide activities for children who, with their existing experiences in relation to surrounding living environment, use their senses to acquire knowledge and form attitudes and behaviours.



### ***1.3.2. Nature of experiential education***

Education is the process of collaborating agreed activities amongst teachers and kinds, where kinds are actors while teachers play as guiders and organizers of activities to help children to acquire and adapt knowledge into real practices. Experiential education is conducted based on children's existing experience, considering children as a center of education process, where children utilize maximum of their existing experience.

### ***1.3.3. Model of experiential education***

This model is defined on the base of experiential learning process by David Kolb consisting 4 stages: specific experiencing, observing and analyzing, forming concepts/drawing lessons; positive testing. The model of experiential education to children is a logic series of 4 stages. The results of previous stage are a baseline of the following stage. New knowledge and experience take shape, and are tested in new situation and then form specific experience integrated into the existing experience and become a baseline for a new cycle of experiential education. Timeframe for each stage varies depending on children's cognitive features and experience.

### ***1.3.4. Role of experiencing in kindness education to children aged 5-6***

Through experiencing, children's perception of kindness becomes richer, clearer and more precise. Children's Emotions, attitudes, behaviours are naturally shown to the surroundings; children come to learn how to adapt themselves in different situation. On the other hand, children are urged to try all efforts to utilize their existing knowledge and skills to solve given situations. During experiencing process, *children are always in a situation where they independently and themselves solve individual or group problem*, facing a lot of challenges, contradictness, themselves testing, considering dos and don'ts.

## **1.4. Experiential kindness education to children aged 5-6**

### ***1.4.1. Concept of experiential kindness education***

Experiential kindness education to children is a process of organizing activities to children to interact with things, events in real life to acquire knowledge, form positive attitudes and behaviours, show children's compassion to themselves surrounding people and things.

### ***1.4.2. Purpose of kindness education to preschool children aged 5-6***

To enable children to perceive compassion as to pay interest, share, help, be generous to and protect themselves and surrounding people; to enable children to form pleasure, joy when showing kindness to themselves and surrounding people, thereby learn to know how to show emotions, affection exposed through their facial expression, gesture, posture suitable to a situation of circumstance; to enable children to form actions that show kindness externally in verbal and non verbal actions (gesture, posture, facial expression...) in reaction to themselves and surrounding people. These are actions that show interest, sharing, helping, generosity, protection of themselves and surrounding people.

### ***1.4.3. Principle of kindness education to children aged 5-6***

Kindness education in general, kindness education to children aged 5-6 in particular are conducted on the base of principles of values education and adaptation to specific characteristics of age ranges, attaching importance to following principles: *teachers' making influence on children with affection; education using good examples of surrounding adults; make a strong impression on children in*

*kindness educatio; kindness education to children through an environment of richfull humanity.*

#### *1.4.4. Dimensions of kindness education to children aged 5-6*

Based on the structure and development features of kindness amongst children aged 5-6, dimensions of compasion education to children 5-6 are defined as follows: Cognitive eudcation: children identify manafisations of kindness, ways to show kindness, the reasons why to be compassionate to ones self and surrounding people; affection and attitudes education: to show responding attitudes to compassionate and non-compassionate behaviours; learn to know how to show emotions, feelings suitable to situations; behavioural education: to show kindnesste behaviours to surrounding pepople such as sympathy, interest, helping, sharing, genrosity, protection.

#### *1.4.5. Methodology of kindness education to children aged 5-6*

In theories of preschool education, there are several methodologies of ethics education to children in general and kindness education to children aged 5-6 in particular. Some of positive methodologies mentioned here are: brainstorming; playing roles; playing games, project based education

#### *1.4.6. Forms of kindness education to children aged 5-6*

Kindness education to children 5-6 is performed according to forms of individuals, groups and the whole plenary at all moments of activities, and in education activities in preschools; activity moment wise: kindness education can be performed at all timepoint in a day; activity places: activities can be organized by teachers indoor or outdoo, or in places for sightseeing, picnics... to perform kindness education to children.

### **1.5. causative factors to experiential kindness education to children aged 5-6**

Experiential kindness eudcation to children aged 5-6 is subject to various factors. They are: the environment of compaasion education to children; impact of kindness education to children by teachers; collaboration between families and educational establishments. Teachers should optimize the strengths and minimize the limitations of these factors in education process.

#### **Conclusions of Chpater 1**

1. “Kindness is humanity value, pedicting human affection shown by perception, emotions, attitudes and behaviours to surrounding people and environment”. Kindness is shown through some basic contents: sympathy, sharing, interest, help, concession, generosity, wish for good things to surrounding people and environment. Kindness contains 3 dimensions: conginition; emotions, attitudes; behaviours.

2. In order for effective kindness education, it is necessary to conform to some principles: *teachers’ making influence on children with affection; education using good examples of surrouding adults; make a strong impression on children in kindness educatio; kindness education to children through an environment of richfull humanity*

3. Experiential kindness education to children is a process of organizing activities to childen to interact with things,events in real life to acquire knowledge, form positive attitudes and behaviours, sho children’ compaasion to themsleve surrouding people and things.

4. There are a lot of causative factors to kindness education to children aged 5-6, therein teachers as a critical factor, other factors of environment, material facilities... are those which play an important role in kindness education to preschool children.

## **CHAPTER 2. STATUS QUO OF EXPERIENTIAL KINDNESS EDUCATION TO CHILDREN AGED 5-6 IN PRESCHOOLS**

### **2.1. Kindness education to children aged 5-6 in current preschool programmes**

#### ***2.1.1. Objective of kindness education in preschool programmes***

The Objective of preschool programmes has addressed the overall development of children on the physical, emotional, intellectual and aesthetic aspects, forming very beginning elements of personality, preparing children for first grade of general education. However, the objective of kindness education to children aged 5-6 has not been particularly mentioned in the general objective of the preschool education programme.

#### ***2.1.2. Contents of kindness education in the Preschool Education Programme***

In the Preschool Education Programme, kindness education to preschool children is a focus point in the area of emotion and social skills education. However, several contents of kindness education is not specific and properly. Therefore, it is necessary to make clarification of this issue in the process of kindness education to children.

#### ***2.1.3. Methodology of kindness education in the Preschool Education Programme***

The Preschool Education Programme uses 5 groups of education methodologies. These methodologies is appropriate to child characteristics, it is easy for teachers to adapt to organizing activities. However, there are some limitations in the utilization of the methodologies of kindness education: lack of considering the process of experiencing as an important methodology and form of education in child education in general, and kindness education in particular. After carrying out activities to children, teachers have not yet paid attention to as well as do not know how to make optimum utilization of contents, activities to enable children to acquire fully and deeply knowledge of kindness through dialogues to sharing their emotions, mind in a open, comfortable and participative manner.

#### ***2.1.4. Evaluation of child development in the Preschool Education Programme***

In general, teachers have done properly evaluation methods and initially reach the effectiveness of child evaluation methods as a basis for adjusting education plans. However, this process also reveals a number of shortcomings: kindness education has not yet been evaluated on self attention, self forgiveness; There have been no criteria for evaluating each of perception, attitudes and behaviors; There are no specific and clear questionnaire and evaluation exercises; There is no guide how evaluation helps teachers easily implement the evaluation (time, time point of evaluation, how to organize evaluation, how to collect information ...).

It can be seen that several objectives, contents and methodologies of kindness education have not been shown in the Preschool Education Programme. Therefore, while organizing kindness education activities to children, teachers should build a plan to cope with these shortcomings.

## **2.2. Status quo of experiential kindness education to children aged 5-6 in preschool**

### **2.2.1. Survey process**

#### *2.2.1.1. Objective of survey*

To survey the status quo of experiential kindness education to children aged 5-6 in preschool, then make recommendations for methodologies of experiential kindness education to children aged 5-6 in preschool.

#### *2.2.1.2. Participants, scope and time of survey*

220 teachers from 7 preschools in Ha Noi, 60 parents of preschool children attending Long Bien Preschool and the Preschool of X20 Garment Company 220.

Time of survey: from March to May 2014.

#### *2.2.1.3. Subjects for survey*

Teachers' Awareness of concepts, necessity, nature, structure of kindness education to children aged 5-6; contents, methodologies, modes of carrying out experiential kindness education in preschools; difficulties, advantages and recommendations from teachers regarding kindness education to children aged 5-6; the realities of children' parents' collaboration in experiential kindness education; advantages and difficulties faced by children' parents in kindness education to children aged 5-6.

#### *2.2.1.4. Methodology of survey*

Utilization of information collection notes (Anket) to teachers from preschools and parents of children attending preschools; direct survey conducted in the selected preschools; interview and talk with the teachers and the school board regarding kindness education to children who are attending these preschools; observation, attendance of teaching sessions, looking into the teaching plans of kindness education to children aged 5-6 attending these preschools.

### **2.2.2. Surevey Results**

#### *2.2.2.1. Teachers' Awareness of kindness*

Through information collection notes, there is difference smongt teachers' understanding kindness education. There are just 31.81% of surveyed teachers came to have acquired the right concept that kindness education is a humanity value that show human affection to ones self, surrounding people and things through appropriate perception, attitudes, feelings and behaviours.

#### *2.2.2.2. Teaches' awareness of necessity of kindness education to children aged 5-6*

100% have proper awareness of necessity to carry out kindness education to children aged 5-6. These teacher assume that on the base of kindness education, kid will be good and contributing member of society, children will learn to be empathetic and do sharing with surrounding people, take interest to surrounding people, and also children will be enabled to form personality and ethical qualities in the future.

#### *2.2.2.3. Teachers' awareness of experiencing*

Teachers have their different concepts of experiencing. Some teachers have acquired proper concept, i.e experiencing may occur in different ways of activities where children participate directly, involving children in situation, or is a process where children are experiencing the surroundings. However, some teachers have made mistakes in giving concept or have improper understanding experiencing by

considering experiencing as a process where children can recall, imagin in a certain situation.

#### *2.2.2.4. Teachers' conception of experiential kindness education*

Lots of surveyed teacher have improper understanding of the concept of experiential kindness education, by considering one dimension only - either perception or emotions. 27.27% of surveyed teachers understand experiential kindness education as to make an influence on child perception, 36.82% of surveyed teachers consider experiential kindness education as a process of forming child emotions only. Lots of surveyed teachers have improper conception of experiencing that children are organized to view pictures, to be told stories, to watch films and then they are taught that good practices need to be performed in life.

#### *2.2.2.5. Teachers' awareness of the role of experiencing in kindness education to children aged 5-6*

The majority of surveyed teachers who perceive experiential kindness education as *necessary* or *very necessary* take 98.18%. They assume that experiential kindness education will enable children to express their emotions, attitudes, and affection. Kids will have clear and deep memorization of emotions, affections that they have experienced, therefrom regulate their behaviours to be appropriate. In addition, by experiencing children directly participate activities, then gradually accumulate their knowledge and experience, form and regulate their attitudes, behaviours to be more appropriate.

#### *2.2.2.6. Contents of kindness education to children aged 8-6 in preschools at present*

Teachers pay more attention to education of perception and compassionate behaviours. Teachers do pay less attention to education of affections to children (thí area take just 35% to 65%). Contents of kindness education to children has been innadequately and infrequently performed by teachers.

#### *2.2.2.7. The status quo of utilization of kindness education methodologies to children aged 5-6 in preschools*

Teachers have used various methodologies to carry out kindness education to children. By discussing and observing teachers; activities in classrooms, it can be seen that methodologies taken by teachers are traditional ones such as talk, playing games, practising, drilling. The methodologies less taken by teachers are the one that require creativeness and more time, and are difficult to organize and evaluate such as brain storming, group discussion, project based education.

#### *2.2.2.8. Modes of experiential kindness education to children aged 5-6 in preschools*

The modes most taken by teachers to perform kindness education to children are playing game (71.36%), birthday celebration (76.8%). The modes less taken by teachers are charity activities, exchange activities, sightseeing, picnicking. Therefore it can be seen that teachers pay more attention to tradition activities, which are easy to organize such as playing games, birthday celebration, being on duty for tasks of a class or the whole preschool in kindness education to preschool children.

#### *2.2.2.9. The status quo of performing experiential kindness education to children.*

Teachers have different ways to performing in experiential kindness education. No one performs 4-step process, and the organization of activities proves to be simple. Steps 2, 3, 4 are not done by most of surveyed teachers. It can be seen

that very few teachers come to understand the nature of experiencing as well as the methodology of experiencing in organization of activities.

#### *2.2.2.10. Challenges in performing experiential kindness education to children aged 5-6*

Subjectively: teachers have insufficient experience in incorporating kindness education into activities, in designing and organizing experiential activities to perform kindness education to children, lack experience in collaborating with child's parents to exploit family potentials in kindness education to children.

Objectively: several teachers assume that it is difficult to organize experiential activities for a too crowded class, and allocating of children into groups to participating experiential activities take teachers a lot of time and cause negative influence on the effectiveness of experiencing. In addition, the curriculum is on a base of rigidity, and is not flexible in stipulating daily activities, so organizing of experiential activities for children negatively influence other activities, causing the unwilling of organizing experiential activities. Additionally, there are some other challenges such as lack of documents on experiential kindness education, lack of sample experiential activities for teacher to learn.

#### *2.2.2.11. Status quo of collaboration between families and preschools in kindness education to children aged 5-6*

The most common mode of collaboration between teachers and preschool children's parents are dialogue at the time when children are picked up by parents and on the occasion of meetings for preschool children's parents. The mode less taken by teachers is to send evaluation result note to and guide preschool children's parents to perform kindness education at home. Some preschool children's parents who are busy doing their work, cope with challenges in using evaluation note because the evaluation require direct guide from teachers as well as evaluation to be done by preschool children's parents at home.

### **2.3. The status quo of the level of kindness formation amongst children aged 5-6 in preschools**

#### **2.3.1. Survey**

##### *2.3.1.1. Objective of survey*

To capture the status quo of the level of kindness formation amongst children aged 5-6, then to make recommendations on measures for experiential kindness education to children aged 5-6

##### *2.3.1.2. Participants, scope and time duration of survey*

60 children aged 5-6 (30 ones from Long Bien Preschool and 30 others from Preschool of Garment X20 Company).

Time duration of survey: from March to May 2014

##### *2.3.1.3. Subject matter of survey*

Evaluation of perception, attitudes and compassionate behaviours amongst preschool children aged 5-6 with manifestation of sympathy, attention, sharing, helping, protection, tolerance.

##### *2.3.1.4. Methodology of survey*

Utilization of evaluation criteria and rating scale to identify the level of kindness formation amongst children aged 5-6 through some questions and exercises.

#### **2.3.2. Output of survey**

The output of survey shown in the following chart:

**Table 2.1. Level of showing kindness amongst children aged 5-6**

Preschool	Quantity of children	Level					
		High		Medium		Low	
		SL	TL%	SL	TL%	SL	TL%
<b>Long Bien Preschool</b>	30	0	0.00	9	30.00	21	70
<b>Preschool of X20 Garment Company</b>	30	1	1.33	10	33.33	19	63.33
<b>Average</b>	<b>60</b>	<b>1</b>	<b>1.67</b>	<b>19</b>	<b>31.67</b>	<b>40</b>	<b>66.67</b>

Looking at this table readers can see the level of manifesting kindness amongst children aged 5-6 is not high, the number of children who reach high level take a low percentage (1.67%), most children dropping into medium level (31.67%) and low one (66.67%)

Regarding perception, most of children can perceive basic manifestations of kindness and identify compassionate acts and non compassionate acts. However several children have not learnt about the causes to compassionate acts and non compassionate acts, lots of them have not been aware of the meaningfulness of these manifestations in life.

About feelings and attitudes, most of children expect to get to know themselves emotions and others'. However, there are some limitations in the manifestation of compassionate emotions and attitudes to surrounding people. Very few children have shown positive emotions upon performing compassionate acts; they have now shown their emotions in these situations, but have moved to other activities after doing an activity.

About children's behaviors: Most of children participate playing with friends but the expression of kindness is not clear. Only in special circumstances like a friend falls down or is hurt, some of other children come to show clear response. The results of observing group activities and daily life show that most of children do not know how to share, care for and help each other and are often involved in the contents of games and other activities.

Thus, it can be seen, the manifestation of kindness amongst children 5-6 are not steady amongst each individual child. In addition to a small number of children who regularly show compassion in relationship with their teacher, classmates and understand the social implications of behaviors, most of children are less likely to express or know how to express kindness to people.

### ***Reasons***

#### ***\* Regarding children***

There are limitations in children's perception and behaviors that influence kindness education. Children often consider themselves as centered ones, sometimes they act according to their own mind and are not being aware of what they do. Therefore, the behaviors of children are not sustainable, not active. They frequently imitate activities unconsciously: Children often like imitating after people they love (teachers, friends, fathers, mothers).

#### ***\* School education***

Teachers have not mastered the contents and methodologies of kindness education to children 5-6 years old. Teachers' education is very kind of formality, theory, so preschool children do not have sufficient chances to experience and show

kindness. Teachers lack specific, practical, appropriate measures to deepen kindness education to children. The contents of kindness education activities to children is not really diversified, many activities are stereotyped, not appealing to children. Experiencing is a new activity, but in practice, teachers organize these activities in a monotonical, closing manner and without connection to next activities.

*\* family education*

Most parents do not fully understand content of kindness education to children 5-6. At the same time, young parents are not aware of appropriate measures to perform kindness education to children, but do according to personal experience only. Some parents lack awareness and attention to kindness education. The collaboration between family and school is not tight, preschool children's parents are not active in exploring the contents and methods of child education while teachers have not paid attention to guidance and coordination with preschool children's parents in kindness education activities. It can be seen that kindness education to children aged 5-6 has not reach the desired effects, so it is necessary to develop kindness education activities to children aged 5 - 6.

### **Conclusions of Chapter 2**

1. Preschool Education Programme proves to show the importance of kindness education to preschool children. The goals, contents, methods, forms and methods of assessing children's age-appropriate development are included in the programme, including kindness education to children. However, kindness education to preschool children requires clarification and supplementation of some contents, strengthening of the combination of positive education methods, diversifying the forms of activities to children in preschool to bring education effects.

2. Preschool teachers have paid attention to kindness education to preschool children. However, preschool teachers' perception is incomplete and inaccurate about the specific contents and composing elements of kindness education, and objects to which children need to express kindness. Kindness education through experiencing has not been properly considered and implemented according to the experience process. Preschool teachers have not exploited the strengths of children's activities in preschools as a means for children to practise compassionate behaviors with surrounding people and things.

3. The work of kindness education to children in families is still limited because parents do not know fully the contents, requirements and methods of kindness education to children. In fact, families have not paid much attention to the contents of kindness education, and have not used positive methods for children to practise compassionate behaviors to surrounding people.

4. Outputs of survey conduct in some preschool in Ha Noi show the level of kindness formation amongst children has not been high, steady amongst different respects, and has not met the requirements of education today.

The outputs of survey show that kindness education to preschool children in general, children aged 5-6 in particular is an important and urgent issue of current preschool education practice, so it is necessary to recommend effective experiential kindness education activities to children 5-6 to improve the quality of kindness education to children 5-6.



## CHAPTER 3. EXPERIENTIAL KINDNESS EDUCATION ACTIVITIES TO CHILDREN AGED 5-6 IN PRESCHOOLS

### 3.1. Principle of developing experiential kindness education activities to children aged 5-6 in preschools

- To create chances for children to experience diversified situation in life;
- To build partnership between a child with friends and surrounding people;
- To perform age appropriate education activities and take optimum utilization of variant charatersitics of each individual child to create education effects.

### 3.2. Development of kindness education activities to children aged 5-6 in preschools

#### 3.2.1. *Defining Objectives, contenst, activities for kindness education to children aged 5-6*

##### 3.2.1.1. *Defining Objectives*

To provide knowledge of kindness such as sympathy, care, sharing, help, protection of self and surrounding people; ; To form children a positive attitudes of to themselves and surrounding people; Practice loving behavior with people.

##### 3.2.1.2. *Selection of contents for kindness education to children aged 5-6 in preschools*

The contents for kindness education should be based on kindness education objectives and characteristics of children age 5-6; teachers may select some contents for kindness education such as sympathy, sharing, help, protection, tolerance, considering cognitive, emotional and behavioral factors.

##### 3.2.1.3. *Defining kindness education activities to children aged 5-6 in preschools*

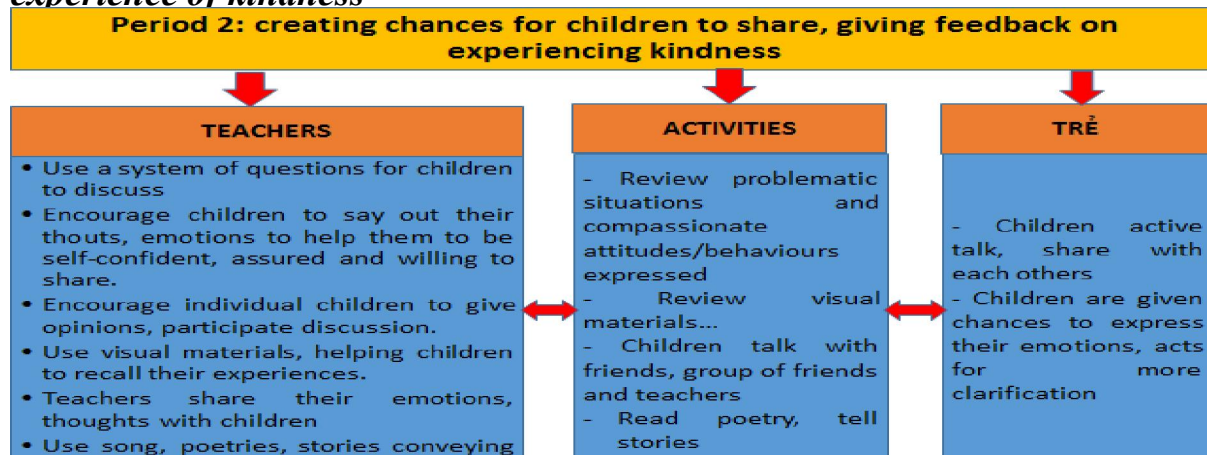
In current preschool education practices, children are enabled to participate different activities each of which have its own advantages for kindness education to children. Therefore, to perform kindness education to children it is critical to take advantages of the activities that help children have more opportunities to experience, practise behaviors.

### 3.2.2. *Guides to organization of experiential kindness education to children aged 5-6 in prschools*

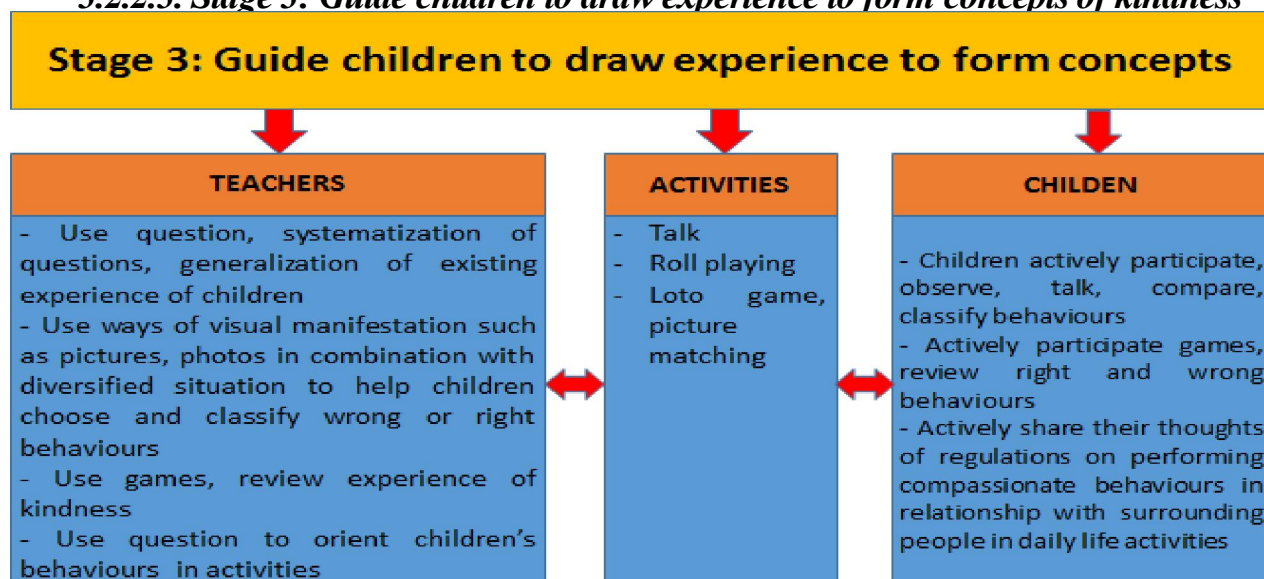
#### 3.2.2.1. *Stage 1: Children participate experiencing (teacher organized activities for children to acquire experience of kindness*



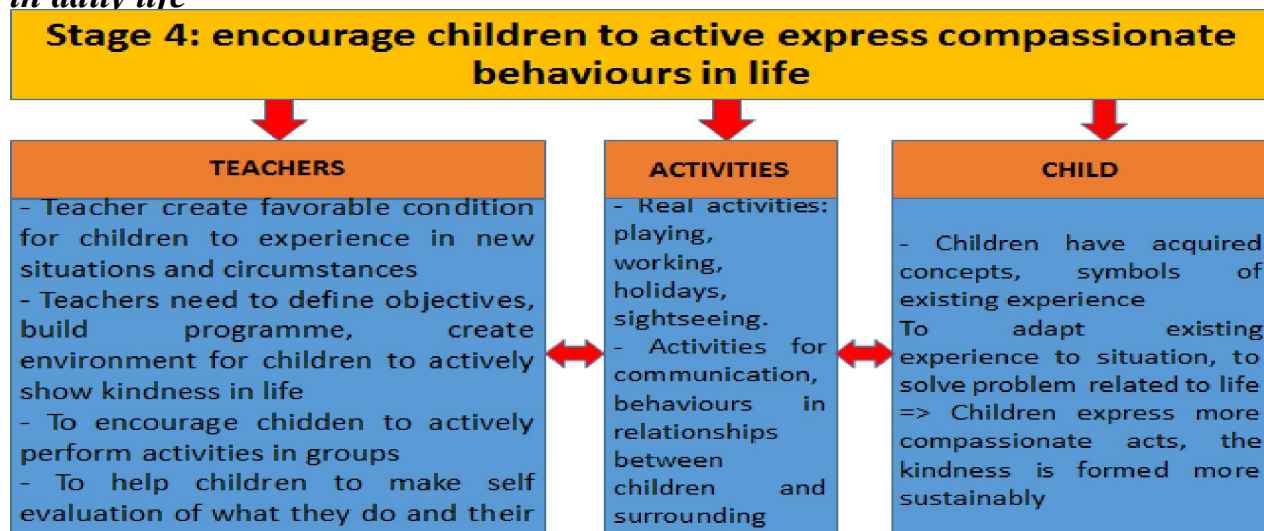
**3.2.2.2. Stage 2: Create chances for children to share, reflect their experience of kindness**



**3.2.2.3. Stage 3: Guide children to draw experience to form concepts of kindness**



**3.2.2.4. Stage 4: encourage children to active express compassionate behaviours in daily life**



In preschools there are diversified activities each has its own specific characteristics and different requirements for teachers' organization and guiding of activities

- Organizing and guiding playing activities: Organizing children's experiencing in doing activities can be by group of playing, corners of playing. For each group teachers can assign a task towards the expressing kindness in accordance with the subject matter and contents for playing to the respective groups. During children's playing, Teachers needs to observe, create a variety of playing situations to engage children in those situations and roles.

- Organization of festivals, holidays: encourage to participate activities. All children should be motivated to participate activities, culture performance, entertainment activities, poetry reading, storytelling, dancing, singing, drama playing... At the same time, teachers need to create the fun atmosphere for children to feel comfortable, excited.

- Organizing and guiding of working activities: Teachers should assign tasks to children. When assigning tasks, teachers need to explain and have specific instructions on what children are supposed to take what actions they need to take, children will choose necessary tools and carry out the work themselves. In the process, teachers encourage children to work together, to help each other to get things done. Teachers are supposed to be willing to support, motivate and encourage children.

- Organizing and guiding of sightseeing tours, picnics: Experiencing amongst children in sightseeing activities starts with that children prepare utilities, costumes at home, then go to school, are in a queue to be get in a car and travel to sightseeing places, enjoy activities, explore things there, then are in a queue to get in car and leave. In this process, teachers need to monitor children's activities closely, be ready to support children when they need it, encourage children to show interest, share, help, protection with friends, check the number of children before departing.

- Organizing activities in daily life: As usually, teachers may discuss with their children about issues in daily life. Teachers may also create different situations at different times to perform kindness education to children such as helping friends cleaning class or tidy utensil after a meal...

### ***3.2.4. Defining conditions to ensure effectiveness of kindness education to children aged 5-6 in preschools***

Experiential kindness education to children in preschools reaches effectiveness only when ensuring following conditions:

#### ***3.2.4.1. Development of physical environment***

Physical environment includes the location, the space for children to act, the choice of means for acting such as utensils, toys, materials suitable to the activity as well as the convenient placement for children to actively interact with objects like surrounding friends and people to give children an opportunity to express their kindness to each others.

#### ***3.2.4.2. Developing psychological environment***

The psychosocial environment (mental environment) is related to the development of children's perception, affections and emotional behaviours. To develop a good psychosocial environment, teachers need to have a proper conception of children and use a rational approach. It is necessary to treat children

as active subjects in order to create opportunities for children to be active, independent and creative in their activities, and at the same time to pay attention, love and respect to as well as observe and share with children, get to know children's mind, and understand children's needs, desire, excitement, passion.

#### *3.2.4.3. Coordination, agreement on kindness education activities to children aged 5-6 between preschools and families*

Kindness education to children in preschool requires agreement between families and preschool for expected effectiveness. About this, preschools act to perform education orientation to children, providing the purpose, contents and methods of kindness education. Families assist preschools by being directly involved in child education process and preparing means for child education.

### **Conclusion of Chapter 3**

3.1. The development of experiential kindness education activities to children aged 5-6 should be based on three principles: providing opportunities for children to experience in diversified life situations; build partnerships between children and surrounding people; kindness education activities to be appropriate with children's age-range characteristics and to take the most of every individual child's difference to bring education effects with four stages: children's experiencing; children's sharing emotions; children's drawing experience; children's forming concepts/lessons; children's active adapting their experience in life.

3.2. Kindness education activities to children aged 5-6 if impacted will help to make kindness education more effective, giving children plenty of opportunities to practise, experience, share experience and give feedback and utterly with teachers draw lessons on do's and don'ts. To make kindness education to children aged 5-6 to be more effective, there should be certain conditions concerning teachers, children, material facilities, preschool children's coordination.

## **CHAPTER 4. PEDAGOGICAL EXPERIMENT**

### **4.1. Overview of experiment process**

#### ***4.1.1. Objective of experiment***

- Experiment conduct is aimed at checking effectiveness and feasibility of kindness education activities to children aged 5-6

#### ***4.1.2. Requirements of experiment***

- Selected Groups of control and groups of experiment are supposed to be equal to each other regarding sample size, level of kindness formation amongst children from 2 preschool: Co Bi Preschool and Long Bien Preschool; teachers are supposed to be trained to be aware of the purpose, contents and mode of organization in accordance with the proposed activities; necessary conditions of materials, utensils, toys is to be prepared.

#### ***4.1.3. Subject matter of experiment***

Conduct Experimentation of experiential kindness educational activities to children aged 5-6 according to the proposed progress in the thesis

#### ***4.1.4. Participants, time and venue of experiment***

At round 1 of experiment, there are 30 children under the group of experiment come from a class for elder kids namely A1 in the Preschool of X20 Garment Company. Experiment is conducted to explore the relevance of measures in October 2014.

Round 2 of the experiment: 120 children from two preschools named Hoa Hong (in the urban area) and Co Bi (in suburban area) in Ha Noi City.

Time of experiment: the experiment conducted from October 2014 to June 2015.

## **4.2. Analysis of experiment outputs**

### **4.2.1. Analysis of exploratory experiment outputs**

An exploratory experiment conducted to define official experiment programme and the ways to conduct official experiment on the base of exploratory results.

- During the exploratory experiment, we have found that the level of kindness formation amongst children 5-6 has developed to higher point compared with prior experiment, particularly it is:

a. The level of kindness formation amongst children aged 5-6 after experiment has developed to higher point compared with prior experiment in terms of perception, affections and behaviours

b. Results of kindness education to children aged 5-6 is not equal amongst perception, affections, behaviours.

c. Observation of children in 4 periods of involving in experiencing activities show that children are excited to participate the activities proposed in Chapter 3, the manifestation of compassionate behaviours amongst children is shown more clearly.

d. There is difference in manifestation of kindness between boys and girls. Girls have clearer manifestation of compassionate emotions, affections, behaviours than boys, and the changes in this regard amongst girls take place more quickly than boys.

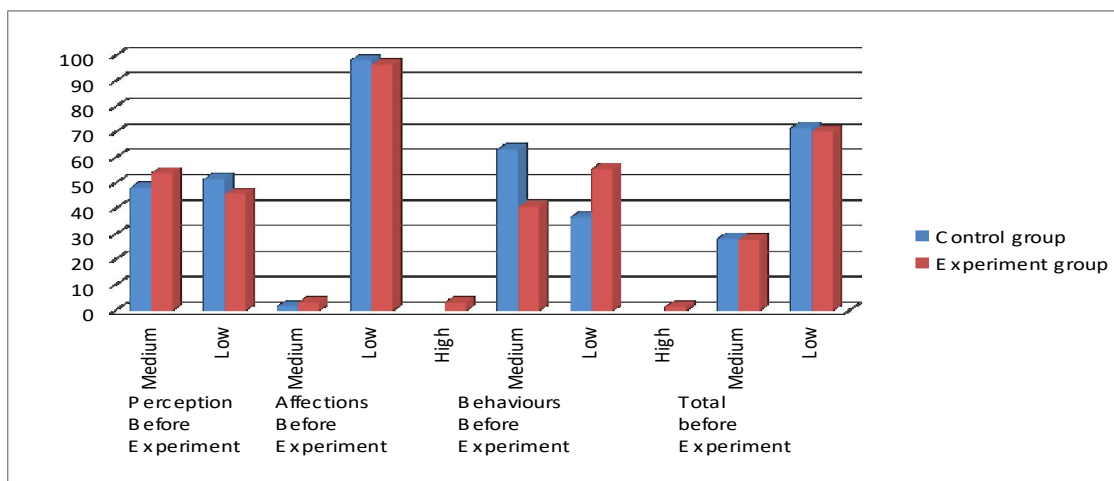
This affirms activities conducted to children are feasible and may be put in an official experiment.

In order to ensure effectiveness of experiment, it is necessary to pay attention to the following issues when conducting an official experiment: More attention should be paid to education of affections, attitude for suitable to situations and circumstances; Strengthen the process of experiencing of kindness in activities; it may be done at all times and in all places, and it is important to pay attention to gender differences in the acceptance of experiential kindness education effects; there should be clear orientation to perform education to individuals on the base of classification of levels on perception, affections, behaviours, taking into account individual characteristics and family background to ensure that kindness education is conducted on the base of children's ability.

Above are important rationales for us to adjust experiment programme to improve the effects of kindness education to children aged 5-6.

### **4.2.2. Analysis of the official experiment**

After conducting experimentation of experiential kindness education activities to children aged 5-6, we conducted a survey on the level of kindness formation manifested through perception, attitudes, and behaviours amongst children within both control group and experiential group. Outputs collected are as follows:



*Table 4.1 Levels of kindness formation amongst children under control group and experimental group before the experiment conducted*

The outputs of prior-experiment survey conducted to both experimental group and control group show: children aged 5-6 in some preschool in Ha Noi have initially shown their perception, attitudes and behaviours of kindness to surrounding friends and people. However, the level of kindness formation in both experimental group and control group is not high enough to meet the educational requirement at this age; There is a difference in the level of kindness formation in terms of perceptions, attitudes and behaviours;

Based on the outputs of prior-experiment survey, we conducted experimentation of kindness education activities as proposed in Chapter 3, adjusted experiment programme for suitable to realities. Outputs after the experiment conducted are as follows:

Dimensions	Level	Control Group						Experiential group					
		Boys		Girls		Total		Boys		Girls		Total	
		Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)	Quantity	Rate (%)
Perceptions	High	0	0.0	0	0.0	0	0.0	7	25.0	8	24.2	15	24.6
	Medium	15	46.9	20	71.4	35	58.3	21	75.0	25	75.8	46	75.4
	Low	17	53.1	8	29.6	25	41.7	0	0.0	0	0.0	0	0.0
Affections	High	0	0.0	0	0.0	0	0.0	3	10.7	4	12.1	7	11.5
	Medium	9	30.0	12	40.0	21	35.0	24	85.7	27	81.8	51	83.6
	Low	23	70.0	16	60.0	39	65.0	1	3.6	2	6.1	3	4.9
Behaviours	High	0	0.0	2	7.1	2	3.3	15	53.5	16	48.5	31	50.8
	Medium	29	90.6	23	82.1	52	86.7	12	42.9	17	51.5	29	47.5
	Low	3	9.4	3	10.7	6	10.0	1	3.6	0	0.0	1	1.7
Total	High	0	0.0	0	0.0	0	0.0	16	57.1	17	51.5	33	54.1
	Medium	19	59.4	22	78.6	41	68.3	12	42.9	16	48.5	28	45.9
	Low	13	41.6	6	21.4	19	31.7	0	0.0	0	0.0	0	0.0

*Table 4.2. Levels of kindness formation amongst children from experimental group and from control group after conduct of experiment*

Looking at Table 4.1 we can see: generally there are differences in the level of kindness formation after the experiment between the experimental group and the control group; considering individual dimensions, there are also clear differences the level of kindness formation between the experimental group and control group. Amongst the control group, no child reach high level concerning perceptions and affections, this high level is amongst 3% of the group looking at behaviours. Amongst the experimental group, considering perceptions, affections and behaviours, there are some children who reach a high level but not equal amongst all dimensions, taking 24.6% regarding perceptions, 11.5% regarding affections, 50.8% regarding behaviours. By observing children, we have found more prevalent manifestations amongst the experimental group than the control group as follows:

+ On perception: If before experiment children identify manifestations of kindness without pointing out the cause to such manifestation as well as without knowing the meaningfulness of the acts. After the experiment children can understand the causes, the meaningfulness of such compassionate acts such as asking about a friend bearing sickness as they love friends or anxious for friends, or helping friends when such friends drop out toys from a basket by accident. They understand these acts are good practices, meaningful in life and make their friends happy.

+ About Affections: before the experiment children do not express their attitudes or they do it with unclear manifestation. After the experiment, there are clear changes in the experimental group: they show their clear attitudes in situations, e.g. fun, happy facial expressions. When they get help from other children, they express their respectful attitudes like looking at friends, showing happiness in their eyes, or when cleaning the class with friends, they are excited to participate.

+ About Behaviours: before the experiment, children's behaviours are spontaneous; after the experiment children regularly and actively express kindness to surrounding friends and people, e.g. seeing the teacher in a situation requiring help children come to help immediately, or seeing friends facing difficulties in building a house children run to help these friends build the house, children pay more attention to friends in daily life. When cleaning the classroom, children who have done their task run to assist other to finish their task.

+ In terms of gender gaps: In the experimental group, as during the experimentation we have paid much attention to boys, there are many opportunities for boys to show their kindness to surrounding people. The way boys showed their kindness is richer, they know to express their care, help, sharing with surrounding people more. Thus, the difference between boys and girls is not much in terms of perception, affections, and behaviours, but girls shoed much richer behaviours than boys did in some situations. There is still a clear difference between boys and girls in the control group.

To summarize, after the experiment, the level of kindness formation amongst the experimental group has been clearly improved, while amongst the control group the level is higher after the experiment but not significant and without clear changes.

To verify the actual differences between the experiential group and control group, we tested the two variances and looked at the t test results. Sig value in the Levene test = 0.159 ( $> 0.05$ ), then the variance between the two experimental and control groups is not different, we would use the test results in the average of equal variances. Sig value in the average of equal variances in the t-test  $< 0.05$ , so we can

conclude that there is a significant difference in average between the two experimental and control groups (average of total scores summed up from dimensions amongst children in the experiential group is significantly higher than the control group).

In order to verify that there is a real difference in the experiential group before and after the experiment, we have tested the equality of the two variances and looked at the t test results. With Sig. (2tailed) = 0.000 <0.05., it is possible to conclude that there is a statistically significant difference in the assessment of children in 3 dimensions perception, affections, behaviours amongst the experimental group before and after the experiment.. Specifically, the total scores of 3 dimensions amongst children from the experimental group are higher than before the experiment, averaging 6.3. This suggests that the development of the experimental group is higher than before the experiment, confirming the relevance and effectiveness of the proposed activities.

#### **Conclusion of Chapter 4**

1. The experiential programme conducted to assess the effectiveness of kindness education to children aged 5-6, thereby prove the scientific hypothesis of the topic. The experiment program is adjusted and finalized gradually through two rounds of exploratory experiment and official one.

2. Experiment outputs show that experiential kindness education activities to children aged 5-6- have created a positive impact on the kindness formation amongst children aged 5-6. The experimentation process has shown that the level of kindness formation and development amongst children is better, more stable, more frequent when the child is experiencing real-life situations, then share their emotions, thoughts, then draw experience for them self and are active, creative to practise in daily life.

3. Experiential kindness education to children 5-6 is a long-term process that requires close coordination with the family. Experiential Education to children is a new field in preschool education; therefore, it is necessary to continue study in a wider scope for a longer time to confirm its effectiveness in current practice.

### **CONCLUSION AND RECOMMENDATION**

#### **1. Conclusions**

1.1. Kindness is a humane value, is the human compassion, showing empathy, care, sharing, help, protection and tolerance to ones self and surrounding people and things by means of not only perception but positive attitudes and behaviours.

Experiential kindness education is a process of organizing activities for children directly interacting with things, phenomena, and events in real life in order to acquire knowledge and form positive attitudes and behaviours that express children's love for themselves, people and things around. Experiential kindness education consists of a four-stage process: specific experience, observation, sharing of emotions and thoughts, in collaboration with teachers to give principles of behaviours of kindness, positive testing.

1.2. The results of survey on the status quo of experiential kindness education to pre-school children aged 5-6 show that experiential kindness education to preschool children is limited. Teachers are not fully aware of the nature and structure of kindness, the process of organizing for children to experience, the methods teachers use does not create many opportunities for children to practise, experience. The coordination between families and preschools in experiential kindness education to children is still limited so education



effectiveness is not high. The level of kindness expression amongst children is not high and uneven between the dimensions and between individual children.

1.3. Based on theoretical and practical analysis, experiential kindness education activities to children aged 5-6 have been developed, including: Defining the principles for organizing experiential kindness education activities to children aged 5-6; define objectives, contents, types of kindness education activities to children; Guide to organizing experiential kindness education activities to children aged 5-6 in preschools with 4 stages; Develop conditions to ensure the effectiveness of LNA educational activities for 5-6-.

1.4. The activities with a reliable quantity have been put is pedagogical experiment to children aged 5-6. After the experiment, the results of manifestation amongst children show the feasibility of the activities, while affirming the properness of the scientific hypothesis stated. Activities have had an effective impact on the development of kindness amongst children aged 5-6.

## **2. Recommendation**

### ***2.1. To education managers***

Pay more attention to the mission of education of values in general, kindness education in particular and consider it as a core mission for forming human personality that begins from early childhood; experiential education is an effective education methodology therefore it is necessary to strengthen utilization of this methodology in preschools; Organize training and fostering courses in preschools for teachers to understand requirements for and implement experiential kindness education to children; Make a plan and carry out measures to raise awareness of preschool children's parents and the community in experiential kindness education to children. Strengthen the relationship between families and preschools in child care and education.

### ***2.2. To preschool teachers***

Frequent involve in exchange and training to be able to design experiential activities to perform kindness education to children aged 5-6 year in preschool; Actively apply experiential kindness education activities to children in daily child education; Strengthen the relationship with preschool children's parents, support them in the care of children in general education, and in experiential kindness education activities to children in particular, mobilize parents to participate in their children's experiencing.

## **LIST OF PUBLISHED WORKS RELATED TO THE TOPIC OF THESIS**

1. Some viewpoints of kindness education to preschool children, Magazine of Education Special Edition, July 2012;
2. Kindness education to children by storytelling at families, Magazine of Education – Edition 337 –1st term of issue, July 2014, p. 32-33.
3. Adaptation of experiential education model by David A. Kolb in kindness education to preschool children aged 5-6, Magazine of Education – Edition 361, 1<sup>st</sup> term of issue July 2015, p. 19-21.
4. Education of necessary social skills as preparing preschool children aged 5 to move up to first grade of general education, Magazine of Education – Special Edition, July 2016
5. Status quo of utilization Standards of Development for 5-year-old children, Magazine of Education – Edition 392, 2<sup>nd</sup> term of issue, October 2016, p. 10-14.
6. Experiential kindness education activities to children aged 5-6 in preschools, Magazine of Education – Edition 137, February 2017, p. 96-101.
7. Results of research on kindness education to children aged 5-6 in preschools, Magazine of Education – Edition 407, 1<sup>st</sup> term of issue, June 2017.