

# The Lack of Contemporary Children's Death Education and Its Importance to the Development of Physical and Mental Health

Hechun Wang

University of Washington, Washington 98105, USA.

hechunw0423@gmail.com

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**Abstract:** Facing this natural law that no individual can avoid, death education has become an important part of the current education system, which directly affects the healthy development of individuals and whether individuals can actively face life. At present, many countries have set up death related education courses to help more people understand death correctly and face death. Moreover, many western countries have long begun to study the topics related to death and life, and regard death as a necessary way of life, as an important issue of life education, and conduct analysis and research. Therefore, starting with the lack of children's death education in contemporary China, this paper discusses the current situation of children's death education in China, and emphasizes the importance of death education for children and the necessity and importance of death education for children's physical and mental health development.

## 1. Introduction

For people all over the world, that is to say, whether in the east or in the west, death has always been a very heavy topic. However, people in eastern and Western countries have different attitudes and views on death. The fundamental reason is that there are differences in customs and religious beliefs in different countries. However, in China, the term death is still a secret word. Most Chinese people rarely mention the topic of death in their daily life. Therefore, this paper believes that China's education system lacks the important link of death education, which will directly affect the physical and mental health development of our people.

## 2. Connotation of Death Education

Death education, fundamentally speaking, is a relevant educational course to analyze and study the relationship between life and death, which not only includes people's views and attitudes towards death, but also involves the analysis and research of people's different views on death under different cultural and religious backgrounds [1]. The proposal and development of death education hope that through the discussion and research on the process of death, people can face the final destination in life with a correct attitude, so as to cherish and appreciate life more, and try their best to broaden the width and breadth of life. Fig. 1 points out the connotation of death education in detail, and points out the current situation of death education in China.

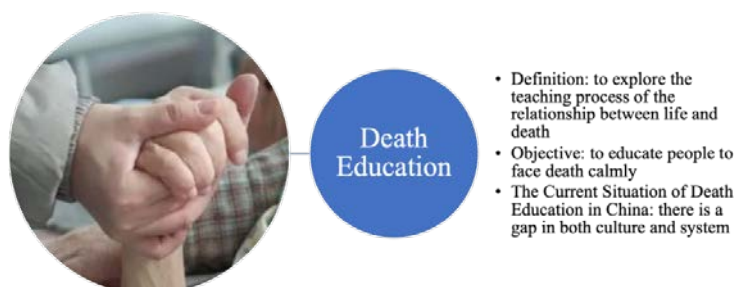


Fig. 1 Connotation of death education

### 3. The Lack of Contemporary Children's Death Education

Compared with western developed countries, China has not yet established a curriculum system suitable for children's death education, which is the main reason for the lack of contemporary children's death education in China. Of course, part of the reason for the lack of children's death education in China lies in family education, which is because our people are secretive about the term death. Moreover, most primary schools put the education curriculum on subject education, and rarely involve the education of death. Fig. 2 points out the three stages of death education and emphasizes the importance of death education for children [2].

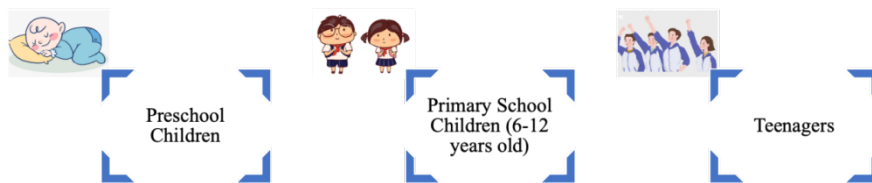


Fig. 2 Development stage of death education

#### 3.1 Parents' Avoidance of Death Education

In the traditional family education, due to the edification of China's religious beliefs and traditional culture, many parents will try to avoid mentioning the term "play" at home, and will also avoid children's contact with relevant content. On the one hand, Chinese parents want their children to grow up carefree and worry that their children will learn about death too early. This natural law will add to their children's panic and sadness. On the other hand, under the influence of this traditional culture, most Chinese parents are taboo. They mention the problem of death in their daily life. Moreover, when facing their children with relevant questions, parents will not know how to answer them.

#### 3.2 Low Social Acceptance of Death

At present, under the influence of traditional culture and religious beliefs, most Chinese people's cognition of death only stays at the back level. Even many people still can't accept that death is an essential part of life, and it's also difficult to accept the idea that everyone must go through the process of death. At the same time, both Chinese film and television and traditional culture make a terrible rendering and improper description of death, which also makes our people have an incorrect concept of life and death. Even today, many Chinese people still believe that it is very unlucky to mention death in their daily life. Therefore, the term "death" seems to have become a taboo for many Chinese people.

#### 3.3 Negligence of School on Death Education

In the traditional concept of most people, school is not only the main place for students to study, but also an important place for further education. However, few people can realize that death education should be included in the school curriculum. The fundamental reason is death. Education is related to students' individual development and should be an important part of children's education, youth education and even adult education. Moreover, in recent years, the killing of some high-end talents has occurred many times, which has aroused the attention and reflection of all sectors of society.

At the same time, the popularization and setting of death education can also effectively prevent suicide and self mutilation of children and adolescents. In addition, with the advent of the information society, the network platform is full of some violent and bloody pictures and videos. In addition, China's network environment is not properly regulated, which is likely to directly affect children's immature outlook on life and values. Therefore, the importance of setting up and carrying out death

education activities in schools is self-evident. Fig. 3 shows three stages of development in the cognitive process of children aged 3-10 years old about the concept of death.

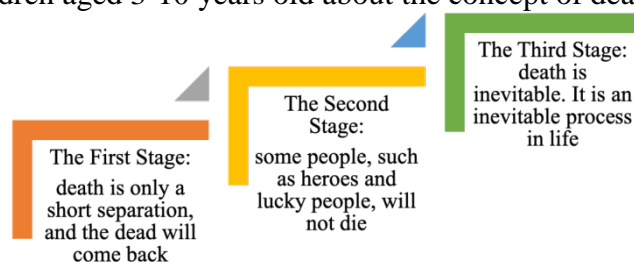


Fig. 3 Three stages of children's cognition of death from three to ten years old

#### 4. The Importance of Death Education to the Development of Contemporary Children's Physical and Mental Health

As we all know, if children experience death, but do not get correct and positive guidance, it will undoubtedly affect children's mental health quality, and even become a shadow with them all their life. In China, when facing death, most people do not know how to discuss death, and it is difficult to correctly express their sadness and pain. If these bad emotions have been accumulated, and there is no active self counseling or seeking external intervention, these people are likely to have pathological sadness reactions. If they are serious, they may fall into the strange circle of bad emotions, and then lead to a series of mental diseases. Fig. 4 shows the main role of death education.

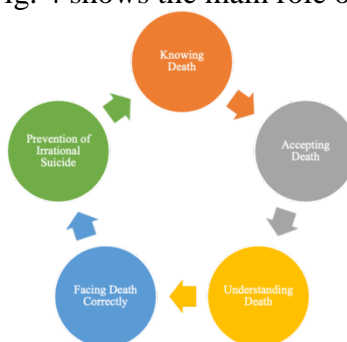


Fig. 4 Main functions of death education

##### 4.1 Establishment of A Correct View of Life and Death

Since ancient times, death has always been a topic that Chinese people do not want to mention, which reflects the taboo, fear and avoidance of death. Moreover, Chinese people are not only reluctant to actively mention the topic of death, but also use other words to replace death. In this context, the popularization rate of children's death education in China is very low. Many children still don't know that death is the only way in human life and are full of fear of death.

Therefore, it also means the importance and necessity of developing child death education curriculum and popularizing child death education curriculum in China. In childhood, death education for children enables children to understand death comprehensively and objectively. This process not only helps children to fully understand themselves, understand death and reduce their fear of death, but also can face life bravely and actively and improve the quality and breadth of their life as much as possible [3].

##### 4.2 Improvement of Children's Living Conditions

Children are not only the flowers of the motherland, but also the future and hope of the motherland. However, the current international situation is in a stage of rapid change, and there are various crisis events in society. Compared with adults, children's death consciousness is weak, which makes children vulnerable to the adverse external environment and blindly accept all kinds of new things. Under the background of profound changes in the domestic and international situation and the

frequent occurrence of social crisis events, children are likely to make some extreme behaviors and even lead to a series of irreversible malignant consequences because of their lack of relevant life consciousness and death consciousness [4]. Only by giving children a comprehensive and systematic understanding of death. In this process, they can really face death with a correct attitude, so as to selectively and actively receive some positive information, rather than being affected by bad information from the outside world. Therefore, let the death education curriculum enter children's classroom, let children establish correct life values, enhance their understanding and understanding of death, and obtain some life rescue common sense that can be used in daily life, which can undoubtedly significantly improve children's current living environment.

### **4.3 Realization of the Ultimate Goal of Education**

For a long time, China's educational curriculum has been affected by traditional culture. The educational curriculum often avoids the discussion of death, but pays attention to explaining the possible knowledge points in the entrance examination. This utilitarian education model ignores the cultivation of children's personality, the attention to children's living environment, and the establishment of children's correct values of life and death.

At present, with the proposal of the new curriculum standard, quality education has become the core content of curriculum education, and its ultimate purpose is to promote the all-round development of individual students. Obviously, death education is an important part of quality education. Only by formally bringing the death education curriculum into the quality education system can we ensure the smooth realization of the ultimate goal of quality education.

## **5. Basic Ideas for the Development of Contemporary Children's Death Education**

### **5.1 More Theoretical Analysis and Applied Research on Children's Death Education**

For children, the content taught in the Lion King education course is brand-new knowledge. Therefore, in order to make children fully accept the concept of death and face death with a positive attitude, the academic and theoretical circles should conduct in-depth research and Analysis on children's death education. Specifically, Chinese experts and researchers should strengthen the theoretical analysis and applied research on children's education, and systematically summarize the relevant research results and practical experience of children's death education curriculum in China. At the same time, China can also establish a professional research society for child death education, organize, arrange and publish relevant professional teaching materials and popular publicity books. And then comprehensively and systematically carry out children's death education courses from many aspects, so that children can really understand and accept the natural law of death, so as to face death with a positive attitude.

### **5.2 Construction of Death Education Related Systems**

On the basis of China's current life education system, the author believes that China should also comprehensively promote and build the relevant system of children's education, bring death education into the life education system as soon as possible, and bring the taught courses into the new curriculum standards. In addition, the government and relevant education departments should comprehensively promote from top to bottom, carry out specific implementation plans for child death education, and make clear deployment and arrangements for all links of child death education activities, such as capital investment, personnel training time, preparation of teaching materials, curriculum construction arrangement, infrastructure construction, theoretical research, publicity and promotion, etc [5].

### **5.3 Enhancement of the Publicity of Death Education**

In the current context of the information society, we should make full use of the information communication platform, give full play to the role of the new media platform, build a good death education environment and strengthen the publicity of death education. At the same time, the of news media, network platforms and new media platforms should establish a sense of self-discipline,

consciously the bad information such as terrorist violence and feudal superstition on the common political platform, and gradually guide children to establish a correct outlook on life and death.

## **6. Conclusion**

To sum up, from the perspective of pedagogy, the fundamental purpose of education is to enable human individuals to achieve all-round development and realize individual life value. From the perspective of the value of life, only by letting children really understand the process of death, can children really understand the value of life, and then establish a correct outlook on life and values.

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