

Life Education: Unlocking the New Code for Preventing School Bullying

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Abstract: School bullying is a global issue that has profound impacts on the mental health and social adaptation of victims. This paper explores the role and challenges of life education in preventing and intervening in school bullying from the perspective of life education. Life education positively impacts the reduction of bullying behaviors by enhancing students' awareness of respect for life, empathy, emotional management, positive interpersonal relationships, and self-protection. However, the implementation of life education faces challenges such as conceptual barriers, insufficient resource and teacher allocation, difficulties in curriculum integration, and the absence of an evaluation mechanism. This paper proposes countermeasures such as improving social awareness, optimizing resource allocation, innovating curriculum design, and establishing an evaluation mechanism. The study results indicate that the systematic implementation of life education is crucial for building a healthy and harmonious school environment, providing practical guidance and research directions for educators, policymakers, and researchers.

Keywords: Life Education, School Bullying, Educational Strategies.

1. Introduction

In the context of globalized education, the phenomenon of school bullying has increasingly attracted attention and become a hot topic in the fields of educational psychology, sociology, and even public health. School bullying not only damages the mental health of victims, such as causing anxiety, depression, and even suicidal tendencies, but also seriously affects their academic performance and social adaptation abilities, thereby posing a threat to the entire campus culture and community safety[1]. Given this, preventing and intervening in school bullying and building a healthy and harmonious learning environment have become one of the important tasks for educational systems and psychological research in various countries.

In recent years, life education, as an educational philosophy that emphasizes holistic development, has been considered an effective way to prevent school bullying by some studies[2]. Its core lies in cultivating students' awareness of life, respect for others, self-protection abilities, and empathy. The values and social skills advocated by life education, such as self-awareness, emotional management, interpersonal communication, and conflict resolution, play an undeniable role in shaping students' positive interpersonal relationships and reducing the occurrence of bullying behavior[3].

Given the above background, this study aims to explore the prevention of school bullying from the perspective of life education, hoping to provide some references for educators, policymakers, and researchers, and to promote the development of a safer, healthier, and more inclusive school environment.

2. Life Education and School Bullying

2.1. The Connotation of Life Education

Life education is a comprehensive and profound educational practice, with its core value lying in the pursuit of individual holistic development and a fulfilling life[4]. It transcends the scope of traditional moral education, focusing

not only on individuals' material lives but also, more importantly, on their spiritual and moral cultivation. The implementation of life education emphasizes basing its approach on the needs of social reality and the ultimate goals of education, enhancing the effectiveness and relevance of education through permeation in various subjects, understanding the harmony of life education, and emphasizing the urgency of life faith education[5].

Essentially, life education is the process through which an individual constructs their life practice, representing the intrinsic unity of education and the construction of individual life values and meanings[6]. It is not merely an external educational activity but also an internal process of constructing life values and meanings. The threefold connotations of life education are reflected in its attention to natural life, social life, and spiritual life, corresponding to education that cares for the existence of life, education that enriches the social attributes of life, and spiritual life education. This reflects the diversity and complexity of life education.

In the context of the information age, life education has become an objective necessity of social reality and an important way for education to return to a fundamental concern for human beings. It addresses individuals with life, with the existence and origin of human life itself as its foundation. The practical needs and contemporary mission of life education require educators to profoundly understand its value and integrate it into educational practice to promote the comprehensive and harmonious development of individuals.

2.2. The Role of Life Education in Reducing School Bullying

2.2.1. Enhancing Awareness of Respect for Life

The core of life education lies in promoting the value and dignity of life, emphasizing that every individual is unique and precious. Through a series of educational activities, such as sharing life stories and discussing the value of life, students gain a deep understanding and recognition of the importance of "respecting the lives of others." This cultural atmosphere

not only significantly reduces discrimination and prejudice based on gender, ability, and other differences but also fundamentally weakens the breeding ground for bullying behavior[7]. When students develop a deep sense of reverence and respect for life, their interactions with others become more friendly and inclusive, effectively curbing the occurrence of bullying incidents.

2.2.2. Cultivating Empathy

Life education places great emphasis on cultivating empathy, which is one of the key factors in preventing school bullying. Empathy refers to the ability of an individual to stand in another's shoes and understand and feel their emotions and experiences[8]. Life education, through activities such as role-playing and emotional exchange workshops, allows students to experience emotional responses in different situations, thereby arousing deep sympathy and support for victims of bullying. This emotional connection and the construction of a social support network not only reduce indifference and the bystander effect but also enhance the collective ability to resist and intervene in bullying behavior, fostering a positive and uplifting school atmosphere.

2.2.3. Strengthening Emotional Management Skills

Improving emotional management skills is another important dimension through which life education prevents school bullying. Life education offers courses on emotional management, teaching students techniques to identify, express, and regulate their emotions, such as deep breathing, mindfulness meditation, and emotional diaries. These skills help students adopt calm rather than impulsive strategies when facing conflicts and stress. This not only helps students effectively resolve personal conflicts and prevent violence from escalating but also enhances their psychological resilience, reducing the likelihood of becoming targets of bullying[9].

2.2.4. Promoting Positive Interpersonal Relationships

Life education emphasizes the importance of interpersonal communication and teamwork. By organizing a variety of team activities, such as cooperative games and community service projects, it promotes the establishment of positive peer relationships among students. These positive interpersonal networks not only provide emotional support and a sense of belonging, reducing feelings of social exclusion and isolation, but also subtly disseminate positive behavioral norms, curbing the spread of bullying culture[10]. When students feel accepted and respected by their peers, they are more likely to adopt a cooperative rather than a competitive attitude, creating a harmonious and inclusive school environment.

2.2.5. Improving Self-Protection Awareness and Skills

Life education teaches students how to identify potential signs of bullying and provides effective self-protection strategies, such as seeking help from adults, using communication skills, and learning basic self-defense methods. Enhancing self-protection awareness and skills not only boosts students' sense of security and self-confidence but also reduces their risk of becoming targets of bullying[11]. More importantly, through self-protection education, students learn how to defend their rights when facing unfair treatment, cultivating independent and courageous characters. This is of great significance for building a fair and just school culture.

3. Challenges and Countermeasures of Life Education

In the context of the increasing prominence of school bullying, life education, as a means of prevention and intervention, faces a series of deep-seated challenges. These challenges not only cover the material aspects of resource and teacher allocation but also touch on more complex areas such as concepts, cultural adaptability, and evaluation systems.

3.1. Conceptual Barriers and Enhancing Social Awareness

A lack of awareness is the primary difficulty[12], that is, educators and parents overly focus on academic performance while neglecting the importance of life education in cultivating empathy, self-esteem, and self-worth. To solve this problem, it is crucial to enhance the understanding of the value of life education among all sectors of society through educational publicity and policy advocacy. This includes holding public forums, media campaigns, and formulating relevant policies to create a favorable social environment and policy support for the promotion of life education.

3.2. Optimizing Resource and Teacher Allocation

Insufficient resources and a shortage of teachers are another major obstacle to the implementation of life education[12]. To address this, strengthening teachers' professional training, especially interdisciplinary training, can significantly improve their overall quality and enable them to teach life education knowledge and skills. At the same time, enriching teaching resources through school-enterprise cooperation and the use of public resources is key to ensuring the quality and popularity of life education. In addition, exploring the application of digital resources, such as online courses, can also effectively make up for the shortage of physical resources.

3.3. Curriculum Integration and Innovative Design

The difficulty of curriculum integration lies in how to effectively combine the concept of life education with existing subject teaching[13]. This requires us to innovate in curriculum design, using modular courses and case studies to integrate life education with subject knowledge, enhancing students' practical experience and in-depth understanding. For example, combining history courses to tell people's attitudes towards life in different times, or incorporating discussions on life ethics into scientific experiments, are effective ways to promote curriculum integration.

3.4. Regional Differences and Personalized Teaching

Regional differences and individual differences among students are factors that must be considered in the implementation of life education[14]. Cultural adaptability requires us to design the curriculum content locally to improve the relevance and attractiveness of education. At the same time, adopting personalized teaching strategies can meet the learning needs of different students and ensure that every student can grow from life education. This includes a variety of teaching models such as tiered teaching, interest-oriented learning, and peer assistance, aiming to create an inclusive

and difference-respecting learning environment.

3.5. Establishment and Improvement of Evaluation Mechanisms

The establishment of an evaluation mechanism is an important link in measuring the effectiveness of life education[15].The development of diversified evaluation tools and long-term tracking research can not only help us fully understand the long-term impact of life education but also provide feedback and guidance for educational practice. This includes designing questionnaires, interviews, observations, and other evaluation methods, as well as establishing databases to record students' changes and development in the process of life education, providing data support for subsequent teaching improvement and policy adjustment.

In summary, the application of life education in the prevention and intervention of school bullying is a systematic project. It requires us to conduct in-depth thinking and innovation in multiple aspects such as conceptual change, resource and teacher allocation, curriculum innovation, cultural adaptability, evaluation mechanisms, and personalized teaching. Through the implementation of these strategies, we can not only overcome existing difficulties but also provide students with a healthier and more harmonious learning environment. This will effectively prevent and intervene in school bullying and promote the comprehensive development and healthy growth of adolescents.

4. Conclusion

Life education, by enhancing students' awareness of the value of life and cultivating their empathy and self-protection abilities, can effectively prevent and intervene in school bullying, making a significant contribution to the construction of a harmonious campus culture. In the face of challenges in its implementation, educators and all sectors of society need to work together to optimize resource allocation, innovate curriculum design, respect cultural diversity, and establish a scientific evaluation system to ensure the smooth implementation and sustainable development of life education. Life education is not only a powerful tool for preventing school bullying but also an important way to promote the comprehensive development of students and build a harmonious society. Future research should continue to deepen the exploration of the mechanisms through which life education prevents and intervenes in school bullying, providing more scientific and practical guidance for educational policymakers and practitioners.

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