Design of Teenagers Camp Education Curriculum
Based on Multiple Value Orientation

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Abstract. Camp education has been paid more and more attention in the world because it has a great impact on teenagers’ cognitive, emotional and practical abilities. From the perspective of multi-value orientation, this paper chooses teenagers’ camp education as the research object, and explores the relationship and influencing factors between curriculum goal-setting and related content selection of camp education by using the method of literature and logical analysis. The research shows that the main factors to be considered in the goal setting and content selection of camp education include: the objectives, characteristics, types and themes of camp education; the needs, motivations and suitability of teenagers for camp development; the characteristics of educates and the main problems they face. On this basis, the curriculum system and selection principle of camp education are designed which is positively conducive to the development of young people's personality.

Introduction

Teenagers are the future of mankind whose healthy growth is related to the prosperity of the country and the prosperity of the nation [1]. In October 2016, the Outline of the “Healthy China 2030” Plan issued by the Central Committee of the Communist Party of China and the State Council put forward that, with primary and secondary schools as the focus, it should be important to build a health education model that combines teaching and educational activities in relevant disciplines, classroom education and extracurricular practice, regular publicity and education with centralized publicity and education, and implement the youth sports promotion plan.

How to develop teenagers’ extracurricular practical education activities well and make them grow better and faster in extracurricular practical activities has become a top priority of research [2,3]. “Teenagers Outdoor Sports Camp” has become a new measure of the special path construction mode of “National Fitness Project” which suits our national conditions in the new period with the characteristics of demonstration and exploration.

Whether Camp Education Goals can be achieved or not is related to the effectiveness of the implementation of national policies [4]. Nowadays, the research on campsite education curriculum in China is still in its infancy [5]. The quality of campsite education is affected by the unclear objectives and the unreasonable curriculum design. Based on the multi-value orientation, this study takes the teenagers camp education curriculum as the research object, explores the goal and content of the camp education, and provides the basis for the camp education institutions to formulate the targets and content of the camp education course system design.

Research Status of Youth Camp Education

Camp education originated in the United States and has a history of more than 150 years [6]. Records show that the earliest educational camp activity was YMCA Camp held in 1885 in the suburbs of New York City, USA. Foreign scholars divide camp education from its origin to today into three stages: germination, growth and maturity [7], as detailed in Table 1.
Table 1. Development Stage of Camp Education.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Age</th>
<th>Characteristics</th>
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</thead>
<tbody>
<tr>
<td>Initial Stage</td>
<td>1800</td>
<td>Camp Education Prototype</td>
</tr>
<tr>
<td></td>
<td>1930</td>
<td>Dawn of Camp Education</td>
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<tr>
<td>Growth Stage</td>
<td>1940</td>
<td>Emphasizing Leisure and Entertainment</td>
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<tr>
<td></td>
<td>1950</td>
<td>Attaching Importance to Teaching</td>
</tr>
<tr>
<td></td>
<td>1960</td>
<td>Emphasis on Natural Conservation</td>
</tr>
<tr>
<td>Mature Stage</td>
<td>1970 till now</td>
<td>Development Adapting to Social Change</td>
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</table>

Compared with the development of campsite education abroad, it started late in China. In 2008, the Group Department of the General Administration of Sports listed camps as a key task, and China's youth camping education ushered in a new period of development opportunities. At present, there is no unified model for the curriculum of youth camps, and there is no authoritative standard for the training objectives, curriculum modules and specific project contents of the curriculum. The number of courses and the classification of modules vary from camp to camp. Among those camps surveyed, only 29.17% of the training objectives of the courses were involved and systematic, while 70.83% of the camps set inaccurate training objectives, and slightly arbitrary.

The objectives of our country's camp education were summarized as follows [8]:

1. Promoting the healthy growth of body and mind and the improving personality through outdoor life experience and outdoor sports;
2. Cultivate team spirit and interpersonal skills in their collective life.;
3. Imparting the ability of the teenagers to solve problems by means of experiential education of “learning by doing”;
4. Concerning about nature, correctly understanding the relationship between man and nature, man and man, and improving the adaptability to the future society. Gong Zhikai analyzed from three perspectives of “knowledge structure”, “ability structure”, “attitude and three outlooks”, and put forward 35 specific indicators of youth camp training [9].

Currently, there are some problems in our country's camping education, such as unclear training objectives, unreasonable curriculum content, and inadequate research on camping curriculum. Most of the curriculum design is student-centered. The goal is to improve students' physical, psychological, knowledge and skills which do not reflect the value of camp education on teenagers’ cognitive, emotional and practical abilities, as well as the exercise and improvement of camp education on improving teenagers’ social participation.

Discussion on the Curriculum of Youth Camp Education

There are many contents in the curriculum of camp education for teenagers. The purpose of this paper is to explore the factors that need to be taken into account in formulating the curriculum objectives of camp Education under the multi-value orientation and then to design the content of camp education [10].

Curriculum design involves two aspects: one is about value orientation, while the other is around the organization of curriculum elements. The value orientation of curriculum design influences the whole curriculum design activities by influencing curriculum objectives, curriculum content, etc.

Value Orientation

Value orientation is the soul and direction of curriculum design which is an unavoidable and fundamental issue. Educational value is the relationship between education as an object and the needs of educational subjects. In practice, because of the different needs of the subject of education
for the object of education, it shows the different choice of educational value and value orientation of the subject of education.

In school education, there are three basic value orientations in curriculum design: subject-centered orientation, learner-centered orientation and problem-centered orientation [11]. Each of them has its own advantages and disadvantages. It is vital to learn from various strengths and inherit and develop curriculum design. Some scholars pointed out that “the value orientation of curriculum reflects that practice has been ahead of us on the value orientation of curriculum, and pluralism and integration have become the trend of the evolution of the value orientation of modern curriculum.”

The value orientation of the curriculum design of Youth Camp education should not only embody the students’ subjectivity, but also take into account the characteristics of camp education, such as experiential and interdisciplinary, as well as the role of camp education in teenagers’ cognitive, emotional and practical abilities. Therefore, this study is based on multi-value orientation for curriculum design [12].

Camp Education Objectives

The establishment of educational objectives in camps is the main factor to determine the results of activities. All plans and implementation must be set around goals, or, the activities without goals is definitely meaningless.

Camp education has a long history in Western countries. It is available to explore the curriculum objectives that suit our national conditions by learning from the experience of foreign campsite education [13]. The curriculum objectives of American Outdoor School are to develop students’ leadership, wilderness skills, risk management and environmental research. Australia identifies personal development (such as self-esteem, self-confidence, independence, happiness) and social development (such as improving interpersonal relationships, group cooperation) as two areas in which outdoor participants benefit the most. Korean scholars put forward five important goals: (1) improving interpersonal relationships; (2) enhancing students’ democratic living ability; (3) solving ordinary youth problems; (4) raising students' physical quality and ability to solve environmental problems; (5) enriching classroom learning through outdoor direct experience. Chinese Taiwanese scholars submitted four core values of camp education by summarizing the educational objectives of camps in different countries: personal and interpersonal development, environmental awareness, outdoor knowledge and skills development and outdoor and leisure life experience [14]. Through comparison, it could be found that interpersonal relationship, risk management, environmental awareness and survivability are the main goals that foreign countries pay more attention to.

Camp education objectives are set based on the multiple values of camping education. The determination of curriculum objectives is the result of comprehensive activities. This characteristic of project objectives determines that course system subjects must choose curriculum objectives that meet their own needs from multiple values [15]. Therefore, many factors should be taken into account in the formulation of camp education objectives.

In Line with the National Education Policy. The core quality of Chinese students’ development is to cultivate “Talents with All-round Development” which points out the direction for the development of Chinese students, as shown in Fig. 1.

Camp education can improve students’ humanistic connotation and patriotism by visiting scenic spots, cultural sites, etc., improve their responsibility through team division, cultivate healthy habits through natural life in the field, heighten practical innovation through artistic creation, and learn to learn and solve problems through observation and reflection of things contacted in the camps, and cultivate scientific spirit [16].
Aiming at the Main Problems of Teenagers. At present, among the young people, laziness, lack of responsibility, lack of discipline, low frustration tolerance, self-centered, anxiety, depression and other problems are not uncommon. In view of the existing problems of teenagers, camp education should assume the responsibility of education. Camp education can help teenagers overcome their laziness, enhance their sense of responsibility, teamwork awareness, anti-frustration ability, improve their self-confidence and correct their bad habits through team activities.

Camp education is an interdisciplinary education in which campers can gain comprehensive knowledge. Observation and experience in the natural environment can better enable campers to understand themselves, get to know the relationship between human and nature, and improve environmental protection awareness. Camp education also bears some responsibilities entrusted to it by the society, such as patriotism education, promoting national traditional culture, and building up awareness of environmental protection.

Considering Needs and Motivations of Youngsters. The main body of camp education is adolescents, and the formulation of goals should consider the needs of teenagers. In daily life, the young people are often under pressure from their parents and their studies. They need a place to relax.

Camp education is an experiential education in natural environment, which is helpful for the teenagers to experience outdoor leisure life to relieve pressure [17]. Maslow's demand theory points out that people have five different levels of needs, among which the most urgent demand of people is the main reason and force to motivate people to act. Camp education should try its best to meet the needs of young people at a low level, so that the youngsters can be harvested at a high level. Camp education goals must be meaningful and appropriate. If the goals are meaningless or too simple for the recipient, the participant has no motivation to accomplish them. Therefore, the development of camp education objectives should focus on the needs and motivations of the young people.

Reflecting the Characteristics of Educated Persons. Adolescents participating in camp education have a large age span, and their physical, psychological, cognitive abilities, learning styles and camp experience are different from each other. Teenagers of different ages have separate cognitive level, sports ability, psychological endurance ability and preferences. Camp education should set different goals for students of diverse ages and types, and take full account of the suitability of adolescents' development.

Being Helpful to the Personality Development of Adolescents. Camp education is experiential education. Camp instructors play the role of guidance rather than command. Teenagers can learn
anything interesting in camp activities. Therefore, the goal of camp education should contribute to the personality development of young people. The same activities bring different feelings and effects to each camp member, since every of them is an independent individual. Based on the multiple values of camp education for youngsters, camp members can get different harvest according to their own feelings and influences.

Camp education is different from traditional school education. It has the characteristics of experiential, multidisciplinary and long age span of participants. When setting curriculum objectives, it should be considered from multiple perspectives and in all directions. In camp education, each student's understanding and feeling based on his own experience maybe totally different. In this sense, although the curriculum objectives are pre-set, they should also maintain a certain degree of flexibility.

Each camp educational institution should set appropriate goals according to the actual situation. The scope of curriculum objectives should not be too limited to include valuable learning experience, but should cover all learning outcomes [18]. In addition, the curriculum objectives also need to have the characteristics of feasibility, effectiveness and clarity.

**Camp Education Contents**

The selection of camp education content needs curriculum developers to determine under the guidance of curriculum objectives, combined with the existing resources of the camp. The determination of curriculum content should consider not only the consistency with curriculum objectives, but also the validity of curriculum content itself, its value to students and society, and whether they can be accepted by students.

At the present stage, youth camps in China are rich in educational content and diverse in activity forms, and various types of theme camps have emerged one after another. According to camp type, it can be divided into leisure type, education type, development type and treatment type. Dividing by the time, it can be itemized into weekend camp, summer camp, winter camp, holiday camp, etc. Considering the mode of participation, it can be classified into children's independent camp and parent-child camp. Sorting of the main contents of the camp, it includes study camps, exploration camps, challenge camps, diving camps, sailing camps, sports and social camps, field survival camps, skiing camps, expedition camps, nature education camps, farming experience camps, etc.

Although the content of camp education is rich, the division of curriculum modules is not clear. In the survey of curriculum module settings, 79.17% of camps have relatively clear curriculum module division. The basis of module division is mainly focused on: training quality 31.58%, project category 47.37%, and participant age 21.05%. It can be seen that the setting of curriculum modules is mostly divided by a single standard, without fully considering various factors and their comprehensive effects. Generally, it is very important to choose the right project among many factors and contents.

**Selecting Course Content Guided by Goals.** The setting of curriculum content should be closely centered on curriculum objectives. Camp curriculum is the carrier for the implementation of campsite education objectives. The goal of camp education embodies multiple values, so the content of camp education should also include activities that can improve students’ cognitive, emotional and practical abilities.

**Reflecting the Characteristics of Camp Education.** Camp education has six characteristics: exploratory, practical, autonomous, enlightening, flexible and non-normative. The selection of camping educational sites should be based on the natural environment and take the campers as the main body to provide the participants with challenging and stimulating educational content, so that the campers can apply what they learned in school to practice, summarize and improve in practice, and enhance their practical ability and creativity.

**Showing the Types and Themes of Camps.** With the development of camp education, there are various types and themes, such as leisure, exploration, psychotherapy and so on. The choice of content should not only focus on the theme, but also have some differences, which can not only
bring physical exercise to the campers, but also help them grow and improve in psychology and emotion.

**Focusing on the Suitability of Adolescent Development.** Piaget’s theory of cognitive development holds that individuals have corresponding stages of development from birth to adulthood. The selection of curriculum content should consider and focus on the age stage and characteristics of the teenagers participating in the camp activities, and select suitable curriculum content for this age group. Only by choosing content in accordance with the characteristics of adolescent development can adolescents gain more and experience better.

**Considering the Natural, Climatic and Human Environment of the Host Site.** The selection of course content should fully consider whether it conforms to the local natural climate environment, whether it is suitable for the current season, reflects the local characteristics, and makes full use of local resources and so on. For example, coastal areas make use of water advantages to embody the theme of aquatics; western mountainous areas make use of massif advantages to embody the theme of mountain climbing; red revolutionary areas embody patriotism education, national pride, so on and so forth.

**Meeting the Interests and Needs of Teenagers.** Students’ interest determines what they pay attention to and their behavior direction, which is also the dominant force in learning. In addition to contributing to the development of students’ interests, the contents of camping courses should also take into account the physiological and psychological needs of students, aiming to promote the development of students’ personality, self-discovery and harmonious integration of personality.

As mentioned above, the selection of the content of camp education curriculum is very complicated, and many factors should be fully considered, so it cannot be selected simply according to a single factor. At present, our country's camp education is rich in content, but it lacks hierarchy and innovation, which does not set up different levels of curriculum according to the experience of young boys and girls participating in camp education, and pays insufficient attention to teenagers’ psychological problems [19]. Individual and interpersonal development, environmental awareness, outdoor knowledge and skills development and experience of outdoor and leisure life should be integrated into the camp education curriculum, so that youngsters can develop in an all-round way in the camp activities.

**Camp Course Design**

Starting from the multi-value orientation, the curriculum module of the youth camp can be designed from four dimensions [20].

*Dimension 1:* Survival and adaptation. Survivability is a kind of ability. To a certain extent, it has the meaning of controlling fate and deciding life. Survivability is a skill that allows people to adapt to the adjustment of natural and social environments. This part of the curriculum includes: field survival, experiential learning, urban survival, mental health, etc.

*Dimension 2:* Nature and Technology. Only by learning and mastering scientific and technological knowledge can the young people have the ability to explore unknown areas. The course can choose astronomical knowledge, geographical knowledge, animal and plant knowledge, or handcrafting courses according to the actual conditions.

*Dimension 3:* Sports and culture. Exercise is an activity involving physical strength and skills and bound by a set of rules or habits. It is usually competitive. The curriculum design can include conventional sports, Outdoor Challenge sports, fashion sports, traditional national sports, etc.

*Dimension 4:* Responsibility and practice. Every teenager needs to cultivate his sense of social responsibility. This part of the curriculum includes: labor practice, national defense knowledge popularization, social investigation, public service and so on.

**Conclusion**

As a supplement to family education and school education, Youth Camp education has brought tangible benefits to the healthy development of young people. Camp education is currently in the
stage of rapid development. The objectives and contents of camp education curriculum are not
standardized and unified, and there is a lack of industry standards.

The classification of campsite education curriculum in China is not detailed enough. There are
few campsites especially for teenagers’ psychological problems, lack of courses designed for
teenagers’ development suitability, insufficient consideration of the combination of campsite
curriculum and school education, and insufficient hierarchy of curriculum design are all problems
that need to be paid much more attention to and properly solved in campsite education.

From the perspective of multi-value orientation, this study provides a basis for the formulation of
educational objectives and the selection of content in youth camps. The curriculum system and
content of camp education are designed from four different dimensions. With the development of
camp education, more themes and types of camps will gradually emerge. Through the continuous
efforts of camp educators, camp education will be more and more perfect, and better escort the
healthy growth of young people.

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