



# Integration of Meizhou Red Culture into Kindergarten from Children's Perspective a Strategic Study of Outdoor Activities

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**Abstract.** Outdoor activities are an indispensable part of kindergarten education practice with rich educational opportunities, while red culture is the cultural essence of the Chinese nation, and its rich cultural content and spiritual value make it an important resource for teaching work. This paper takes the red culture and kindergarten in Meizhou City as the research object, uses the interview method and fieldwork method, based on the children's perspective to explore how the local red culture can be effectively integrated into the kindergarten outdoor activities. Strategies such as optimizing the allocation of red culture education resources, innovating the form of red culture outdoor activities, creating a red culture outdoor activity environment, and deepening the cooperation of red culture education inside and outside the kindergarten are summarized, which will further promote the inheritance of the spirit of the local red culture while giving kindergartens a new model of outdoor activities to refer to.

**Keywords:** children's perspective; kindergarten; red culture; outdoor activities.

## 1 Introduction

Outdoor activities are an important part of kindergarten educational activities, and the Outline of Guidance for Kindergarten Education (for Trial Implementation) clearly stipulates that we should carry out colorful outdoor games and physical activities, cultivate young children's interest in and habit of participating in physical activities, strengthen their physical fitness, and improve their adaptability to the environment[1]. The Kindergarten Work Regulations and the Learning and Development Guidelines for Children Aged 3-6 also point out that outdoor activities for young children generally last no less than two hours a day[2]. Studies have shown that compared with indoor games, outdoor games have more advantages in meeting children's play needs and promoting children's physical and mental development, and restricting children's outdoor games will seriously damage their physical and mental health[3]. This shows the importance of outdoor activities in early childhood education, which plays an important role in the cultivation of children's physical, emotional, cognitive and social aspects.

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At present, most kindergarten outdoor activities are carried out from the adult perspective of the teacher, ignoring the subjectivity of young children. The introduction of a child's perspective can help early childhood educators more clearly understand the problems that exist in the teaching process, so that the teaching activities can be more suitable for young children's abilities and growth needs[4]. The objective law of the harmonious development of young children's body and mind requires kindergartens to do moral, intellectual, physical and aesthetic development, habit formation and character development as an important part of early childhood education, can make full use of the rich patriotism connotation of the red culture and the value of cultural education. Revolutionary traditional education should start from the child, Meizhou City, as the only prefecture-level city in Guangdong Province that belongs to the former Central Soviet Area, has a glorious revolutionary tradition and rich red cultural resources, the local red culture into the kindergarten outdoor activities in multiple ways and forms, not only can effectively promote the use of red resources and the inheritance of the red culture, to practice the spirit of the national series of speeches on red culture, but also to implement the specific form of the kindergarten education guidance document spirit. It is also a concrete manifestation of the spirit of kindergarten education guidance documents, allowing children to experience the joy of learning and exploration while cultivating their national spirit, patriotic sentiment and moral character.

## **2 The Current Situation and Development Value of the Use of Red Cultural Resources in Kindergartens in Meizhou City**

### **2.1 Types and Characteristics of Red Cultural Resources in Meizhou City**

As a key city in the national old revolutionary area, Meizhou City has profound red cultural resources, which can be divided into three major types, namely, material, information and spiritual, according to their different forms of expression[5]. The material cultural resources mainly refer to the old red sites, red residences, red artefacts, red mausoleums and monuments built during the period of revolutionary struggle; the information and spiritual resources are non-material cultural resources, which mainly refer to the red literature, red stories, red literature and art, red theories, red creations, etc., as well as the spirit of the red embedded in them. According to statistics, there are a total of 366 registered old red revolutionary sites and memorial facilities in Meizhou City, including 157 old sites of important historical events and important institutions, 76 memorial sites of important historical events and people's activities, 50 former residences of revolutionary leaders, 17 martyrs' graves, and 66 memorial facilities (for details, please see Figure 1)[6].

categorisation	from	thrust
Meizhou Red material culture resource	old redoubt	Tonghuai Villa, Dongshan Academy, Meizhou Academy Palace, Jiulong Roach Revolutionary Base, the former site of the Southern Working Committee of the Communist Party of China, the former site of the Red Army, the former site of the Dongjiang Soviet Government and the establishment of the 11th Red Army, the former site of the Central Red Line of Communication in Tai Po, the Red Army Street in Renju.
	former residence of the Red Emperor	Ye Jianying's former residence, Former Residence of Luo Pinghan Zhang Jinyu Zeng Guohua's Former Residence, Gu Dacun's Former Residence, Zhu Yunqing's Former Residence, Ye Haoxiu's Former Residence, Xiao Xiangrong's Former Residence, Luo Ming's Former Residence, Huang Guoliang's Former Residence and Li Jianzhen's Former Residence.
	Red Memorial Garden	Ye Jianying Memorial Park, Sanheba Battle Memorial Park, Jiulong Roach Revolutionary Memorial Hall, Li Jianzhen Memorial Hall, Pingyuan Red Army Memorial Park, Meizhou Revolutionary History Memorial Hall
	Red Monument	Monument to the Martyrs of the Battle of Sanheba, Monument to the Revolutionary Martyrs of Meixian County, Monument to the Revolutionary Martyrs of Dongshi Shibei, Monument to the Revolutionary Martyrs of Zhenshan, Monument to the Revolutionary Martyrs of Wuhua, Monument to the Martyrs of the Red Army of Jiulongzhao, Monument to the Revolutionary Martyrs of Fengshun County
Meizhou Red intangible culture resource	The Red Story	Stories of revolutionary martyrs such as Huang Xian Sheng, Luo Ping Han and Yang Yong Song
	red literature and art	Modern Han Opera "Li Jianzhen", National Opera "Three Rivers in Blood", Hakka Mountain Opera "Blood Butterfly", Tea Casting Opera "Singing Under the Dark Clouds", Tai Po Hanqu Opera "Three Rivers Monument forging the Soul of the Army", Wuhua Mountain Songs Singing "Mountain Songs in Praise of Ancient Dacun".
	Red Books	The Red Army's Long March in Meizhou, The Heroes of the Meizhou Resistance War
	Red Documentary	The Red Soviet Zone, The Battle of Sanheba.

Fig. 1. Contents of red cultural resources in Meizhou (part)

There are many kinds of red cultural resources in Meizhou City, with rich and varied forms of resources, and its rich moral education resources are an effective carrier for promoting young children's acceptance of patriotism education. The kindergarten combines children's perspective, integrates local red culture on the basis of regular outdoor activities, follows the principle of teaching for fun, innovates the traditional educational content and methods, and enriches the connotation and form of the activities, so that young children can develop their motor functions in the process of participating in the activities, receive the infiltration of the spirit of red culture, and realize the healthy growth of body and mind.

## 2.2 Current Situation of the Use of Red Cultural Resources in Meizhou Kindergartens

The kindergarten's attitude and implementation of red culture education directly affects the effectiveness of red education for young children. Through the interview with the director of the kindergarten, the attitude towards the integration of local red culture into kindergarten outdoor activities is positive, and red culture, as a spiritual wealth of the Chinese nation, contains rich educational value, and combining it with outdoor activities for young children helps to cultivate their physical and moral qualities.

Actual research indicates that Meizhou City's kindergartens implement red culture education primarily through one-dimensional methods like seasonal activities, singing, reading, and listening to revolutionary narratives, as well as government-organized contests. This approach tends to be teacher-centric, lacking child-oriented educational design, which hinders children's comprehension of revolutionary values. The integration of red culture in early childhood education is limited, with teachers relying heavily on existing resources for thematic education, while its presence in outdoor activities, environmental design, and community engagement is minimal.

### **2.3 The Value of Integrating the Red Culture of Meizhou City into Kindergarten Outdoor Activities**

Meizhou City has left behind numerous red cultural resources, with a natural advantage to carry out red education. And kindergartens, as an important position for the moral formation education of young children, under the mutual influence of education and culture, the penetration of red culture in outdoor activities not only improves the quality of outdoor activities and the physical quality of young children, but also strengthens the dissemination of the local red culture and enhances the effectiveness of the moral education of young children.

First, the inheritance of the red gene, expanding the content of early childhood moral education. Meizhou red culture inherits the great spirit of the Chinese nation, and the objectives, principles and content of moral education are highly compatible with the early childhood outdoor activities and the integration of the local red culture, to enhance the fun of outdoor activities, not only to inherit the local excellent red cultural genes, but also to cultivate the patriotism of young children's feelings. The power of the red spirit is transmitted in a subtle way.

Secondly, it enriches the form of activities and promotes the comprehensive development of young children. Meizhou red culture for kindergartens to carry out outdoor activities to provide new ideas, teachers with the red culture to enrich the content of outdoor activities for young children, deepen the value of outdoor activities within the connotation of the construction of new outdoor activity mode, from which more dimensions of excellent ability to cultivate and thinking level exercise, the overall development of young children to produce a positive impact.

## **3 Problems Faced by Kindergartens in Meizhou City in Carrying out Red Cultural Outdoor Activities**

### **3.1 Limited Ability to Create Red Culture Outdoor Activity Content**

In recent years, the state and regions have issued many regulations and policies to guide early childhood educators to improve their understanding of the value of red culture education and its implementation. However, through the interviews with the directors, we learnt that teachers are busy, under pressure and have different levels of competence, so they tend to have a tendency to be temporary and superficial about the content of red education, and they are afraid of developing the content of red cultural outdoor activities, and they have a relatively passive attitude towards the development of the content of red cultural outdoor activities.

### **3.2 Shortage of Resources for Teaching Red Cultural Outdoor Activities**

The allocation of quality educational resources is the basis for the penetration of local red culture into young children's teaching and learning activities, but it was learnt through field visits that kindergartens were not equipped with teaching materials related

to local red culture. Most of the red characters, red stories, red literature and art materials in Meizhou City are presented in the form of words and pictures, while the comprehension and concentration of young children are still at a low level, such as short stories, illustrated books, entertainment toys, songs and dances, and other teaching resources have not been integrated, and teachers are required to organize and produce them on their own, which increases the work pressure on teachers and leads to the difficulty of popularizing the local red culture in early childhood education.

### **3.3 Weak Support for Red Cultural Outdoor Activities Outside the Garden**

The Guidelines for Assessing the Quality of Kindergarten Care and Education state that kindergartens should work closely with families and communities, actively build a mechanism for collaborative parenting, make full use of natural, social and cultural resources, and work together to create a favorable parenting environment. In terms of home and family co-education, some parents are busy with their work and neglect the family education of young children, leaving the responsibility of education entirely to kindergartens, and they lack the attention and concern for red culture education, and social resources also lack the awareness and experience of developing red culture education for young children.

### **3.4 Ambiguous Status of the Main Body of Red Cultural Outdoor Activities**

The content of red cultural outdoor activities does not match with the actual needs of young children, and young children can hardly find fun in the activities and can only complete the tasks according to the teacher's instructions, so they can't be immersed in the red education, and can hardly experience the power of the red spirit.

## **4 Requirements for Outdoor Activities of Red Culture in Kindergartens from Children's Perspective**

### **4.1 Creating a Child-friendly Environment for Activities**

A good activity environment can guide young children's thinking and exploration ability. Based on the characteristics of young children's full of childish interest and wild thinking, the outdoor environment of childish interest can satisfy the psychological needs of young children. When teachers carry out outdoor activities, they need to decorate the activity environment with different activity themes. For example, when carrying out red culture outdoor sports meeting, they lay out facilities such as creeping crawling field, hillside crawling net, obstacle sand, etc., to create a sense of atmosphere in the activity environment and enhance children's activity experience and activity enthusiasm. In addition, from the consideration of the safety of young children's activities, the outdoor activity environment needs to have the characteristics of relative openness and absolute closure, such as kindergarten outdoor sports areas, red bases and other places.

### 4.2 Achieving Diversity in Activity Materials

Outdoor activity material is an important material carrier for children to carry out outdoor activities, and the level of activity material directly affects the form and quality of children's outdoor activities, so choose activity materials with challenging, functional and interesting characteristics. From the perspective of challenge, the difficulty of using materials is directly related to children's activity experience, and children will also show different individual differences in the process of outdoor activities. Teachers should provide challenging materials of different difficulty levels to meet children's diversified needs, such as building balance beams of different heights and shapes; Set up throwing boxes and projectiles with different distances and weights. From a functional point of view, children's outdoor activities materials need to be practical. As shown in Figure 2, samples of 7 kindergartens in Meizhou City were selected for data statistics, and data induction and analysis were conducted on common outdoor activity materials from three aspects: sports equipment, manual materials and role playing. Taking 1-10 as the scoring standard, it is found that the overall safety index and accessibility of outdoor activity equipment in existing kindergartens are high, among which there is a large number of manual materials, and the popularity rate of innovative projects such as role playing is relatively low. In general, the safety index of children's outdoor activities reaches the safety index, but the types are more homogeneous, and the innovation index is low. If you need to achieve high-quality outdoor education, you must make the versatility of activity materials and use methods continue to innovate, enrich the content of activities, such as boxes can be developed for obstacles, loading, auxiliary and other purposes. From the perspective of fun, interesting activity materials can improve children's enthusiasm to participate in outdoor activities and stimulate children's enthusiasm for activities.

Materials	Specific type	Quantity/piece	Safety index	Accessibility index	Innovation index
<b>Sports equipment</b>	Ball, climbing and balancing equipment, jumping equipment, throwing equipment, sliding and spinning equipment, climbing equipment, riding equipment, obstacles, nature exploration equipment	30	7	7	8
<b>Hand-made material</b>	Natural materials, paper and cards, fabrics and fibers, painting and coloring materials, weaving and sewing materials, holiday and theme decorations, and recycled items	56	9	8	7
<b>Role play</b>	Career experiences, fairy tales, art performances, historical figures, science fiction adventures, myths and legends	21	8	6	9

**Fig. 2.** Data display of common activity materials in outdoor activities

### **4.3 Strengthening the Autonomy of the Activity Process**

The autonomy level in children's outdoor activities significantly impacts their engagement. Driven by curiosity and an exploratory nature, children prefer free activities where they can make choices, move unrestricted, select communication partners and topics, and pick activity materials based on preference. They can also adapt activities to suit their needs. When children understand and internalize the rules, they willingly adhere to them, demonstrating that autonomy and rule-following can coexist in their activities.

### **4.4 Increase the Interest of the Content of the Activities**

Interesting content of outdoor activities is the basic principle of outdoor activities for young children. When designing red culture outdoor activities, teachers should keep close to children's interest points, create the situation and atmosphere of red stories, and stimulate children's participation with diversified and contextualized activity contents by means of decorating activity areas, putting in activity materials with red elements and playing red music. The content of outdoor activities can be integrated with the red cultural stories of Meizhou, and different outdoor activities and rules can be designed within the capacity of children to enhance the diversity of outdoor activities and satisfy their curiosity.

## **5 Strategies of Red Culture Outdoor Activities in Kindergartens from Children's Perspective**

### **5.1 Optimize the Allocation of Red Culture Education Resources and Build a Sharing Model**

Meizhou red cultural education resources are not equipped enough, the development of the main body of the unitary is the main reason affecting the development of resources. ECE workers should not be the only developer of red cultural education resources, to maximize the value of local red cultural resources, it is necessary for the education administration, home communities, experts and scholars, and red bases to play a joint effort[7] (see Figure 3 for details).

Firstly, educational authorities should refine policies, allocate necessary resources, and fund the integration of red cultural education into kindergarten curricula. They should establish clear guidelines for organizing outdoor activities that reflect red culture, support professional development for educators through a structured training system, and incorporate local red cultural resources. Additionally, authorities should set up incentive policies to boost the engagement and initiative of early childhood educators in developing and executing these educational activities. Secondly, kindergartens can formulate thematic teaching and research plans for red cultural outdoor activities, improve teachers' ability to develop and use red cultural resources and activity design through teaching and research training, expert talks, study and observation, and teaching reflection, etc.; build a structure for kindergartens' red cultural outdoor activities,

and create kindergarten branded activities; optimize teachers' evaluation indexes, and activate their enthusiasm for developing red cultural outdoor activity resources. Activate teachers' motivation to develop red culture outdoor activity resources. Sharing of co-operative resources is achieved through sharing of teaching resources, subject research, lectures by famous teachers, teaching and research activities, and so on.

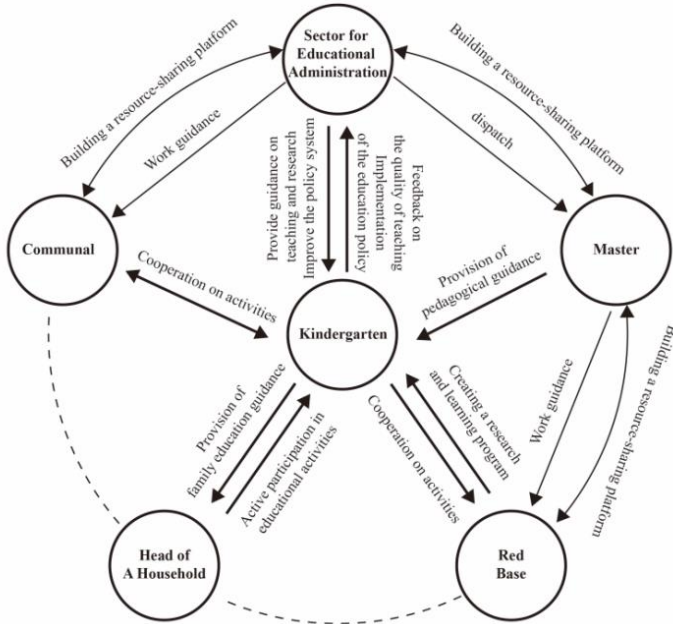


Fig. 3. Relationship map of the main body of red cultural education resources development

### 5.2 Innovate the Form of Red Cultural Outdoor Activities and Enrich the Content of Activities

Kindergartens need to focus on the diversified design and innovation of activity forms to stimulate the enthusiasm of children to participate in red cultural outdoor activities, which can be divided into four forms: sports games, practical exploration, festival activities and performance activities. For example, in sports games, we can combine the red content of "the Battle of the Three Rivers" and "the Battle of Meicheng" with sports and design them into "crossing the river" and "throwing grenades" suitable for children's physical conditions, exercising children's sports skills in an interesting way, and cultivating children's good quality of not afraid of difficulties and daring to climb. In exploratory activities, teachers can combine "memory rice" with children's farming activities. Teachers can lead children to know wild vegetables, plant wild vegetables, dig wild vegetables, and make memories together, so that children can remember the hard work and struggle of the years. In festival activities, teachers can take advantage of festivals such as the Party Building Festival to organize children to carry out tomb sweeping activities at red bases such as martyrs' monuments; You can also organize outdoor practice activities at red bases such as Ye Jianying Memorial Park and Meizhou



Palace, so that children can feel the power of the red spirit in practice. In the performance activities, teachers can use the materials of Meizhou red letter to write scenes, so that children can empathize with revolutionary martyrs in the scene in the form of role play and stimulate their patriotic enthusiasm while cultivating children's language expression and stage performance.

### **5.3 Create an Outdoor Environment for Red Culture and Put Materials in Scientifically**

Environment is an important resource for early childhood education. Seven kindergartens in Meizhou city were selected for investigation in four aspects: children's age, outdoor activity time, outdoor activity area and outdoor activity probability (see Figure 4 for details). As can be seen from the table, different kindergartens have different conditions for outdoor activities, including the area size of outdoor activities and the time of daily activities. At the same time, the probability of children participating in outdoor activities is also different, indicating that it is affected by a variety of factors, such as the kindergarten's education concept, facility conditions, geographical location and so on. However, in general, kindergartens with many local children have a good outdoor environment and the concept of outdoor teaching. Through field investigation, it is found that the outdoor activity area of the kindergarten is roughly divided into sports area, performance stage area, game and entertainment area, planting area and other areas. To realize the educational value of the environment, the kindergarten should create corresponding activity environment in the park. Firstly, set up a red culture propaganda area, arrange relevant pictures, students' art works and red handmade objects exhibitions, and create an environment that highlights the atmosphere of red culture. Secondly, according to the interest of children, to build a special activity environment, such as "Fighting Three River Dam" as the background of the sports meeting, you need to open the pool, sand, slope barriers, to create the crossing of the river, digging trenches, throwing grenades, defending the position and other scenes. In addition to this, outdoor activity materials should be scientifically put in combination with specific activity contents and children's aesthetic aspirations. Teachers can put red army hats, red army clothes, marching bags, sandbags, climbing rope ladders, tires, carts, tents and other red activity props that need to be recycled, but also allow children to participate in the preparation of materials, such as leading the children to make the red tasseled gun, toy pistols, grenades and other simple props. Children's participation in the preparation of activity materials not only stimulates children's creative thinking and hands-on ability, but also implements children's perspectives to ensure that the activity materials match children's preferences and enhances children's motivation.

No.	Age	Outdoor area /m <sup>2</sup>	Outdoor time hour/day	Probability of outdoor activities for children
01	3-6	2 700	2.5	≤50%
02	2.5-6	2 560	2.0	51%-60%
03	3-6	1 740	1.5	61%-70%
04	3-6.5	1 600	2.5	≤50%
05	2.5-6	2 400	1.5	61%-70%
06	3-6	2 100	1.5	≤50%
07	3-6.5	1 100	3.0	≤50%

**Fig. 4.** Outdoor activities in 7 kindergartens in Meizhou City

#### 5.4 Deepen the Co-operation of Red Culture Education Inside and Outside the Park to Achieve Synergistic Co-education

When kindergartens carry out outdoor activities of red culture, teachers should actively combine family education, social education and other forms of education, and realize the synergistic co-education of home, community and red bases to form a synergy of education of local red culture and to promote the outdoor activities of kindergartens' red culture to be more effectively carried out (see Figure 5 for details). First, kindergartens should change parents' wrong concepts of family education, publicize the value and importance of red culture education for young children's growth through education training, parent-child activities, red lectures, etc., and encourage parents to actively participate in and cooperate with kindergartens in organizing the "Parent-Child Red Games", "Parent-Child Red Study Day" and other activities. Encourage parents to actively participate in and cooperate with kindergartens to hold "parent-child red sports games", "parent-child red study day" and other related red outdoor activities, parents and children together to revisit the red history, not only can increase the close emotional ties, but also let the patriotic spirit of the infiltration of the children's hear[8]. Secondly, it is necessary to strengthen communication with the community and the red base, based on the characteristics of the kindergarten's own activities, integrating the activity resources of multiple development bodies, and formulating a cooperation mechanism; the kindergarten can jointly develop an exclusive red study project for young children with the Meizhou red base, increasing the way of red cultural experience for young children.

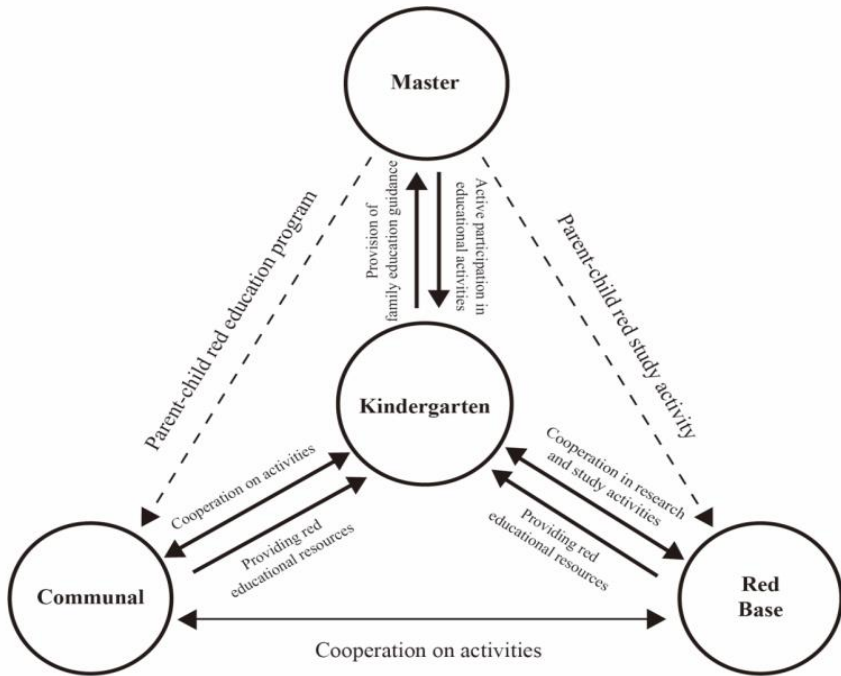


Fig. 5. Map of cooperation in red culture education inside and outside the kindergarten

## 6 Conclusions

In summary, the red culture of Meizhou contains profound historical heritage and rich national and revolutionary spirit, which is a high-quality educational resource for moral education, and outdoor activities, as an important part of the overall activities of young children's education, have a positive impact on the development of young children's physical and mental health and skill cultivation, and the integration of the red culture of Meizhou with the kindergarten's outdoor activities is not only in line with the needs of the development of the current patriotism education, but also helps Young children perceive the red spirit, inherit the red gene and cultivate excellent qualities. To renew the contemporary value of local red cultural resources, through optimizing the allocation of red cultural education resources, innovating the form of red cultural outdoor activities, creating red cultural outdoor activities environment, and deepening the cooperation of red cultural education inside and outside the kindergarten, red cultural education can become an important driving force to improve the comprehensive quality of young children.

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