

# Research on the Situation of Self-protection Skills Education for 5-6 year-old Children according to the Experiential Approach at Preschool in Northern Mountainous Area

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**Abstract:** Self-protection skills education for 5-6 years old preschool children according to the experiential approach at preschools in the Northern mountainous area has an important meaning in helping children have enough knowledge and life skills to reduce risks for children at home and when travelling to school in the condition that most children belong to ethnic minorities living in remote areas - areas with mountainous terrain and harsh climate. In particular, children in this area are often shy, have little social interaction, and have limited Vietnamese language skills; the conditions of facilities and teaching facilities are poor. Therefore, the author conducted this study with the aim of discovering the current situation of self-protection skills education for 5- 6-year-old preschool children according to the experiential approach at preschool in the Northern mountainous area, figuring out the advantages and disadvantages of self-protection skills education for children in this area. The research methods used include survey, process observation, interview, mathematical statistics (SPSS 20.0 software).

## 1. Introduction

Educating children on self-protection skills according to the experiential approach at preschool is the process of organizing activities for children to participate in and directly contact with different things, phenomena and practical activities in order to effectively perform a reasonable, flexible self-protection action or activity to keep themselves physically and mentally safe.

Self-protection skills education for 5-6-year-old children according to the experiential approach is to implement an integrated educational perspective, which is also a process of synchronously integrating elements of the educational process as a whole. The study of educating children on self-protection skills according to the experiential approach has important theoretical and practical significance. There are many benefits to teaching self-protection such as helping students form awareness, develop strong discipline, develop physical skills and real-world experiences, improve ability to fight back, develop self-confidence, improve communication skills, improve physical fitness and develop mental strategies (Chen, 2011), and providing them with appropriate guidance on how to protect themselves (D. Brown & Johnson, 2000). Children must be equipped with the ability to perceive situations that are dangerous for themselves and to overcome undesirable things that happen to them (Kimberly, 2007). Children not only learn what, but more importantly, how to learn and foster the love to discover in children (Maria Montessori, 2014). According to Banks, Aaron L (2010), the goal of modern self-protection education is to help students make good choices, recognize potentially dangerous situations, and take action to prevent a physical change. To form and educate social skills for children, the most basic way is to organize specific activities for children to practice and train direct experience. Early childhood education programs in many advanced countries such as the US, Singapore, New Zealand, and Japan have a common tendency to educate necessary social skills through active exploration of the surrounding environment through experiential activities. They choose positive educational theories and consider them as an educational philosophy in education in general and early childhood education in particular (Nguyen Thi Thu Hanh, 2017). In order to effectively organize self-protection skills education activities for 5-6-year-old children at preschool, teachers need to create a safe operating environment for children (in terms of physical and psychological aspects); planning and organizing educational activities suitable to the cognitive characteristics of children of each age; using a combination of methods (verbal, visual, hands-on - experiential), forms (during or after school) when organizing activities to encourage children's positivity; create opportunities for children to explore and apply knowledge and skills to solve different situations; cooperating closely with parents (Nguyen Thi Hong Van, 2017).

## 2. Methodology

The survey was conducted on 575 preschool teachers teaching classes at some preschools of 9 provinces/cities: Bac Giang, Thai Nguyen, Bac Kan, Ha Giang, Cao Bang, Yen Bai, Lang Son, Hoa Binh, Phu-Tho. To assess the situation, we carried

out a survey using questionnaires combined with observation, in-depth interviews, conversations with preschool teachers and research on the products of teachers of 5-6-year-old children (lesson plan, plan to organize activities of self-protection skills education, records, etc.). Survey data were processed with SPSS software version 20.0, analyzed with Pearson's correlation coefficient  $r$  between survey variables and evaluated by 5-level Likert scale: Poor (1 point) - Not important/ Never/ Not effective/ Not difficult/ Not influential; Weak (2 points) - Not really important/ Not often/ Not really effective/ Not really difficult/ Not really influential; Average (3 points) – Normal; Fair (4 points) - Important/ Often/ Effective/ Difficult/ Influential; Good (5 points) - Very important/ Very often/ Very effective/ Very difficult/ Very influential.

### 3. Results and discussion

#### 3.1. Content, methods and forms of self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous area

\* The contents of self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous area

The contents of self-protection skills education for children is carried out in association with different topics during the school year. In order to organize effective self-protection skills education activities for 5-6-year-old children according to the experiential approach at preschool, the content must be practical and suitable for children and the practical conditions of each school. The results of the survey of teachers in those preschools about the importance and effectiveness of implementing the contents with the results of mean scores, standard deviations, and ranking are as follows:

Table 1: Actual situation of content of self-protection skills education according to the experiential approach in preschools in Northern mountainous area

No.	Content	Level of importance			Implementation efficiency		
		Mean	SD	Rank	Mean	SD	Rank
1	Skills to avoid dangerous actions, unsafe places, life-threatening items;	4.39	0.49	9	3.76	0.77	7
2	Safe eating skills;	4.53	0.50	7	4.03	0.69	2
3	Abuse prevention skills;	4.64	0.48	2	3.77	0.80	6
4	Safety skills when travelling;	4.61	0.50	4	3.84	0.75	4
5	Skills to avoid getting lost and being kidnapped;	4.62	0.49	3	3.95	0.75	3
6	Skills to recognize some emergencies and call for help;	4.55	0.50	6	3.83	0.77	5
7	Skills to perform a number of behaviors and social codes of conduct to ensure safety;	4.52	0.51	8	3.69	0.76	8
8	Skills to maintain body hygiene and health;	4.81	0.39	1	4.06	0.69	1
9	Self-protection skills in cyberspace.	4.59	0.51	5	2.64	0.68	9

The importance of the content of self-protection skills education has a high mean score, is distributed relatively evenly, from 4.39 to 4.81 with standard deviation  $< 0.5$ , so there is little gap between ranks.

The efficiency of self-protection education content has a lower mean score and the difference is also clearer between ranks, ranging from 2.64 to 4.06 with standard deviation  $> 0.5$ . This shows that, although the teachers highly appreciate the importance of implementing the content of self-protection education for children, the expected effect has not been achieved; There are differences in performance across classes and fields.

The statistics table also shows that the skills to maintain body hygiene and health are most appreciated by teachers, ranking first in terms of both level of importance ( $M=4.81$ ,  $SD=0.51$ ) and implementation efficiency at preschool ( $M=4.06$ ,  $SD=0.69$ ). This is also a topic of special interest to preschool teachers because in many mountainous areas, living conditions in many families are still unsanitary, and some children have to take care of themselves when their parents work far away from home for a long time and most children do not have these skills at the most basic level when they go to school. However, because children are regularly and daily trained by teachers, skills are formed and developed very well. Ms. N.V.A. from School... district... Cao Bang shared: “We also teach children personal hygiene skills in the absence of clean water or sanitary equipment (faucets, antibacterial soap, etc.), self-protection skills in severe weather, ...”.

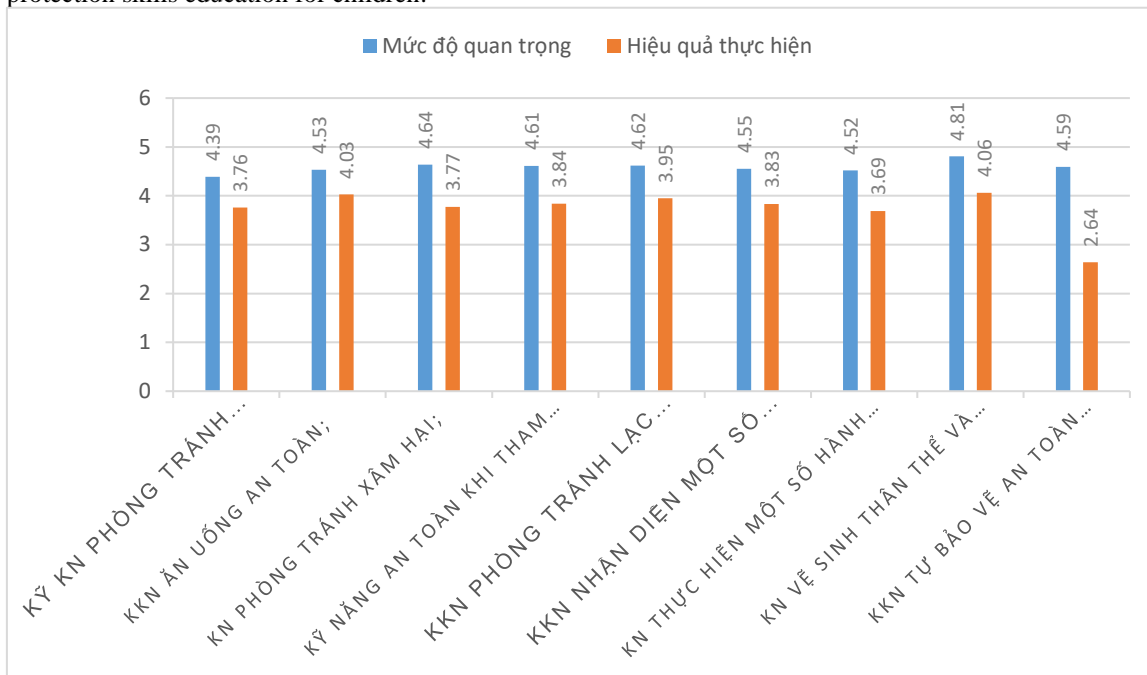
Ranked second in terms of the importance of the content of self-protection skills education is the content of abuse prevention skills ( $M=4.64$ ,  $SD=0.48$ ). This is really essential content to equip all children before entering 1st grade and when many children have to walk long distances to school on their own. However, the performance of this content is only ranked 6th ( $M=3.77$ ,  $SD=0.8$ ). The reason is that the teachers think that the school does not have a program with specific content or has detailed instructions on methods and forms of organization; the teachers have to find reference materials themselves and integrate them into other children's activities.

The following content is education on skills to prevent getting lost and being kidnapped with both the level of importance ( $M=4.62$ ,  $SD=0.49$ ) and implementation efficiency ( $M=3.95$ ,  $SD=0.75$ ) being ranked 3rd. ; Safety skills when travelling have the important level ( $M=4.61$ ,  $SD=0.5$ ) and implementation efficiency ( $M=3.84$ ,  $SD=0.75$ ) both being ranked 4th.

The content of education on self-protection skills in cyberspace was rated as highly important by teachers ( $M=4.59$ ,  $SD=0.5$ ) but the level of implementation efficiency was low ( $M=2.64$ ,  $SD=0.68$ ). Most teachers and parents had not really been concerned about this issue until the Covid-19 epidemic took place, children were absent from school and stayed at home with

limited space and increasing use of Internet. Therefore, what used to be of little concern for parents and teachers such as: mental and physical health when using the internet for a long time, children accidentally or curiously accessing harmful sites (performing dangerous character-based challenges, violence, anti-educational, depraved publications, etc.) became a major subject of concern. Therefore, teacher need to not only educate children but also propagate and coordinate with parents to raise their awareness about the importance of this content.

The following chart shows more clearly the average score for assessing the importance and effectiveness of the contents of self-protection skills education for children:



\* The methods of educating self-protection skills for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous area

Table 2: The actual situation of self-protection skills education methods for 5-6 year old children according to experiential approach in preschools

No.	Method	The frequency of implementation			Implementation efficiency		
		M	SD	Rank	M	SD	Rank
1	Conversation	3.87	0.71	7	3.86	0.69	6
2	Visualization	4.42	0.49	1	4.29	0.60	1
3	Role-playing	4.03	0.69	4	4.02	0.71	2
4	Practice	3.99	0.64	6	3.96	0.66	4
5	Gamification	4.01	0.69	5	3.92	0.68	5
6	Situational method	4.05	0.45	3	3.97	0.69	3
7	Group discussion	4.11	0.57	2	3.59	0.73	8
8	Exemplification	3.59	0.79	8	3.69	0.81	7

In order to teach self-protection skills for 5-6 year old children according to the experiential approach, teachers have used diverse and flexibly different methods in the system of preschool education methods in general.

The visualization method has the highest frequency (M=4.42, SD=0.49) and the highest level of implementation efficiency (M=4.29, SD=0.60). Because the requirement of the activity is that children have practical experience, this method is always the first priority of teachers. In addition, because each child is allowed to do it by himself, directly manipulating the learning aids, tools and the surrounding natural environment, he is very interested and highly engaged.

The group discussion method ranked second in frequency (M=4.11, SD=0.45) but its implementation efficiency was ranked at the lowest level (M=3.59, SD=0.73). This is a method that teachers need to use a lot after allowing children to experience directly to share experiences and orientate them how to apply those experiences. However, preschool teachers assessed that the effectiveness of the group discussion method was not as high as expected (ranked 5th). Explaining the reason, teachers said that because the form of organizing group discussions for children sometimes does not stimulate the children's courage and initiative, and also because this method is not used regularly when organizing other educational activities.

The situational method ranked 3rd in terms of both frequency of (M=4.05, SD=0.45) and implementation efficiency (M=3.97, SD=0.69). Creating situations that simulate potential risks to children so that they can experience emergency situation handling skills and self-protection skills is considered a key method which helps children identify dangerous factors associated with reality that may occur.

The role-play method ranked 4th in frequency (M=4.03, SD=0.69), the second most effective method (M=4.02, SD=0.61) and the gamification method has both frequency (M=4.01, SD=0.69) and implementation efficiency (M=3.92, SD=0.68) ranked 5th. These are still the main methods used in organizing educational activities for preschool children, helping them to actively engage in "play and learn" activities. This method is often used by teachers to excite children before the experience or emulation game when getting them to share the actual experience that has just taken place.

The next methods on the list are practice (ranked 6th); conversation (ranked 7th); exemplification (ranked 8th). The frequency of those methods is of nearly equal mean score, ranging from 3.99 to 4.01 on a scale of 5. It is noteworthy that the method of conversation is not appreciated for its effectiveness even though the mean score for frequency was M=3.87. Ms. H.T.M of Khe Mo Kindergarten, Dong Hy, Thai Nguyen said that most of the children in her class are ethnic minorities, they are still shy, so they are "afraid" to share their feelings and experiences drawn from experiential activities with friends and teachers when being asked even though they understand. Each group usually only focuses on about 2 or 3 brave children. If the teachers want the children to answer, they need to have a flexible way of asking such as reading results backwards, multiple-choice questions illustrated with pictures or competing between groups to choose the right answer, etc.

The above results also show that most of the content of self-protection skills education for 5-6-year-old children according to the experiential approach in preschool are of high frequency and the implementation efficiency is also high. Some methods such as group discussion and conversation have not been effective at the highest level due to the psychological characteristics of children in preschools in the surveyed area and children attend school unevenly due to epidemic conditions. These methods need to be implemented more actively by teachers because the initiative and willingness to talk to friends, teachers and adults whom children trust is also an essential skill for children to protect themselves from potential risks, especially those that cause psychosocial insecurity (mental self-protection).

\* The forms of self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous area.

The forms of organizing self-protection skills education activities for 5-6-year-old children according to the experiential approach at preschool needs to be diverse and open so that teachers can flexibly choose one or more forms depending on the purpose, content, method, target, practical conditions, etc. It can be experiential activities with hypothetical nature in purposeful learning activities, activities for fun (playing in corners, playing outdoors), care - hygiene activities (having lunch, taking naps, keeping personal hygiene) or experience directly in the real environment such as sightseeing and picnic, festivals and holidays, labor activities. The results of the survey on the forms that teachers choose to use when organizing self-protection skills education activities for 5-6-year-old children according to the experiential approach in preschool are shown in the following table. :

Table 3: Actual situation of the forms of organizing educational activities according to the experiential approach in preschools

No.	Form	Frequency			Implementation efficiency		
		M	SD	Rank	M	SD	Rank
1	Playing for fun	4.17	0.60	3	3.99	0.59	4
2	Purposeful learning	4.11	0.62	4	4.01	0.56	3
3	Festivals and holidays	3.72	0.73	5	3.67	0.66	5
4	Sightseeing and picnic	3.54	0.86	6	3.56	0.82	6
5	Taking care and hygiene	4.31	0.56	1	4.13	0.56	1
6	Labor activities	4.13	0.65	2	4.06	0.58	2

Most of the surveyed teachers choose taking care and hygiene, playing, labor activities and purposeful learning activities as forms of organization with a high level of frequency (M from 3.17 to 3.31) and a high level of implementation efficiency (M from 4.01 to 4.13). These activities are held daily at preschool, teachers can actively prepare the environment, children can directly participate in the activities and practice skills regularly. Festivals, holidays and sightseeing and picnic activities are also forms with many outstanding advantages in educating children on self-protection skills according to the experiential approach because these activities are mainly organized outdoors. These are ways to help children experience the social reality around them, so teachers can easily create many situations for children to handle. However, these two forms are not often used because the implementation depends on the school's year plan, on the actual conditions of teachers, children, and resources. Ms. H.T.Y.T (Thai Nguyen) said that many teachers were still confused in building plans to organize experiential activities for their own class. If activities are organized on a school-wide scale, it will be difficult to assess children's skills.

With regards to the forms of organizing self-protection skills education activities for 5-6-year-old children according to the experiential approach in preschool, the level of frequency and the implementation efficiency are also positively correlated with each other, shown in the mean scores in both columns are equal in rank (the result of analysis Pearson r - the value of the correlation coefficient also gives r>0) .

### 3.2. Forces participating in self-protection skills education for 5-6 year olds according to the experiential approach in preschools in the Northern mountainous area

An important factor for effective self-protection education for 5-6 year olds is the companionship and coordination of forces inside and outside the school. The results of a survey on teachers on the level of participation and coordination of forces that are both directly related to children and responsible for ensuring the safety of children at all times and places in the organization of 1 self-protection skills education activities for 5-6 year old children according to the experiential approach in preschool are shown in Table 4 below:

*Table 4: Actual situation of forces participating in self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous region*

No.	Force	M	SD	Rank
1	Administrators	4.01	0.82	2
2	Preschool teachers	4.39	0.68	1
3	School medical staff	3.81	0.88	4
4	Family and society	3.94	0.81	3
5	Child protection agencies and organizations	3.39	0.76	5

Preschool teachers are a key force in educating children and keeping in constant contact with other educational forces. Therefore, the survey opinions all rated the level of participation in self-protection skills education for children according to the experiential approach of teachers as the highest (M=4.39, SD=0.68). The teachers are also the people who develop a plan to educate children on self-protection skills in their class and choose the contents methods and forms of organizing activities so that they can coordinate with other forces. The next on the table is the force of school administrators (M=4.01, SD=0.82), who play an important role in directing the development of plans to organize self-protection skills education activities for 5-6-year-old children according to the experiential approach, orient teachers to organize appropriate activities and also be the focal point to connect with other educational forces. The level of coordination and participation of school, family and social health workers, child protection organizations has not been appreciated. Some opinions from in-depth interviews are that sometimes those forces do not know the content of self-protection skills education for 5-6-year-old children because there is little contact (Ms. N, T, A - Cao Bang ), some other forces think that educating children is the responsibility of teachers and schools, so they have not really cared (Ms. H.T.H.H - Ha Giang), the school has not had any activities that can connect these forces effectively (Ms. N.M.TH – Thai Nguyen). In particular, child protection agencies and organizations have the lowest level of participation (M=3.39, SD=0.76). This result is due to two main reasons: firstly, preschools have very little connection with child protection agencies and organizations; Secondly, child protection agencies and organizations have not actively coordinated with preschools in educating children on self-protection skills. Although it is clearly stated in Article 53 of the Law on Children 2016 that these agencies and organizations, especially the People's Committees of communes/wards, specialized child protection officers have the duty to advise and provide information and guidance for children and their parents and caregivers to access child protection services, social assistance, health care, education, legal aid and other resources; Counseling parents, caregivers and family members and the community on child protection knowledge and skills, no preschool teacher is aware of this information.

*3.3. Difficulties in organizing self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous area*

The research listed difficulties during implementation in terms of the physical environment, organizing educational activities according to the experiential approach, the large number of children per classes, and coordinating with students' parents to choose the level of education. The average score of teachers' assessment is high, from 3.26 to 4.56. However, the standard deviation from 0.78 to 0.96 shows that there is a disparity in the assessment among teachers, the difficulties encountered by teachers are also different among provinces, schools and classes as follows:

*Table 4: Situation of difficulties when organizing self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous region*

No.	Content	M	SD	Rank
1	The school does not plan to organize activities according to the experiential approach	3.91	0.93	4
2	The location chosen to organize activities is not spacious enough	3.26	0.96	8
3	There are not enough tools, means and funds to organize activities	4.08	0.78	3
4	The number of children per each class is large, the teacher has not paid attention to each child	4.30	0.80	2
5	Difficulties in using methods, forms, and processes to organize activities according to the experiential approach	4.56	0.74	1
6	Parents do not regularly cooperate with teachers	3.85	0.82	6
7	There are no criteria to evaluate children's self-protection skills and the effectiveness of activities	3.87	0.82	5
8	Children have limited Vietnamese language skills	3.71	0.77	7

The teachers rated the difficulty in using methods, forms, and processes to organize activities according to the experiential approach as the highest (M=4.56, SD=0.73). Accordingly, the difficulty that there are no criteria for assessing children's self-protection skills and the effectiveness of activities also has a high average score (M=3.87, SD=0.77). This is because many teachers have not been trained in self-protection skills education, in organizing experiential activities in preschool. In addition, the large number of students per classes in many localities which still lack teachers also results in a great difficulty for teachers when organizing activities (M=4.30, SD=0.80). Preschools in remote communes still lack many essential tools for teaching, so the difficulty of not having enough supplies, means, and funding for organizing activities is assessed by the teachers at a high level,

ranked 3rd ( $M=4.08$ ,  $SD=0.78$ ) Although preschools and teachers both recognize the importance of self-protection skills education for 5-6 year olds, there is a fact that the education of self-protection skills in particular and the education of life skills in general are still considered as an integrated content or an extra-curricular program, many schools have not included it into the educational plan of the school year and deploying to teachers to prepare detailed educational plans for each class, therefore, the fact that the school does not have a plan to organize activities according to the experiential approach is also a difficulty that teachers perceive ( $M=3.91$ ,  $SD=0.93$ ). With the average score of difficulty level only slightly lower than the 4th rank, the difficulty of parents not being able to cooperate regularly with teachers ( $M=3.85$ ,  $SD=0.82$ ), children have limited Vietnamese language skills ( $M=3.71$ ,  $SD=0.77$ ) and the location chosen to organize activities is not spacious enough ( $M=3.26$ ,  $SD=0.96$ ). These are also common limitations of most preschools in remote areas, separate schools, mixed classes, schools shared infrastructure with primary schools, especially in Ha Giang, Yen Bai, and Cao Bang. Children do not speak Vietnamese well, and shyness is a big barrier for all preschool teachers when working in ethnic minority and northern mountainous areas. However, this is also the basis for teachers to actively organize educational activities according to the experiential approach, because only by experiencing can children easily integrate into common activities and acquire knowledge and skills. Ms. G.A.B (Yen Bai) said in these areas, young parents mainly work in the fields, and a few of them work as workers in industrial zones far from home (their children live with their grandparents) so the coordination in preparation of knowledge, psychology, or means and tools for experiential activities is limited. Some teachers still have to mobilize parents to send their children to school every week.

According to the survey results on 575 preschool teachers with questions about recommendations to improve the quality of self-protection skills education for 5-6-year-old children according to the experiential approach in preschools in the northern mountainous area, the research received 536 recommendations or additional comments for the difficulties faced by teachers, including 83 comments of preschool teachers about the desire to add more tools, toys, equipment and improvement of the physical environment and space inside and outside the classroom to organize educational activities on self-protection skills for children according to the experiential approach; 78 opinions expressed their desire to participate in training courses on self-protection skills education for 5-6-year-old children according to the experiential approach, topics on educating children on self-protection skills, model activities on self-protection skills education for 5-6-year-old children according to the experiential approach; 26 comments on the need to strengthen cooperation with parents of students; 26 comments suggested that preschools need to have an educational plan on educating children on self-protection skills and guide how to organize according to the experiential approach; 15 comments on the lack of references and guidelines; 6 opinions on difficulties in using methods, forms, and processes to organize activities and evaluate children, etc.

### 3.4. Factors affecting self-protection skills education for 5-6 years old children according to the experiential approach in preschools in the Northern mountainous area

The effectiveness of organizing educational activities in preschool depends on many subjective and objective factors. When organizing activities according to the experiential approach, assessing the factors affecting the effectiveness will help schools and teachers have a direction to adjust the educational plan to suit the reality.

Table 4: Actual situation of factors affecting the effectiveness of educational activities according to the experiential approach in preschool

No.	Factors	M	SD	Rank
1	Time	3.44	0.69	8
2	Location	3.51	0.75	7
3	Facilities	3.52	0.72	6
4	Psychological characteristics and experience of children	3.82	0.73	4
5	Teachers' ability to organize activities according to the experiential approach	4.56	0.49	1
6	The cooperation between schools, teachers, parents and society	4.25	0.71	2
7	Manual materials	4.11	0.76	3
8	Preschool Education Program	3.54	0.59	5

\* Subjective factors:

- The factor of teachers' ability to organize activities ( $M=4.56$ ,  $SD=0.49$ ) has a great influence on effectiveness. Most of the teachers who answered during the in-depth interviews said that among the causes affecting the quality of the process of educating children on self-protection skills according to the experiential approach, there are many reasons that stem from their awareness of education according to the experiential approach; the content, methods, forms and processes of organizing activities, building detailed plans, handling experiential situations.

- Psychological characteristics and experience of children ( $M=3.82$ ,  $SD=0.73$ ) are considered a factor that directly affects the results of the formation and development of self-protection skills for children; affecting children's comfort and participation in activities.

\* Objective factors:

- The cooperation between schools, teachers, parents and society is also a factor that is assessed to have a great influence in educating children on self-protection skills according to the experiential approach ( $M=4.25$ ,  $SD=0.71$ ). This coordination needs to be conducted closely and regularly to raise awareness and responsibility of the community in educating children on self-protection skills anytime, anywhere. Mobilizing a variety of material and spiritual resources from the community will contribute to improving the environment for children.

- The next influencing factor is the manual materials ( $M=4.11$ ,  $SD=0.76$ ). Currently, the life skills education program - self-protection skills for preschool children is not consistent, there are no specific and clear instructions, so if there are detailed

instructions on the content and methods, the form, organizational process as well as the way to evaluate children, it will become easier for teachers in the implementation process. In addition, the means of organizing activities (tools, toys, materials, teaching and learning equipment, etc.) is also an important factor affecting the results of children's skill formation ( $M= 3.52$ ,  $SD=0.72$ ). For the mountainous areas in the commune with special difficulties, this is the most influential factor because most of the schools do not have enough essential supplies.

- Other factors such as: organization time; location; Preschool education programs were also rated by teachers with a high degree of influence, with average scores of 3.44, 3.51 and 3.54 respectively.

#### 4. Conclusion

The research has evaluated the actual situation of organizing self-protection skills education activities for 5-6-year-old children according to the experiential approach in preschools in the Northern mountainous region in terms of contents, methods, and forms of organizing activities; forces involved in educating children on self-protection skills; difficulties in organizing activities and factors affecting the organization of these activities. The results show that many teachers are still confused in organizing and designing the process of educating children on self-protection skills according to the experiential approach as well as building appropriate assessment criteria for children. The experiential approach is a new approach in early childhood education in Vietnam, especially in mountainous areas, so the results of the study will be an important basis for proposing measures to improve the quality of education activities for self-protection skills for children.

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