

Reconstruction of the Elementary Life Education Curriculum From the Viewing Angle of AHP

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Abstract

In recent years, more and more elementary school students die suddenly, and most of them are caused by the stampede or the jumping off unexpectedly. The Blue Book *China Education Development Report (2014)* announced by the Social Sciences Documentation Publishing House and Institute of 21st Century Education in May 2014, collecting 79 cases of suicide of primary and secondary school occurred in 2013. What's more, there are many cases happened in 2014, such as the "September 26" murder case of Guangxi province, causing 3 deaths and one injury; The "September 26" stampede case of Yunnan, causing 6 deaths and 26 injury; The "April 11" Elementary jump off event of Purple Tea House and "June 23" face-hitting to die event of Guangdong; The jumping event in Chongqing of a primary girl in May; And the "May 23" Nai xi Village pupils' mass brawl event of Beijing. The above cases are all occurred in 2014. The frequent occurrence of the stampede and suicide, have been causing the community's attention. This paper attempts to analyze the elementary life education curriculum from the perspective of AHP, finding out and reconstructing a new elementary life education curriculum to reduce the mortality rate of primary school students.

Key words: Reconstruction; AHP; Primary school

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1. THE REASONS OF THIS PAPER

When would China stand up? To wait until your lives more expensive than wealth? To wait your lives more expensive than machine? To wait your lives more expensive than peace? To wait your lives more expensive than the reputation? To wait your lives more expensive than the right? Or to wait your lives more expensive than all of the things in your lives? Is it only until that time that China stands up? (Tao, 1932) The retrieval results of CNKI show us that there are 5778 papers on the theme of life education, but only 428 papers researching in primary school education. And there are 3,383 papers in regarding life education as the key words, but including only 148 papers of primary school education. The retrieval results of CNKI show us that there are 179 papers on the theme of life education curriculum, but own only 64 papers in regarding the essence of life education of primary school education. There are 95 papers in regarding life education system as the keywords of primary school education. And there are 70 papers in regarding the way of life education as the keywords of primary school education. And at the same time, the papers of life education curriculum, the essence of life education, and the way of life education are partial overlap. The retrieval results show us that there are 10 papers studied in the Construction of life education curriculum in primary education, but it's a pity that there is still no one scholar studied the elementary life education curriculum from the respect of Analytic Hierarchy Process. In order to implement the new curriculum standards, namely to pay attention to the full implementation of basic knowledge and skills, processes and methods, and emotions, attitudes and value; to pay attention to process-oriented evaluation; and to strengthen the social reality with the experience of students, we need not only to check the basic knowledge and basic skill of students, but also to check their ability of problem analysis, problem solving and practical skills. And as is known to us, the super plasticity of the pupil is the key

to fostering their safety awareness, and to master their disaster prevention skill (Luo, 2012). Therefore, in order to raise the life awareness of pupils, the author attempts to construct life education curriculum from the perspective of the AHP, just expecting to find a new way of life education curriculum from a new perspective.

2. THE RESEARCH STATUS OF LIFE EDUCATION CURRICULUM

On the definition of life, Encyclopedia Britannica lists five categories. The first one is the physiologically definition: The life is defined as a system having the function of feeding, metabolism, excretion, respiration, movement, growth, reproduction and re activeness. The second one is the metabolic definition: The living systems frequently exchange with the outside world, but does not change the substance of its own nature. The third one is the biological definition: Biological systems including storage of genetic information of nucleic acid metabolism and regulation of the enzyme protein. The fourth one is the genetic definition: genetics pointing out that life is a system, which is evolved by gene duplication, mutation and natural selection. The last one is the thermodynamic definition: life is an open system, which increasing internal order through energy flow and material circulation. Karl Jasper, the life education thinker of German, believes that

The so-called education is the exchanges of main body and soul among people (especially the older generation to the younger generation), including the content of imparting knowledge, interception of life meaning, and specification of will behavior. And forward the cultural heritage to the younger generation through cultural transmission function, making them generate freely and inspiring their nature. (Jasper, 1991)

In abroad, In the Renaissance, Humanists raise the ideology to oppose Shinto with humanity, to oppose theocracy with Human rights. What the humanist emphasizes is the calling of spirit, the construction of value and the pursuing of meaning. But which does not contain information about the knowledge of life sciences. J. Donald Walters, an American scholar, is the earliest one to put forward clearly the life education in 1968. And he created "Ananda Village" and Ananda schools in California to advocate and practice life education ideology (Wang, 2009).

In 1974, Australia's Rve.TedNosff pastor put forwarded life education against the problem that many young people drug and many of them die from drug abuse. Nosff pastor believes that in order to solve this serious social problem of youth drug abuse, we must carry out the appropriate prevention education from childhood. As a result, after five years of hard work, he established the first of the Life Education Center (Lief Education Cenire, referred LEC) in New South Wales (New South wales) in 1979, whose purpose is to prevent drug abuse, violence and AIDS (Zhang,

2006). In the eyes of Spencer, what we need to learn and what Education needs to teach us, is that how to run a perfect life is the only big event. The function of education is to prepare for our perfect future life. And a reasonable judgment of the new education curriculum is to see the degree of completion of this function (Zhang, 1979). When Japan revised the primary and secondary curricula, they put moral education in a very important position; The Moral goal that Japan explicitly put forwarded in 1989 was to respect for the human spirit and reverence for life. And then in 2001 Life Sciences Basic Course opened for the first time in Ukraine.

In China, the views of experts and scholars of life education are not the same, which could be mainly divided into three kinds. The first kind of views including the followings: scholar Liu Hui: "Life Education is a vision to re-examine the relationship between man and nature, man and man, man and himself, and to follow the regular pattern of life." (Liu & Zhu, 2001) Zhang Zhencheng of Taiwan, China think that: "Life education is to open the glimmer of hope from the phenomenon of biological nature, to inspire the cherish life and to promote goodness from the exploration of the spirit soul." (Chen & Zhang, 2009) Wen Xue of Hubei Educational Institute hold that: "Life education that we emphasized is the education aiming to educate students to understand life, to guide students to appreciate life, to expect students to respect life, and to encourage students to cherish life." (Wen, 2002) The views of these scholars are all considering that life education is to teach the student to cherish life. The second kind of views including the followings: Ye Lan deems that: "Education is to face in people's lives directly. And life education is a social activity, which is conducted to improve people's life quality." (Ye, 1997) Yan Guocai pointed out in the book of secondary education that: "The so-called life education is in life activities, through life activities and conducted for life" (Yan, 2003). Wu Fei, one of the teachers of Liaoning Experimental High School holds that: "The so-called life education is to help students understand life, enjoy life, respect life, cherish life, improve the live technical ability and livelihood quality. In a word, life education is aimed at pursuing harmonious personality, humanities and scientific ideology from the three aspects of physical, psychological and ethical and to improve the overall quality of students." (Wang, 2009) The views of these scholars are all consider that life education is to improve the quality of life. The third kind of views including the following: Zhang Yunfei of Zhejiang University deems that : "Life education is to guide students to understand correctly the values of human being and the life of human-being, to comprehend the true meaning of life, to cultivate the humanities and the pursuit of ultimate beliefs of human-being, and to develop students' feelings of caring, so that they could learn to live a modern civilized life." (Zhang, 2003) Wang Dongli of Zhejiang University considers that:

Life Education is to know about the essence of life, to understand the meaning of life, and to enhance the value of life with multi-level. Life education is not only to teach the young cherish life, but also to inspire them to understand the full meaning of life, and to create actively the value of life. Life education is not only to tell the young to concern about their own lives, but also to help them concern, respect, and love the lives of the other. Life education is not only benefiting humanity education, but also making animals of other species living harmoniously under the blue sky. Life education is not only concern with the life enjoying today, but also care for the life development tomorrow. (Wang, 2003)

Xiao Chuan of Beijing Normal University thinks that:

“The life education is designed to help students understand the meaning of life, to improve the quality of life and to enhance the awareness of life dignity, so that students could have a happy life. Life education is not only an educational practice, but also a value pursuit of education. (Xiao, Ch. 2002)

The views of these scholars are considering that life education can highlight the value and meaning of life.

Furthermore, in the eyes of Huang Peiqing:

Life education is to see human life as the core, to see education as a mean, to advocacy people understand life, cherish life, respect life, love life, enjoy life and surpass life, and to upgrade the quality of life and acquire the value of life. (Huang, 2011)

In the eyes of Xu Shiping, who is from Anqing Teachers College:

Life Education refers to the whole process of people from birth to die. Carried out the survival consciousness influence, the survival ability cultivation and the life value sublimation purposefully, plannedly, organizedly in activity curriculum, life education eventually make the quality of life fully unfold before our eyes. And its purpose is to cherish life, pay attention to the quality of life, and highlight the value of life. (Xu, 2002)

Professor Liu Jiliang of Henan University put forward in the book *Life Education Theory* that:

Life education is to see the student material as precondition, and on the basis of individual life. And in Liu’ point of view, life education is to cultivate people’s lives awareness of integrity and humanity of the whole process from birth to die, to guide them understand the meaning of life, to pursue the value of life, to live out the connotation of Life, to release the shine of life, and to achieve a brilliant life. (Liu, 2004)

According to some educational policies, the significance and purpose of life education is to pass on system knowledge relate to people and life and to design teaching content and knowledge based on the characteristics of different grade, section and age. And making students from understanding to cherishing

and respecting life, from learning how to protect themselves and other people’s lives to exploring the completeness of life, enhancing the quality of life, forming scientific life values, and reaching the consensus of cognition, emotion, mentality and behavior. (Yue & Wang, 2013)

The views of these including two or three of the above three-kind views. And

The Blue Book of Education pointed out that, from the view of the suicidal aspiration of their posthumous papers, almost all of the students showed their love of life and family, and their fear of death. Therefore, we can say that most of the students have committed suicide with irruption owing to the breakdown of instantaneous psychokinesis or temporary impulsions. (Education Blue Book, 2014)

And if the students know more about the hard-won life, the fragility of life, the preciousness of life and the value of life in the life education courses that they probably would not have committed suicide on impulse.

3. THE CONSTRUCTION OF PRIMARY LIFE EDUCATION CURRICULUM FROM THE PERSPECTIVE OF AHP

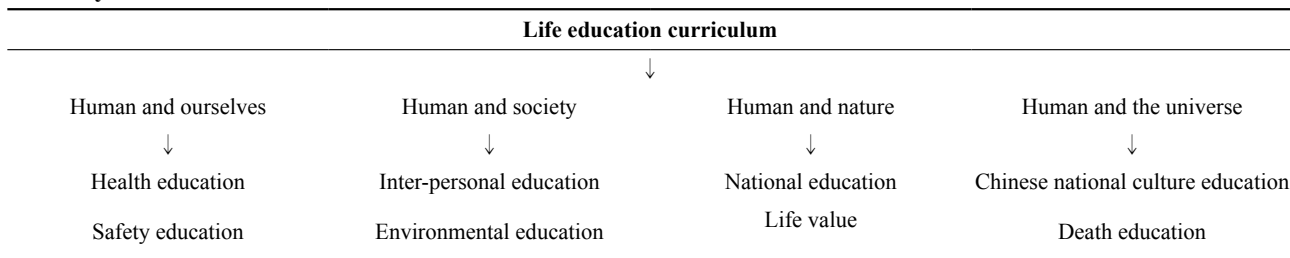
AHP is a decision-making analysis method of re-level rights, raised by T. L. Saaty, the American operational research expert Professor of Pittsburgh University in the early 1970s. This method is to combine quantitative analysis with qualitative analysis together, to make the judgment with experience of decision makers, and to measure whether the target could be achieved or not between the relative importance of each criterion. And then will give out us a reasonable weights number of each standard of every decision program, which is using weights number to order the programs from merits to inferiors, and solving the difficult issue effectively that quantitative methods cannot solve.

3.1 The Basis and Principles of Model Establishment

According to China Taiwan “The life education dimension of nine-year kindergarten to middle school learning stages,” and “The curriculum standards of life education of Heilongjiang province,” the author constructs a hierarchical model of elementary life education curriculum, as shown in Table 1.

Target layer A: Learning from Taiwan, China of the nine-year study of kindergarten education dimension of

Table 1
Primary School Life Education Curriculum Hierarchical Model



life stages, that the life lessons could be constructed on the four criteria. Then in accordance with the Heilongjiang life education curriculum standards, the life education can be roughly divided into eight indicators program. Only to construct the elementary life education curriculum reasonably children will pay more attention to life and to love life. Life education curriculum is to put all the health education, mental health education, sexual health education, safety education, HIV prevention education, drug prevention education, environmental education, national education, international education, life value education, and death education as an important part to make an organic integration, then create and design it purposefully, plannedly, systematically. In order to help students know about life, experience life, cherish life, revere life, and develop life, to improve the ability of surviving and quality of life, and to lay the foundation for students' lifelong development and happiness.

Target layer B: Men and himself is to know about ourselves, to appreciate and respect ourselves, and do best to bring to bear our latent energy; men and society is to care about others and to live harmoniously with other people; men and nature is to build a community of life, and to seek Sustainable development of the natural environment and human environment men; men and the universe is to pursue a transcendent sense, to seek and to build the ultimate faith and eternal value (Chen, 1999).

Target layer C: C1 Health education, including heart health education, sexual health education. Mental health education is to cultivate good character traits, development of intellectual potential, and enhance mental ability to adapt to stimulate intrinsic motivation, maintain mental health, develop good habits. Sexual health education is about the form of life, on physical and psychological characteristics of adolescence, and the self-protection of adolescent. Making the children to understand the regular pattern of growing-up, to understand the origin of life is indeed difficult, to understand the falling of life will break the heart of thousands of families. C2 Safety education, including safety knowledge, AIDS prevention, drug prevention education, and unexpected events. To make people know more about AIDS and treat the AIDS patients correctly through a variety of scientific and effective ways, and to form the habit of security guards gradually. To introduce the basic factors of drugs and related knowledge, revealing the great harm of drugs for individual, family, and society. C3 Interpersonal education, including association and etiquette education. By taking the curriculum of association and etiquette, children can understand that everyone is equal, the feelings they have will also happen to all the others. Therefore, they will be polite, courteous and helpful between with each other. And then encouraging children to share happiness, sorrow and love for each other in the course of activities

and cooperative groups. C4 Environmental education, including natural, geographical, and ecological education. Letting the children walk out their book and walk into the nature to see and feel the amazing and wonderful nature that they will cherish plants and animals. If condition permitted, every child could try some planting and breeding practice. C5 National education, including cultural knowledge education and human rights education. The development of human beings is constant and the civilization of human-beings is great and long. In order to better develop ourselves, to better understand others, to better understand the world and to live a better life, we need to learn more about the basic knowledge and basic skills, and form our own emotional attitudes and values, to acquire the intangible cultural heritage of the world, and to participate in the innovation and development of the world. C6 Life value means the value of life. Life education is to guide learners fully understand the value and meaning of life by using certain educational means and methods. And to make them love, treasure, respect, appreciate, enrich and develop life. Life education refers to that in the long life, people should form a positive attitude, persevere forward toward the beautiful ideal and reflecting the value of life no matter there is sunny or stormy. C7 Chinese traditional culture education, including Confucianism, the book of changes and so on, which not only refers to the carrier of the Chinese traditional culture classics, but also the ideology of social values and moral ethics performance d by the Chinese traditional culture classics. Namely the crystallization of wisdom and sweat from countless generations in all ages, such as the Confucianism teach us something about "philanthropist", the book of changes let the kids know that everything in the world are just a drop in the ocean of the universe, just a small one in the vast of the universe. Therefore, we should cherish all the living creatures of the universe, namely universal love all of plants and animals of the world exist in the entire universe in order to make a better tomorrow. C8 Death education, including the education of natural disasters and accidents. The reproduction and simulation of accident, or interpretation of related video and data, is making students understand that life and death are an inevitable part of human nature, and establishing them a scientific, rational and healthy outlook of death. Death education is to watch the death scene directly, eliminating students' fear, anxiety and other psychological phenomena of death, and educating them to cherish life and face life calmly.

3.2 Judgment Matrix

40 primary school teachers have done the in-service survey online, recycling 34. According to the corresponding weights of 1 to 9 corresponding scores. Namely the importance of row 1 is equal to 1 point, the importance of row 9 refers to 9 points, calculating the

average scores, and establishing the importance of the indicators initially. Using the way of pairwise comparison, comparing the i element with the j element to the relative

importance of upper layer, and then the relative weight of the number could be used to describe b_{ij} . The degree of importance arranges from 1 to 9, as shown in Table 2.

Table 2
9-Point Scale for Pairwise Comparisons in AHP

Intensity of importance	Definition	Explanation
1	Equal importance	Two criteria/sub-criteria contribute equally to the level immediately above
3	Moderate importance	Judgment slightly favors one criterion/sub-criterion over another
5	Strong importance	Judgment strongly favors one criterion/sub-criterion over another
7	Very strong importance	One criterion/sub-criterion is favored very strongly over another
9	Absolute/extreme importance	There is evidence affirming that one criterion/sub-criterion is favored over another
2, 4, 6, 8	Immediate values between above scale values	Absolute judgment cannot be given and a compromise is required
Reciprocals of above	If element i has one of the above non-zero numbers assigned on it when compared with activity j , j has the reciprocal value when compared to i	A reasonable assumption

3.3 Consistency Testing and Weight Determining

Calculating and judging the matrix of maximum eigenvalues λ_{max} and the corresponding eigenvectors W . After random consistency ratio examination, if consistency ratio is less than 0.1 (CR < 0.1), W could be seen as the index weight. Otherwise adjust judgment matrix. Using the analytic hierarchy software (Yaahp V7.5) can obtain judgment matrix below. The index weights of each index is in Annex 2, and detailed analysis of the resulting data is in Annex 3.

Table 3
The Detailed Analysis Data of Index Weights

Life education	H.A.O.	H.A.S.	H.A.N.	H.A.T.U.	Wi
H.A.O.	1.0000	0.2000	0.3333	3.0000	0.1304
H.A.S.	5.0000	1.0000	2.0000	6.0000	0.5145
H.A.N.	3.0000	0.5000	1.0000	4.0000	0.2885
H.A.T.U.	0.3333	0.1667	0.2500	1.0000	0.0665

Note. H.A.O. refers to human and ourselves; H.A.S. refers to human and society; H.A.N. refers to human and nature; H.A.T.U. refers to human and the universe.

Hierarchical model of weight 8 index weight of 43.5% 8.69%, 38.59%, 12.86%, 5.77%, 23.08%, 2.22%, 4.44%.

Right by eight index weights and the corresponding feature vectors are asking $W_1, W_2, W_3, W_4, W_5, \dots, W_8$, with a number of component size expressed as: 35% $W_1 + 8.69\% W_2 + 38.59\% W_3 + 12.86\% W_4 + 5.77\% W_5 + 23.08\% W_6 + 2.22\% W_7 + 4.44\% W_8$

Thus, the order can be obtained by eight indicators of importance as follows:

Interpersonal education, value education, safety education, environmental education, death education,

health education, national education, Chinese national cultural education.

4. THE ANALYSIS OF RESULT

In the process of the life education, promoting and evaluating constantly the course of life education could not only let us understand the current situation of the implemented life education objectively and comprehensively; but also let us know clearly the size of influencing factor by calculating the weight. What's more, it can also do some improvements to the new-appearing inadequate aspects in the process of life Education implement. Through the perspective of AHP, this article put forward a new and reconstructed life education curriculum for the primary school, that is an integrated course of the life education, which includes interpersonal education, value education, safety education, and environmental education.

To sum up firstly, the conclusion of this article overturns some of the view of some scholars, removing some redundancy and contents of the definition of life education curriculum. such as the points of "The curriculum standards of life education of Heilongjiang province", that means stand on his shoulder but subvert his points of discussion partially; Secondly, the conclusion of this article prove some of the views of some scholars, such as the point of view of Wang Yongmei: "The whole society should strive to create a ecology environment of humane care, making students to learn the perception of life, the up-looking of life, and to achieve a happy life finally" (Wang, 2013). She and the author believe that the role of the curriculum content is an improvement on life education, and the suitable and effective content play

a key role to reduce students' burden, which includes academic burden and psychological burden. Therefore, the need to promote life education for students is to make them understand the real meaning of life, to pursue the value of life, to live out the true meaning of life. Finally, the article also exist the following deficiencies: the first one is that there is no detailed implement path and do need some further study in the future; the second one is that this is the first attempt to study life education in the perspective of AHP at home, do need some professional comments and guidance s from relevant scholars and experts; the third one is that the limited number of samples and regional of surveys might reach regional conclusion, and leading to one-sided conclusion to a certain extent. Last, but not least, the author hope this article might helpful to people who care about children at home and abroad; the author hope this article could give a little inspiration to scholars and experts who study the life education all over the world, calling global attention to children from the four aspects of interpersonal education, value education, safety education, and environmental education, reducing children' academic and psychological burden, creating a learning and growth environment with relaxed body and mind, safety and health, and full of love.

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APPENDIX 1: THE QUESTIONNAIRE OF THE IMPORTANCE OF PRIMARY LIFE CURRICULUM EDUCATION

Following teachers and experts:

I am a postgraduate of Education School of Southwest University. To finish relevant papers, I draw up this questionnaire based on the life education curriculum standards (for elementary level). And this is a questionnaire to investigate the importance of school life education curriculum. The questionnaire using anonymous form that I hope you can fill in it truthfully. Each option of questionnaire is no right or wrong, just see as different perspectives to determine of the individual. So please mark the follow options with 1-9. Thank you for your participation. (1-9 shows the enhanced importance)

Gender:

Teaching Age:

1. health education, including mental health education, sexual health education ()
2. safety education, including HIV prevention, drug prevention education ()
3. interpersonal education, including communication, etiquette education ()
4. the value of education, including the value of life education, life values education ()
5. national education, including cultural education and human rights education ()
6. environmental education, including natural, geographical, ecological education ()

7. Studies Education, including Confucianism, the I Ching education ()
8. death education, including natural disasters, accidents Education ()

APPENDIX 2 THE INDEX WEIGHTS

Health education	0.0435
Safety education	0.0869
Interpersonal education	0.3859
Environmental education	0.1286
National education	0.0577
Life Value	0.2308
Chinese national cultural education	0.0222
Death education	0.0444

APPENDIX 3 DETAILED ANALYSIS OF THE RESULTING DATA

1. life education curriculum Consistency proportion:0.0392; W_i (to life education curriculum): 1.0000; λ_{\max} : 4.1046

Life education	H.A.O.	H.A.S.	H.A.N.	H.A.T.U.	W_i
H.A.O.	1.0000	0.2000	0.3333	3.0000	0.1304
H.A.S.	5.0000	1.0000	2.0000	6.0000	0.5145
H.A.N.	3.0000	0.5000	1.0000	4.0000	0.2885
H.A.T.U.	0.3333	0.1667	0.2500	1.0000	0.0665

Note. H.A.O. refers to human and ourselves; H.A.S. refers to human and society; H.A.N. refers to human and nature; H.A.T.U. refers to human and the universe.

2. Human and ourselves Consistency proportion:0.0000; W_i (to life education curriculum): 0.1304; λ_{\max} : 2.0000

H.A.O.	Health education	Safety education	W_i
Health education	1.0000	0.5000	0.3333
Safety education	2.0000	1.0000	0.6667

Note. H.A.O. refers to human and ourselves.

3. Human and society Consistency proportion:0.0000; W_i (to life education curriculum): 0.5145; λ_{\max} : 2.0000

H.A.S.	Interpersonal education	Environmental education	W_i
Interpersonal education	1.0000	3.0000	0.7500
Environmental education	0.3333	1.0000	0.2500

Note. H.A.S. refers to human and society.

4. Human and nature Consistency proportion:0.0000; W_i (to life education curriculum): 0.2885; λ_{\max} : 2.0000

H.A.N.	National education	Life value	W_i
National education	1.0000	0.2500	0.2000
Life value	4.0000	1.0000	0.8000

Note. H.A.N. refers to human and nature.

5. Human and the universe Consistency proportion:0.0000; W_i (to life education curriculum): 0.0665; λ_{\max} : 2.0000

H.A.T.U.	Chinese national cultural education	Death education	W_i
Chinese national cultural education	1.0000	0.5000	0.3333
Death education	2.0000	1.0000	0.6667

Note. H.A.T.U. refers to human and the universe.