



Medjed's Journey

About:

This project aims to fill the gap in the current field of death education, especially for the systematic teaching needs of early childhood. By analyzing the current situation of death education and combining interviews, I designed a set of death education teaching aids for children aged 4-7 to help them understand and experience the life topic of death in a safe environment. The teaching aids are divided into two parts: The first part focuses on objective cognition of death, with a set of teaching aids with replaceable parts, aiming to gradually help children understand the natural laws of life. The second part uses the form of simulated funerals to let children experience the process of death in a role-playing way, and through funeral models that can adapt to a variety of religious contexts, the process from death announcement to funeral ceremony is fully simulated. The supporting teaching aids include a set of gardening planting tools, and children experience the cycle of life by planting and recording the growth and withering of plants.

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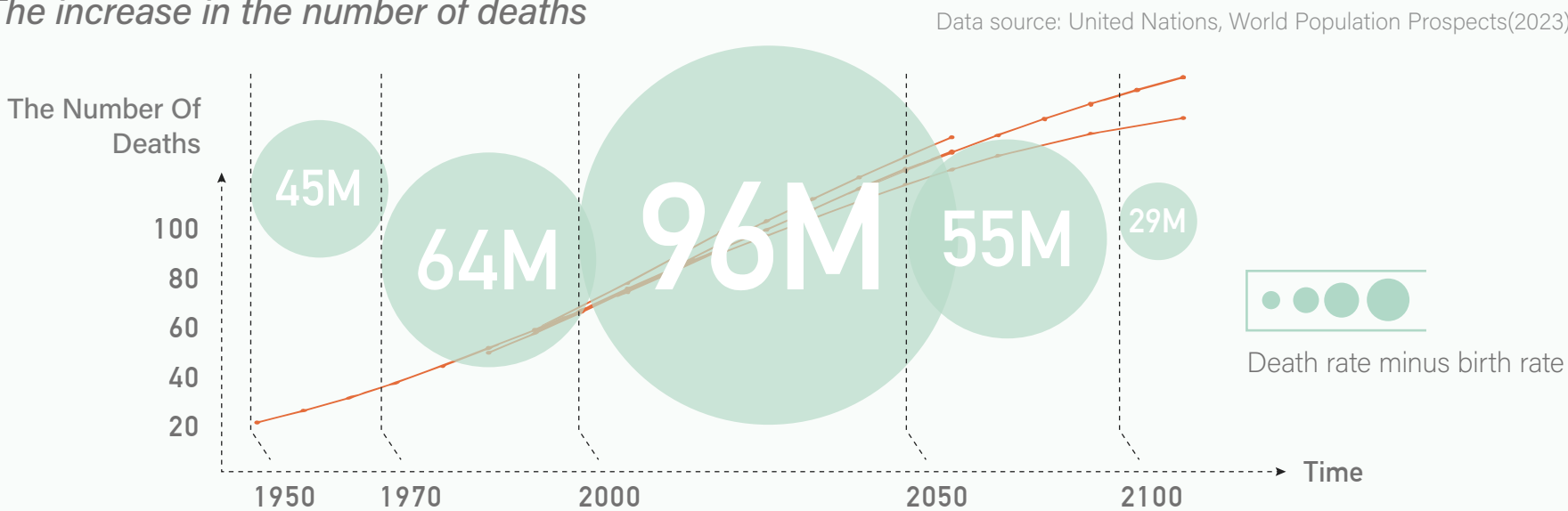
- Education
- Service Design
- Teaching Aids

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03/2023
Personal project

BACKGROUND

-Current situation of death education

The increase in the number of deaths



Current Sources of children's knowledge of death and their disadvantages:

Adult conversation
Children use their imagination to fill in the blanks, leading to misunderstandings.

Picture book
Many picture books are not scientific and comprehensive enough.

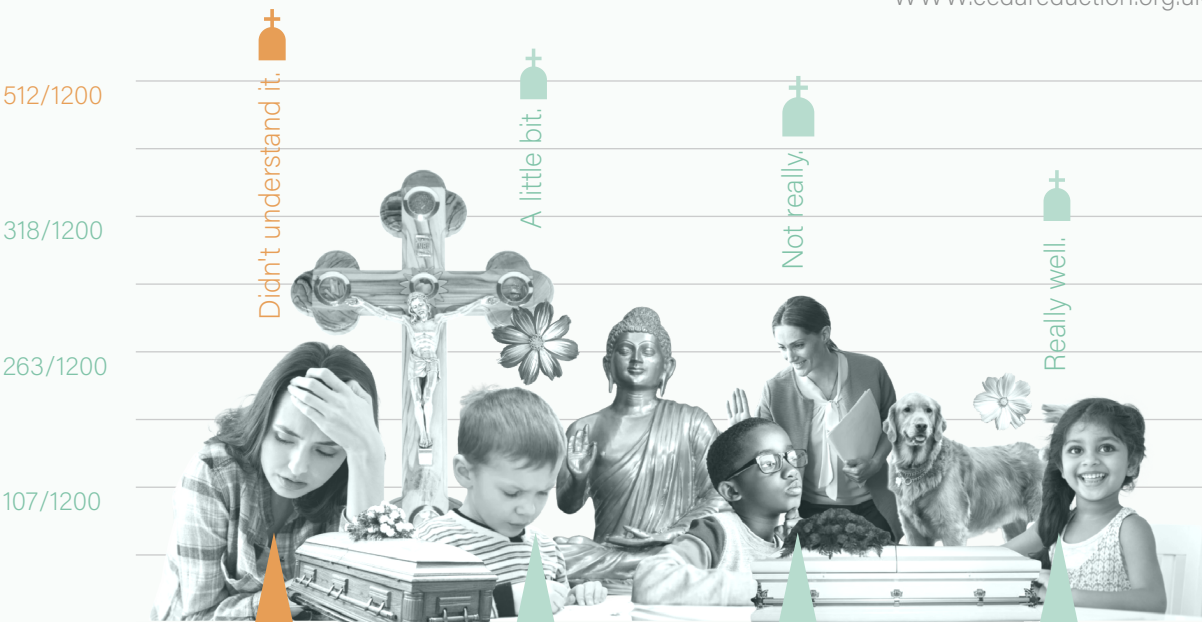
Cartoon
Cartoons glamorize death too much, and many characters can be resurrected, which is different from reality.

Lectures
Lectures are subjective and parents are reluctant to bring their children to lectures on death.

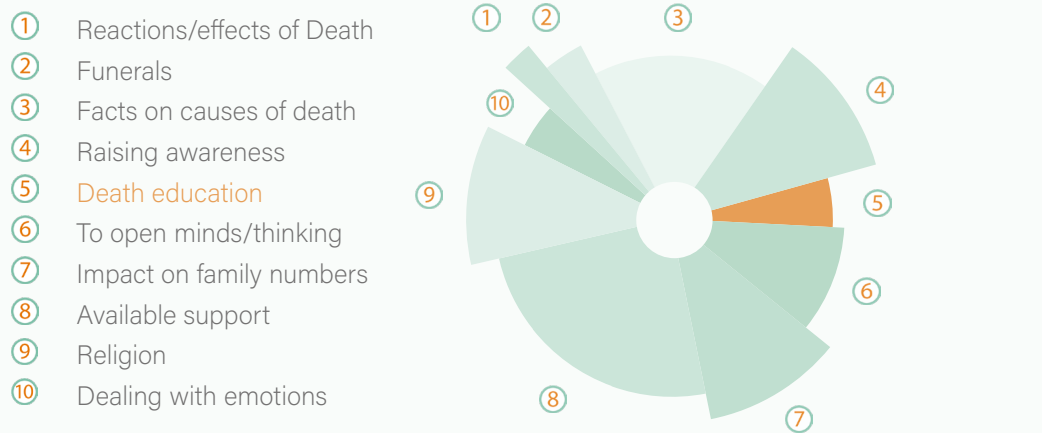
(Curriculum Guide for Death Education in Primary and Secondary Schools, 2020)

The popularization of death education:

Do you know anything about death education? Questionnaire at Cambridge Rindge School
WWW.cedareducation.org.uk



What do you think of death is about? CEDAR Education CIC January 2017



CONCLUSION

The importance of death education is increasing gradually, but the current situation of death education is not optimistic.

RESEARCH

-Understanding death education

Different characteristics of 4 stages:



0-4 years
sensori-motor stage, a period of sensory input and coordination of physical actions.



4-7 years
pre-operational stage, a period of representational and prelogical thought.

7-11 years
concrete operational stage, a period of concrete logical thought.



11-15 years
a formal operational stage, a period of unlimited logical thought.



(Whalay&Wang, 1979)

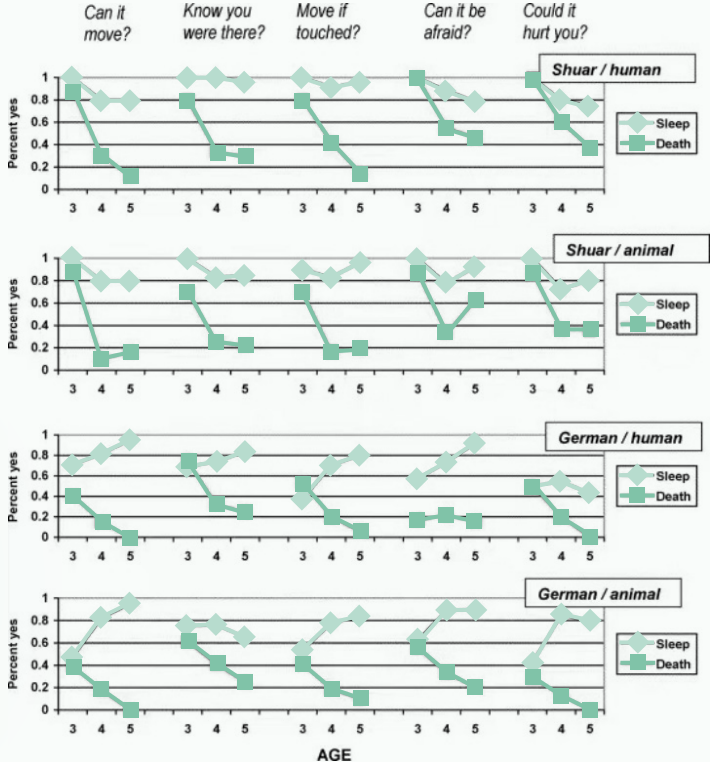
KEY POINT

The most appropriate age for death education is between the ages of 3 and 7. Children gradually understand the concept and characteristics of the concrete death, in the stage of logical preparation, cognition from duality to complexity, and therefore the most prone to misunderstanding.

-Will children perceive death?

Experiments have shown that children between the **ages of 4-7** have the ability to determine whether a life is dead or not, because there are potential costs of failing to discriminate between living and dead animals.

(Barrett & Behne, 2005)



-Reasons for children's lack of understanding of death:

Interview:



"I wonder why there are so many strange activities after Grandpa's death. What are they doing? Is this death?"



"My parents never formally answered my questions about death, which made me even more curious and confused."

The two main reasons children do not understand death are that children do not have direct access to death, and there are too many sources of information such as rituals and religion.

RESEARCH

Teachers' attitude towards death education:



(Questionnaire at Latin School, 2012.)

Teachers often find teaching about death anxiety-provoking and intimidating. They often don't know how to introduce the topic and show dissatisfaction with themselves. There are even many teachers who oppose death education. Teachers' religion can also affect death education.

(Galende, 2015)



Purpose of death education:

Guide children to express emotions and face emotions:

Popularize the knowledge from a scientific perspective.



Ensure the value and significance of death.



Form a correct attitude.



Promote the healthy development of society.



"When it comes to death, **school education is more important** than family education. Because students need systematic, scientific and objective education. At the same time, the school is also more suitable as a scene for exchange and discussion of death."

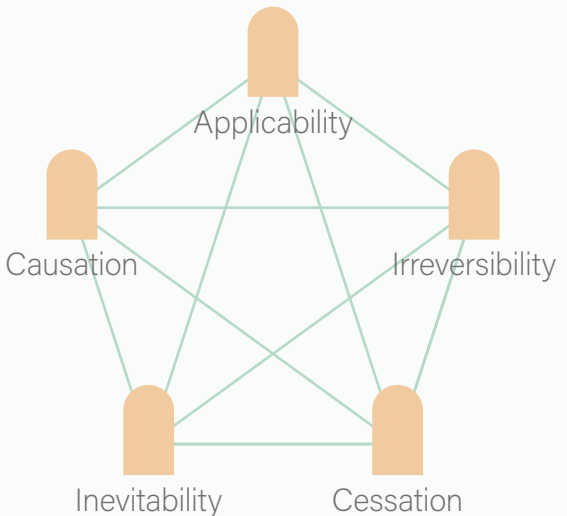


-Expert advice

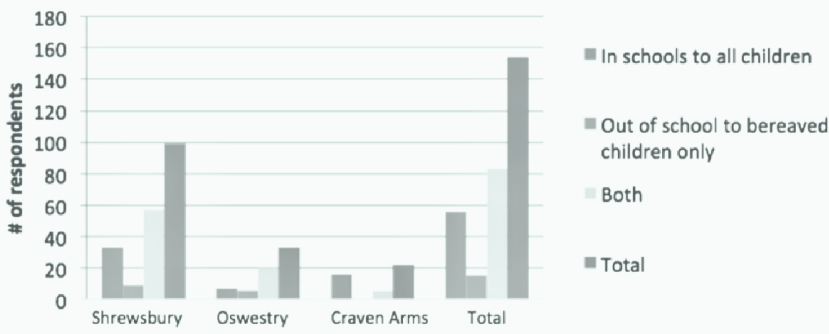
"Children should begin to **understand death from plants**. Like a flower wilting, or a leaf falling. These phenomena of nature are more common and easier to understand. Then adults should slowly introduce the concept of life. Animals, including humans, are living things."



Characteristics of death:



Where should death education be taught?



IDEATION

Analysis:

Current Sources of children's knowledge of death has disadvantages.

The most suitable stage for death education is from 3 to 7 years old.

School education is more important than family education.



Teachers often find teaching about death anxiety-provoking and intimidating.



Children have no direct contact with death.

Children should begin to understand death from plants.



There is a need to change the status quo of death education.

Death education should be taught in kindergartens.



Teachers need a system and teaching aids to teach about death.



This teaching aid should be scientific, fun, give the child direct exposure to death information, and be introduced from the plant.



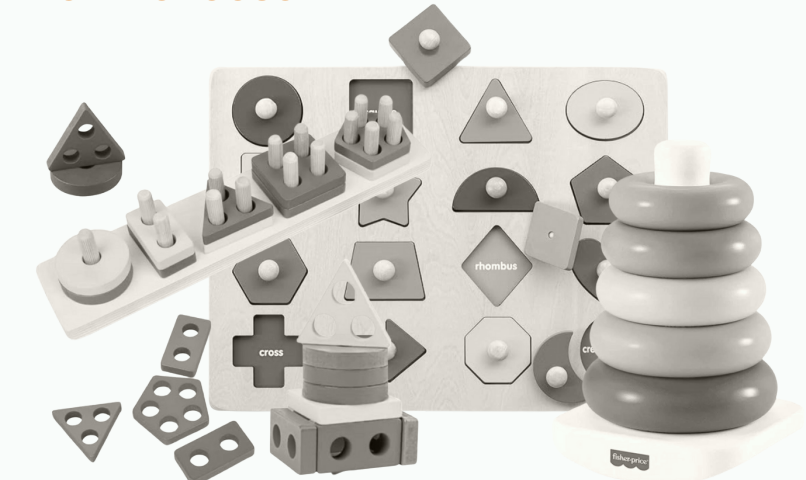
-Scenario choose:

School



Schools can provide systematic education. The guidance of teachers as professionals is essential to death education.

-Form choose:



Teaching aids



To sum up, in order to better popularize death education, I think to design a set of kindergarten teaching AIDS for children aged 3-7, which includes two parts: theory and practice, and will be introduced from plants.

CO-CREATION

-Workshop

AIDS for scientific theory



Interview



"These models are useful for understanding, but they are not really that interesting. Their gameplay is very simple, the shape is also very common. Perhaps better colors can increase the appeal of these models."

Kitty, 4

"The gameplay of the model is not very clear. If there is no clear guidance, the wrong operation will lead to the wrong understanding. For example, driving backwards means that time can be turned back!"



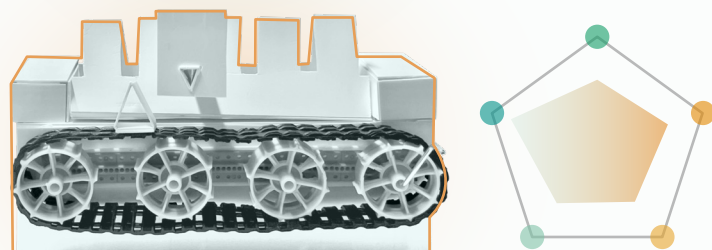
Albert, 7

Paper model

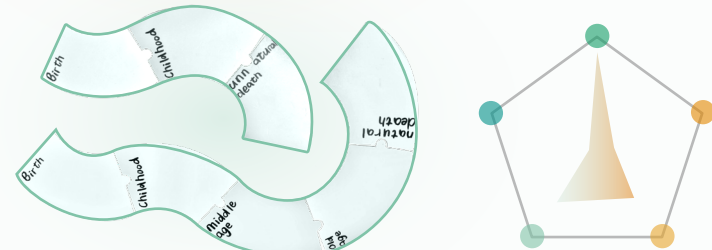
- simplicity
- immediacy
- typicality
- playfulness
- practicality



The five sections of the car represent the five stages of life, and the tunnel represents time.

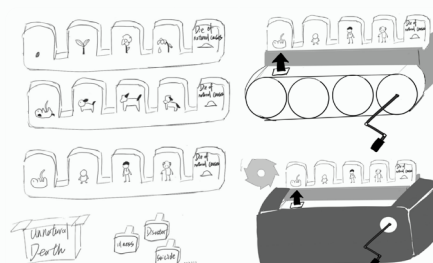


The five-piece puzzle represents the five stages of life, which cannot be put together after death.



The arrow passes through five stages and is stopped by death.

Improvement



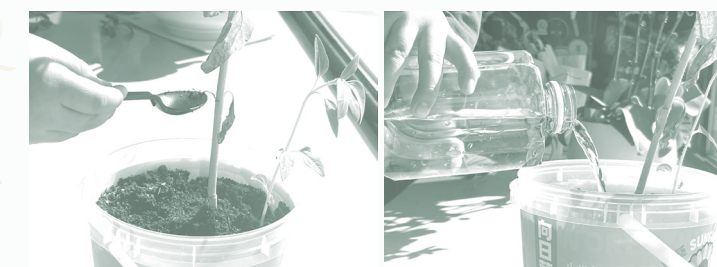
Add
1 three replaceable parts
2 one-way gear

For
1 understanding multiple species transiently
2 understanding the irreversibility of life

-Workshop

AIDS for actual experience

William, 7, tried to farm sunflowers for four months. Due to lack of experience and neglect, the sunflower did not bloom, and it finished in a hurry.



Lack of tools

Lack of attention



No guidance

No record

Interview

What was your biggest emotion during this time?

In fact, there is not too much feeling, it is a bit like a task! And actually I don't like sunflowers very much.

Do you think records are useful?

It may allow me to observe and analyze more closely and avoid forgetting.

Do you understand the life and death?

This is a very, very remote and grand concept! If it's just plants, I understand it. Maybe not deep enough, though. I'll discuss it with my friends.

Strengthen children's emotional connection with plants.
Imagine plants and draw them.
Let the child know that the life of the plant is related to their care.

Choose plants with a moderate growth cycle.

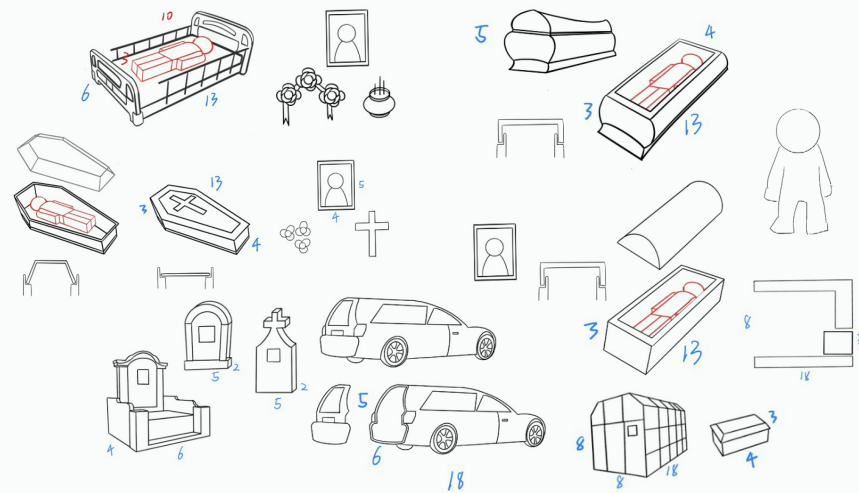
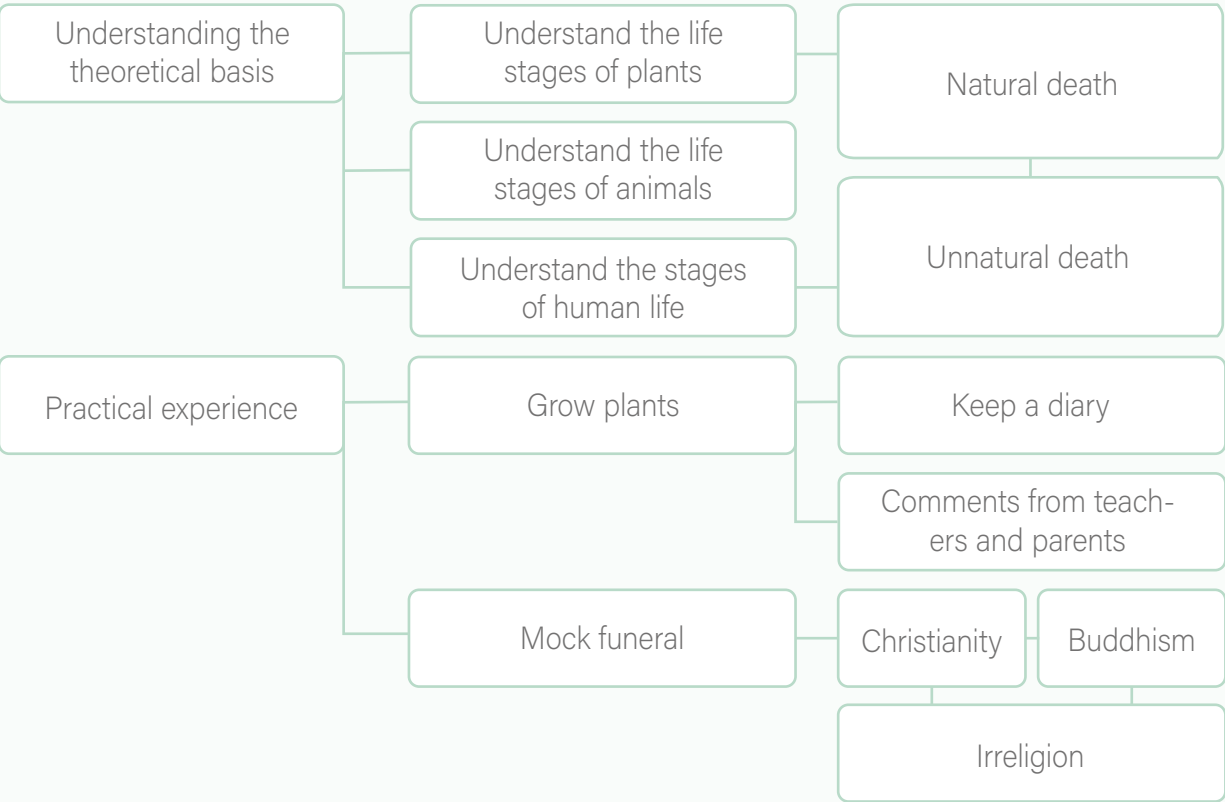
Let your child choose their favorite plant.

Ask the children to keep records.

Let the children all plant and communicate.

Lead children to connect animals and humans.

SYSTEM MAP



Smooth shape

Bright color

Clear operating procedures

Too scattered and confused.

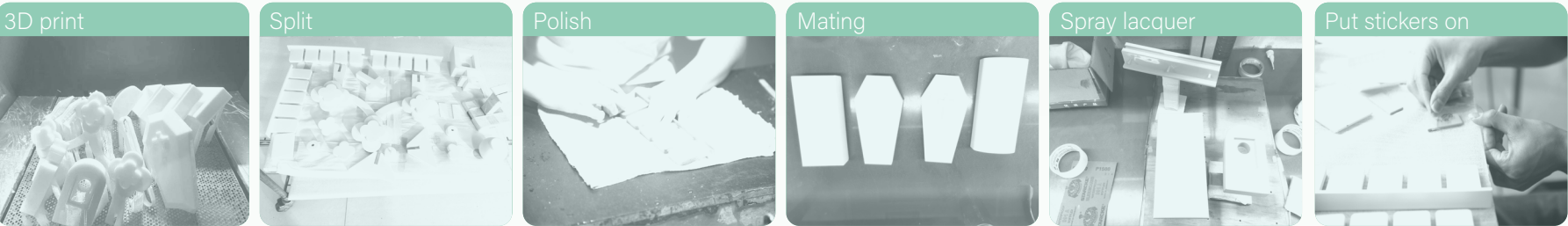
Add a carpet with a map on it.

-Final Work



The practical experience is divided into two parts. Children first grow plants themselves, feel the different stages of life, and then transition from plants to animals, through role play to simulate a human funeral.

-Working Process

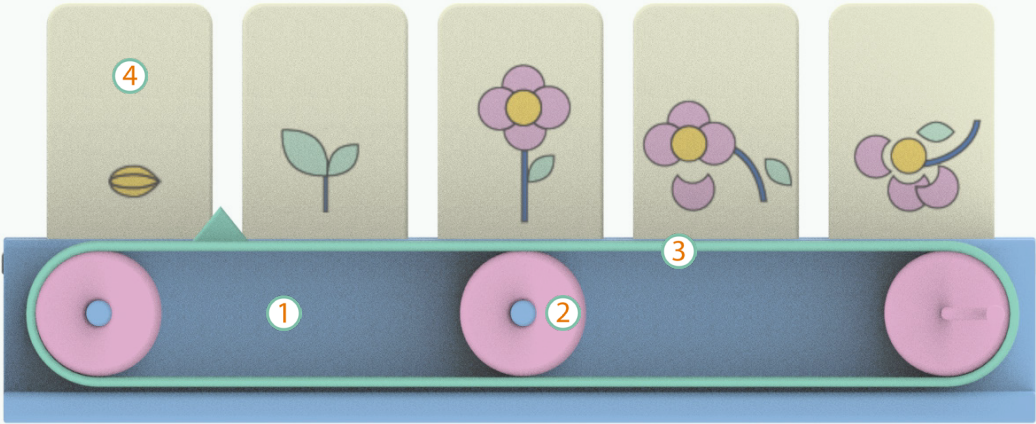


DESIGN

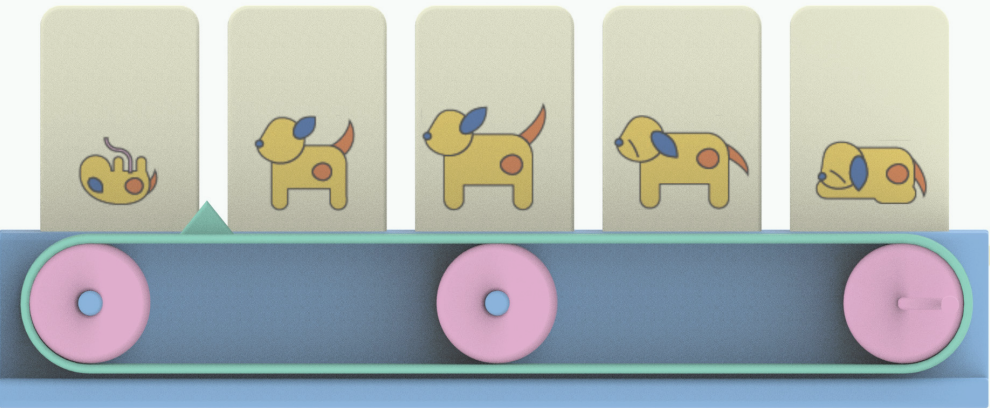
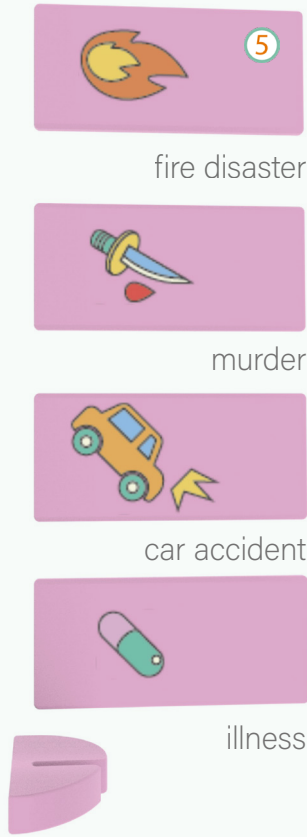
Scientific thory

- Non-replaceable parts:
- ① Body part
 - ② Wheel
 - ③ Rack
- Replaceable parts:
- ④ Stages of life
 - ⑤ Blocked version

Parts that can be **replaced**. The three parts represent the life stages of the three creatures. The teacher needs the children to summarize and generalize the laws of life of different creatures.

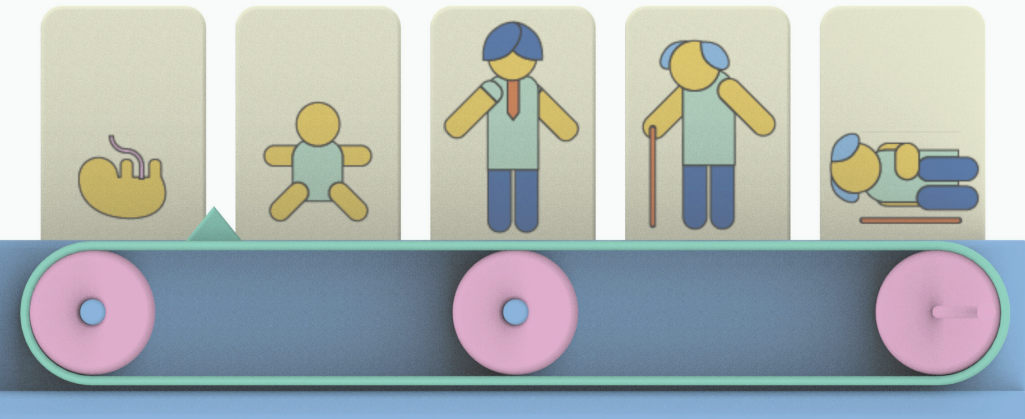


Unnatural death:



The children need to turn the **handle**. With the slow movement of the wheel and track, the **arrows** on the track pass through different stages, representing the passage of life until death.

The part representing unnatural death consists of **two parts**. Put the two parts together, into the **gap** of the life stage, and you can **block** the movement of the arrow. It also represents the sudden end of life.



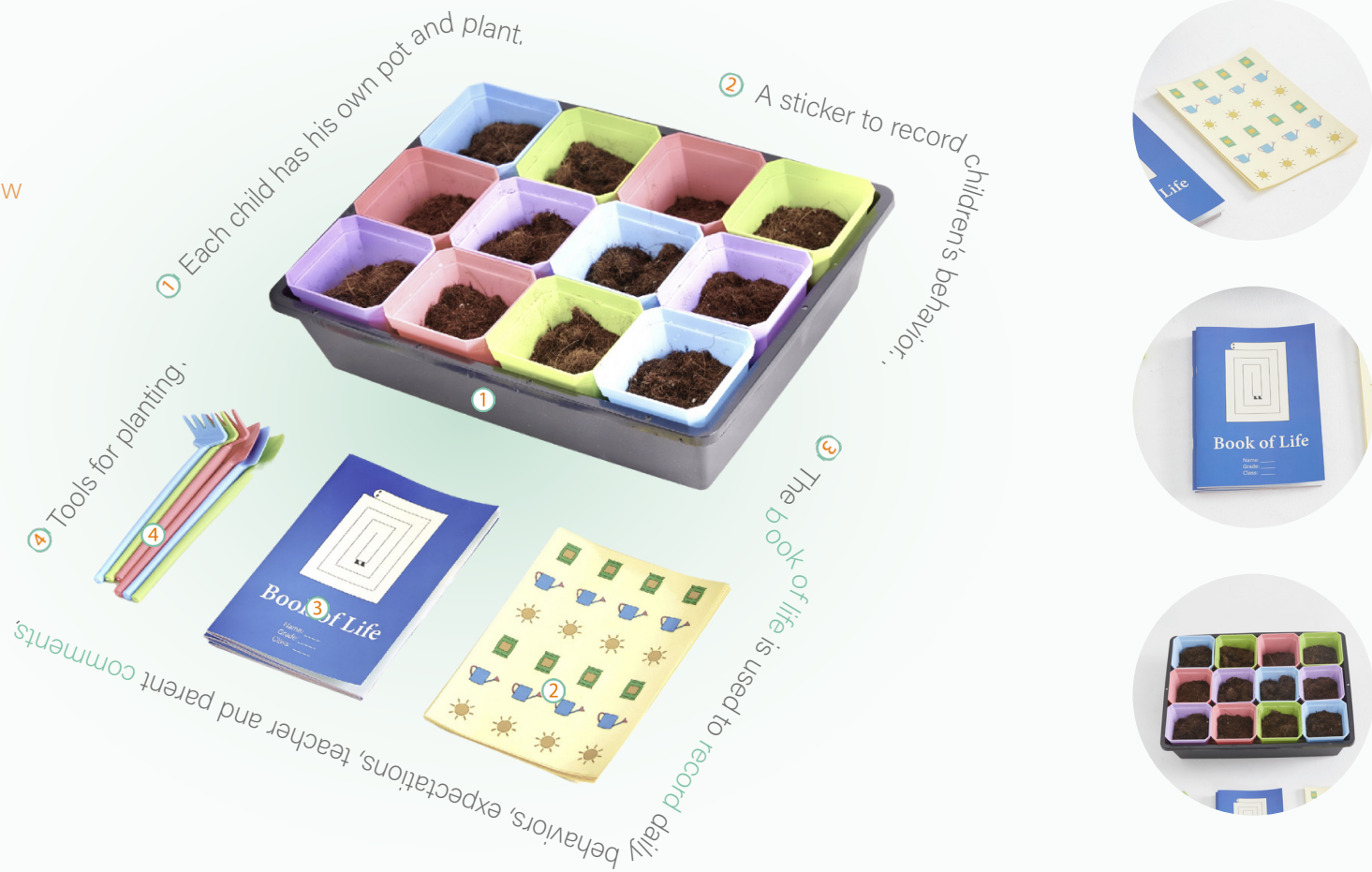
STORY BOARD



DESIGN

Actual experience

In this section, children will grow plants and experience the concept of life cycle through plants. Children need to keep track of their own plant care, expectations, and even comments from parents and teachers.



Book of Life:

Picture what they want the plant to look like and keep track of what the child does each day.

Keep a journal to record the state of the plant, then teachers and parents write comments.

Children associate with their own life and death.

STORY BOARD

Write your name in your flower pot.

Grow plants.

Keep a journal by writing or drawing.

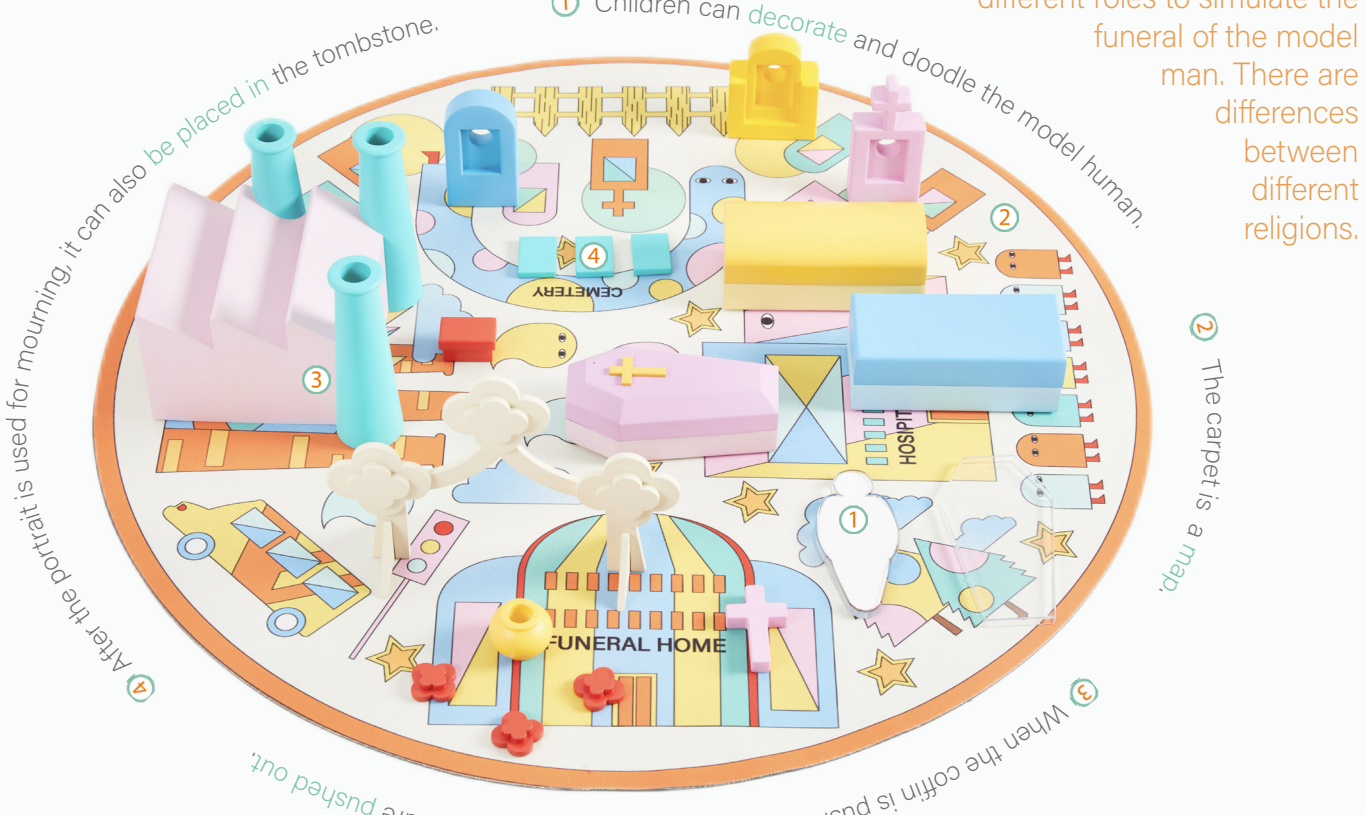
Use stickers to record the care.

Stick the sticker on the book.

Write down perceptions and experiences.

DESIGN

Actual experience



The process of the body's farewell

No religious:

1. The doctor asked about body donation.
2. The host delivers the eulogy.

Buddhist:

1. The host delivers the eulogy.
2. Monks chant sutras to patter the dead.

Christian:

1. Viewing the dead through an acrylic panel.
2. Place the cross.
3. The priest delivers the eulogy.

STORY BOARD

Read the instruction manual.

Select an identity badge.

The undertaker decorated the corpse.

Put the body in the coffin.

Bring the coffin to the meeting.

Hold a funeral.

Cremate at the cremation site and remove the urn.

Put the portrait on the gravestone.

Put in the cemetery.