

A Study of "Walking Classroom" in High School Civics Class with "Red and Green"—Take the Red Cultural Resources of Zigong City as an Example

Zhuang Jiajie¹, Ye Wenming¹

¹*Sichuan University of Science & Engineering, Zigong, Sichuan, 643002, China*

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Abstract: "Walking classroom" is an important form of practical classroom in high school ideology and politics class, which plays an important role in the teaching process of high school Civics and Politics class. In recent years, with the continuous innovation and development of the practice of integrating red culture into high school Civics, the ideological and political education combined with red culture in the "walking classroom" of high school Civics is an important step to deeply implement patriotic education into high school, into the classroom, innovate the teaching practice of Civics teachers, improve the learning interest of high school students, and improve the teaching effectiveness of high school Civics.

1. Explanation of relevant concepts

1.1 "Red and green blend"

"Terminology" essentially emerges with the rapid development of social economy, the continuous enrichment of cultural connotation, and the expansion and extension of the content areas of social experience and practice, which refers to the combination of red culture and its spiritual heritage with green culture and its concept of ecological civilization development, through innovative resource development and application [1]. The concept of "red and green culture" will be implemented in the new era through the development and application of innovative resources to promote the deeper excavation of red culture and green ecology, which will eventually be integrated into the practice of social life and enrich the connotation of the original red spirit and green culture through social practice.

In summary, this paper argues that "red and green intermingling" is the object of local red culture and green ecological resources, and promotes the deep deconstruction and dissemination of the idea of "red and green intermingling" in the teaching process of high school Civics class through the development of local red culture and green ecology, while It also promotes the further development of the spirit of red culture and the concept of ecological civilization in students' consciousness at the high school level.

1.2 "Walking Classroom"

As an activity-based classroom practice, "Walking Classroom" has the following characteristics.

First, In-depth participation. "The "walking classroom" is an active classroom combining students' independent inquiry and teachers' guidance, which is conducive to increasing students' interest in what they learn. At the same time, the teacher-led "walking" practice before and after class can promote students' in-depth learning and participation in what they have learned[2].

Second, stage presentation. The "walking classroom" studied in this paper is a teaching activity that is implemented in three stages before, during and after the Civic Science class. The "Walking Classroom" focuses on the collection and feedback before and after the class, emphasizing the creation of a coherent knowledge system through the multi-stage presentation of the course, and using this approach to promote the enrichment of red culture and green ecological development.

The "walking classroom" studied in this paper is mainly implemented in the educational practice of high school Civics class, which refers to extending the position of Civics class to the social practice, improving students' motivation by strengthening their initiative, and letting them participate in more experiential activities created by teachers through the leading way, thus improving the effectiveness of Civics class teaching.

2. The way of "walking classroom" in high school Civics class with "red and green"

As an old revolutionary city, Zigong has rich red cultural resources, and it has rich content to support the educational research on Zigong red culture according to local conditions. At the same time, it is found that some red cultural bases in Zigong, such as Jiang Sister's hometown and Lu Deming Memorial Hall, have been built with related green tourism projects and routes, and the analysis based on this investigation background is more helpful to the specific research of this paper. The analysis based on this background is more helpful for the development of this paper.

2.1 Designing a "walking classroom" to create agenda-based learning content

The "walking classroom" is a major form of the current high school Civics classroom activities, walking classroom to carry out the "red and green" education first requires Civics teachers should build a good position for students to learn. Many Civics teachers tend to confuse "study activities" with "walking classroom" in the process of teaching, thinking that simply carrying out study is the practice of "walking classroom". From the point of view of the characteristics of "walking classroom", its stage presentation requires teachers and students to grasp the role of the three stages before, during and after class in the process of "walking classroom", rather than focusing only on the classroom.

The selection of materials for the "walking classroom" requires the teachers of Civics to collect as many local materials as possible, and to find materials of green ecology and green environmental protection in the red culture, and to choose the appropriate learning content is a major prerequisite for the "walking classroom".

The second advantage of the "walking classroom" is the in-depth participation of students in the learning process, which requires two-way interaction between teachers and students. First of all, after choosing the learning materials for the "walking classroom", teachers of Civics should create a corresponding learning agenda, i.e., a systematic and comprehensive presentation of the learning process of a certain red culture, and interweave the process with green ecological experiences, which should be shown to students and guided for independent learning after the agenda is set. "The "walking classroom" is an active and individual form of classroom, and each student's emotional experience is different, and the learning effect will be different. The "walking classroom" is a form

of learning where each student has a different emotional experience.

2.2 Based on "walking classroom", building an integrated learning platform

The combination of "walking classroom" and "red and green" is an innovative attempt, so in the specific operation process, it is easy to cause the content of blurred, blurred form and other problems. Therefore, before carrying out the "walking classroom" in high school Civics, not only should we choose the "walking classroom" material, but also ensure the feasibility and operability of the material. Therefore, it is important to simulate the feasibility of teaching and learning by having students play various roles related to environmental protection and going deep into the red education base [3].

Take the red culture of Zigong City as an example, based on the study of the existing red culture, we should organize students to participate in a series of activities related to green ecological protection, such as designing the activity of Lu Deming Memorial Hall, combining the original "three colors culture" of Lu Deming Memorial Hall, allowing students to participate in environmental protection activities, play the role of hosts and interpreters, etc., in the process of experiencing the "red-green blend", and better carry out the next "walking classroom" on the premise of understanding the "red-green blend".

2.3 Summarize the effect of "walking" and coordinate multi-party cooperative teaching

Finally, as an activity-based course, the long-term effect of the "walking classroom" cannot be separated from the feedback, improvement and enhancement after the end of the course, and at the same time, the "walking classroom" is not a single activity, but a long-term continuation of the Civic and Political Science course. As a kind of ideological and political education, the effect of "walking classroom" cannot be tested without the strengthening of family education and social participation, in addition to the effect testing before, during and after the class.

First of all, family education is a key part of ideological and political education that cannot be neglected, and "walking classroom" is a flexible and independent classroom activity. The position of "walking classroom" can also be extended to the family, society and other aspects, after school, high school Civics teachers should do a good job of close communication and contact with parents, lead students to carry out a wider range of "red and green" learning activities in the after-school hours and holidays, to promote the development of "walking classroom" in the extracurricular, and at the same time, in the course of carrying out the "red and green" learning process, teachers should be in close communication with the parents, and in the stage of family education, the parents should do to lead by example, and be able to lead the family by example. Parents should be aware of the importance of environmental protection and educate their students to be consciously aware of the importance of green ecological protection after class, so that teachers can lay the ideological and behavioral foundation for the subsequent "walking classroom".

Finally, in the process of Civics class, we should not forget the cultivation of students' values at the social level. Red culture is rooted in the motherland, and the rich red culture of Zigong comes from the revolutionary martyrs of the past generations, so we should focus on the strengthening of students' social consciousness, i.e. the cultivation of social responsibility, in the process of leading them to "walking class". The cultivation of the concept of "red and green" in the high school Civics class is essentially to cultivate students' patriotism, to remember the history, to carry forward the spirit, to protect the environment, to start from themselves, to be socially involved, to have a sense of responsibility, and to consciously take up their own responsibilities. Teachers can consciously teach students certain social stories, including typical cases of environmental protection and the new generation, and test them in the form of "walking classroom". By promoting a certain level of social

participation, students can cultivate the spirit of "red and green".

3. Conclusion

"The "walking classroom" of high school Civics is a great attempt to cultivate students' patriotism and sense of social responsibility, and high school Civics is a key position for students' values formation. In the different stages of the implementation of the "walking classroom" in high school, the "red and green blend" is in line with the needs of students' core literacy in the high school curriculum. In this paper, we start from the definition of "red-green integration", elaborate on several characteristics of "walking classroom", and discuss the feasibility of carrying out "red-green integration" in high school Civics class in Zigong City. "Finally, three major initiatives are proposed, aiming to improve the value of "red-green integration" in the "walking classroom" of Civics.

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