

Exploration on the Creation of Life Safety and Health Education Programs for Study Travel Among Primary and Secondary School Students

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Abstract: Life safety and health education constitutes an integral component of study travel. Through systematic curriculum development, it not only mitigates risks associated with study activities but also enables students to comprehend the value of life and enhance survival skills in real-world contexts, ultimately achieving the educational objective of “integrating knowledge with practice”. Future research should emphasize interdisciplinary integration, multi-stakeholder collaboration, and long-term evaluation to advance this field toward greater scientific rigor and professionalism. This study explores the construction of a life safety and health education curriculum system for primary and secondary school study travel. Employing literature review and other research methods, it examines the necessity, underlying principles, and models of integrating life safety and health education into study travel programs, aiming to foster students’ awareness and habits regarding safety and health.

Keywords: Primary and Secondary School Students; Study Travel; Life Safety and Health Education; Curriculum Resource Development

1. Introduction

As a key form of comprehensive practical activities, study travel serves as an effective approach to fulfilling the fundamental mission of “fostering virtue through education”. In recent years, with the widespread adoption of study travel in primary and secondary schools, safety concerns have become a focal point of societal attention. Statistics reveal that in 2022,

over 50 million primary and secondary school students participated in study travel across China, yet the incidence of related safety incidents increased by 12% year-on-year, highlighting deficiencies in students’ safety awareness and emergency response capabilities. The United Nations Educational, Scientific and Cultural Organization (UNESCO) underscores in its Education 2030 Framework for Action that “education should equip learners with life safety competencies”. Similarly, China’s Guidelines for Public Safety Education in Primary and Secondary Schools mandate the incorporation of safety education into the school curriculum. However, current life safety education within study travel remains fragmented and superficial, necessitating the development of a systematic curriculum.

On April 19, 2014, Wang Dinghua, Director of the Department of Basic Education I under the Ministry of Education, delivered a keynote speech titled The New Landscape of Basic Education in China and the Dandelion Action Plan at the 12th National Basic Education School Forum. ^[1] He formally defined study travel as an off-campus educational activity that combines research-based learning with travel experiences, collectively participated in by students and meticulously organized, planned, and purposefully designed. Study travel should be conducted on a grade-by-grade or class-by-class basis, with students engaging in hands-on activities and experiential learning under the guidance of teachers or instructors. Through collaborative experiences, group discussions, and the documentation of travel logs, students ultimately produce comprehensive study reports. Accordingly, this study defines study

travel as an innovative off-campus educational program meticulously arranged by educational authorities and schools, characterized by collective travel and centralized accommodation. It merges research-based learning with travel experiences, serving as a bridge between school education and off-campus learning, a vital component of the educational curriculum, and an effective pathway for holistic practical education.

Life safety and health represent fundamental and enduring human needs for survival and development. On November 15, 2021, the Ministry of Education issued the Guidelines for Integrating Life Safety and Health Education into Primary and Secondary School Curricula (hereinafter referred to as the Guidelines), which encompass five domains and 30 core elements, including health behaviors and lifestyles, growth and adolescent health, mental well-being, infectious disease prevention and public health emergency response, and safety preparedness and risk avoidance. The Guidelines adhere to principles such as prioritizing “life first and health foremost”, cultivating a “safety-first” mindset and capabilities, aligning with students’ physical and psychological development, and emphasizing seamless integration across disciplines.

2. Study Travel and Curriculum Design for Primary and Secondary Schools

With the ongoing advancement of educational reform, study travel has gained increasing recognition as a vital component of holistic education. By bridging classroom learning with real-world experiences, study programs provide students with a platform for comprehensive development.^[2] This study systematically examines the construction and implementation of study travel curricula for primary and secondary schools, analyzing their unique role in cultivating students’ all-round competencies.

The development of a scientifically sound study travel curriculum system should adhere to the following principles: First, the educational principle—ensuring that activities have clear pedagogical objectives and value. Second, the practical principle—emphasizing hands-on participation and experiential learning. Third, the safety principle—guaranteeing secure and reliable program

execution. Finally, the appropriateness principle—designing content that aligns with students’ age-specific characteristics and cognitive levels.

The curriculum framework should encompass four dimensions: objective system, content system, implementation system, and evaluation system. The objective system must integrate knowledge acquisition, skill development, and the cultivation of attitudes and values. The content system should incorporate diverse themes—such as nature exploration, cultural heritage, and technological innovation—tailored to regional features and school characteristics. The implementation system must standardize procedures and clarify stakeholder responsibilities, while the evaluation system should emphasize formative assessment and multi-stakeholder participation. Regarding content organization, a modular design is recommended, with tiered learning materials adapted to different educational stages. Elementary programs may prioritize sensory experiences and interest cultivation, junior high curricula should strengthen inquiry-based learning, and senior high activities could focus on specialized research projects. Additionally, the integration of on- and off-campus educational resources should be optimized, with particular attention to life safety and health education—a fundamental and enduring human necessity for survival and development.^[3] On November 15, 2021, the Ministry of Education issued the Guidelines for Integrating Life Safety and Health Education into Primary and Secondary School Curricula (hereafter Guidelines), outlining five domains with 30 core components: health behaviors and lifestyles, growth and adolescent healthcare, mental wellness, infectious disease prevention and public health emergency response, and safety preparedness and risk mitigation. The Guidelines uphold principles including (1) prioritizing “life supremacy and health first”, strengthening safety-centered awareness and competencies, aligning with developmental psychology, and ensuring interdisciplinary integration.

3. The Imperative of Life Safety and Health Education in Study Travel

In the contemporary educational landscape, study travel serves as a pivotal mechanism for advancing holistic education and actualizing

the dual mandate of moral cultivation and multi-dimensional development. ^[4] Organized by schools based on regional characteristics, student demographics, and disciplinary requirements, study travel involves structured off-campus experiences featuring collective transportation and accommodations. ^[5] These programs expand students' horizons, enrich knowledge, deepen connections with nature and culture, and foster social adaptability through communal living. Rooted in China's historical tradition of educational travel—"reading ten thousand books and journeying ten thousand miles"—study travel has evolved into an innovative approach to modern education, enhancing students' self-management skills, creativity, and practical abilities. Within this context, life safety and health education emerges as an indispensable element of the pedagogical framework, with multifaceted significance for individual growth, family well-being, and societal stability.

3.1 Life Safety and Health Education can Cultivate Fundamental Survival Skills for Emergency Situations

The life safety and health education curriculum equips students with essential first-aid techniques, including cardiopulmonary resuscitation (CPR), wound management, and fire evacuation procedures, enabling them to respond effectively during emergencies. For instance, Japan's widespread implementation of earthquake drills in schools has significantly reduced disaster-related casualties ^[6].

Additionally, the curriculum enhances risk identification and prevention capabilities, teaching students to recognize potential hazards in daily life—such as traffic safety risks, food contamination, and online scams and fostering proactive precautionary awareness. Empirical evidence shows that child sexual abuse prevention programs substantially decrease victimization rates.

3.2 Life Safety and Health Education can Foster Physical and Mental Well-being for Holistic Development

The mental health education component addresses emotional regulation, stress management, and resilience-building to mitigate adolescent psychological issues like depression and anxiety. Longitudinal studies indicate that students receiving such education

exhibit greater psychological robustness in adulthood.

Furthermore, the curriculum promotes healthy lifestyle practices through nutrition literacy, physical activity habits, and sleep hygiene, combating prevalent youth health concerns like obesity and myopia. For example, Finland's integration of health education into standard curricula has yielded globally leading adolescent health indicators.

3.3 Life Safety and Health Education can Enhance Students' Social Adaptability and Empower Them to Face Complex Challenges

Cybersecurity and Information Literacy in Life Safety and Health Education Courses teaches students to recognize the risks of cyberbullying, fake information, and privacy breaches, and avoid becoming victims or perpetrators of cybercrime. For instance, South Korea has integrated "digital citizenship education" into its compulsory curriculum.

Interpersonal and Ethical Education in Life Safety and Health Education Courses focuses on cultivating awareness of respecting others, rejecting bullying, and fostering healthy interpersonal relationships to reduce campus violence. Sweden's "anti-bullying program" has successfully reduced bullying rates by 50% through systematic education.

3.4 Life Safety and Health Education can Advance Sustainable Societal Development

Public health modules on epidemic prevention, vaccination, and hygiene have proven critical in enhancing community resilience. During COVID-19, populations with foundational health knowledge demonstrated higher compliance with safety protocols.

The curriculum also nurtures social responsibility through environmental safety awareness and emergency response obligations, shaping civic-mindedness.

3.5 Life Safety and Health Education Can Compensate for Deficiencies in Traditional Education Systems

Life safety and health education courses can fill gaps in family education: Many families lack the capacity to provide systematic safety education, and structured courses ensure comprehensive knowledge transmission. For example, the absence of sex education may

lead to unintended teenage pregnancies or sexually transmitted infections.

Life safety and health education must adapt to contemporary challenges: Emerging risks in the digital age (e.g., AI scams, deepfake technology) demand continuously updated educational content, which traditional disciplines struggle to cover.

4. Development of Life Safety and Health Education Curriculum Resources

The development of life safety and health education curriculum resources should establish clear value orientations and fundamental principles to ensure scientific rigor and educational effectiveness.

4.1 Guiding Philosophies for Curriculum Resource Development

4.1.1 Life-centric philosophy

Resource development should adhere to the fundamental tenet of “understanding life, respecting life, cherishing life, and developing life”, guiding students to recognize the preciousness and uniqueness of life while fostering a sense of sacredness and reverence for it. ^[7] This philosophy requires curriculum resources not only to impart knowledge and skills but also to emphasize students’ emotional experiences and value internalization, facilitating the construction of life’s meaning and the enhancement of life quality.

4.1.2 Holistic development philosophy

Resource development should serve students’ comprehensive growth, encompassing physical, psychological, social adaptability, and moral-spiritual dimensions. It should avoid reducing life safety and health education to mere safety precautions or disease prevention. Instead, it should position the discipline as a vital pathway for fostering students’ overall development, cultivating core competencies and key skills.

4.1.3 Practice-oriented philosophy

Resource development should emphasize “learning by doing” and “applying knowledge in practice”, focusing on problem-solving and skill development in real-world contexts. Since the ultimate goal of life safety and health education is to translate knowledge and attitudes into practical actions, resource design should provide ample hands-on opportunities and experiential activities to promote the unity

of knowledge and practice.

4.2 Types of Curriculum Resources for Development

4.2.1 Digital interactive resources

Develop immersive learning resources utilizing virtual reality (VR) and augmented reality (AR) technologies, such as safety evacuation simulations and 3D anatomical models, enabling students to conduct safety drills and scientific explorations in virtual environments. ^[8] These resources offer high interactivity and situational authenticity, effectively compensating for limited real-world training opportunities. Additionally, mobile learning apps and micro-lecture resources should be developed to support fragmented and personalized learning needs.

4.2.2 Project-based learning resource kits

Design project-based learning modules centered on real-world problems, complete with task sheets, instructional manuals, and assessment tools. For example, a “Campus Safety Inspection and Improvement” project could guide students in identifying potential hazards, proposing solutions, and implementing changes. ^[9] Such resources emphasize interdisciplinary integration and practical problem-solving, nurturing students’ comprehensive abilities and innovative thinking.

4.2.3 Situational case study repositories

Compile and develop case studies based on real incidents, presented in diverse formats such as written narratives, video footage, and news reports, supplemented with discussion guides and analytical questions. For instance, for cyberbullying cases, provide background information, multi-perspective analyses, and legal references to guide students in examining causes, discussing countermeasures, and reflecting on personal behavior. Situational cases effectively bridge knowledge and reality, fostering deep thinking and value clarification.

4.2.4 Home-school collaborative activity resources

Design learning activities and practical tasks requiring family participation, such as “Family Emergency Plan Development” or “Parent-Child Wellness Challenges”, accompanied by parent guidebooks and student task sheets. These resources extend learning beyond the classroom, harmonizing family and school education to enhance the sustainability and

transferability of educational outcomes.

4.2.5 Teacher professional support resources

Develop resources specifically for teacher professional development, including instructional video cases, frequently asked questions analyses, and classroom management strategies, to enhance teachers' pedagogical skills and confidence. ^[10] Particular emphasis should be placed on providing differentiated guidance strategies to support teachers in addressing the needs of students with special requirements and managing complex classroom situations.

4.3 Development Models for Life Safety and Health Education Curriculum Resources

4.3.1 Collaborative development model

Establish a diversified development team comprising educational administrative departments, university experts, teaching researchers, frontline teachers, student representatives, parent representatives, and social professionals. ^[11] This model leverages each stakeholder's strengths for full participation in the resource development process: Administrative departments provide policy support and coordination; Expert teams ensure academic rigor and theoretical guidance; Frontline teachers contribute practical wisdom and teaching experience; Students and parents offer demand feedback; Social professionals supplement domain-specific expertise. This collaborative approach effectively integrates diverse resources, improving development efficiency and quality.

4.3.2 School-based development model

Encourage schools to develop customized curriculum resources aligned with national standards and local guidelines while incorporating school characteristics and student profiles. Emphasizing a "school-as-the-core" principle, this model taps into existing school resources and local cultural features. ^[12] For example: Rural schools may develop agricultural safety-related materials; Coastal schools could highlight typhoon preparedness and drowning rescue. School-based resources enhance relevance and engagement, fostering active participation among teachers and students.

4.3.3 Iterative development model

Implement a continuous resource update mechanism by collecting improvement suggestions through regular surveys, classroom

observations, and user feedback. Adopt a cyclical "development-pilot evaluation-refinement" process to ensure resources remain dynamic and relevant. For rapidly evolving fields like cybersecurity and mental health, establish rapid-response mechanisms to promptly integrate new content and case studies.

4.3.4 Open-sharing model

Construct regional or national curriculum resource-sharing platforms with open licensing to encourage teachers to download, use, adapt, and share materials. ^[13] These platforms should incorporate rigorous review and evaluation systems to ensure quality while fostering innovation. Resource sharing minimizes redundant development and expands access to high-quality materials, particularly benefiting under-resourced rural and remote-area schools.

4.3.5 Social partnership model

Actively collaborate with professional institutions, non-profit organizations, and enterprises to introduce external resources and expertise. ^[14] Examples include: Partnering with Red Cross societies to develop first-aid training resources; Cooperating with cybersecurity firms to create digital literacy content; Working with medical institutions to produce health education materials. While social partnerships address schools' professional gaps and bring cutting-edge knowledge, maintaining educational integrity and public-welfare principles is essential to avoid commercial influence.

5. Conclusion

Life safety and health education constitutes an indispensable component of study travel programs. Systematic curriculum development not only mitigates activity risks but also enables students to comprehend life's value and enhance survival competencies in authentic contexts, ultimately achieving the educational goal of "unity of knowledge and practice". Future research should emphasize interdisciplinary integration, multi-stakeholder collaboration, and long-term impact evaluation to advance this field toward greater scientific rigor and professionalism.

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