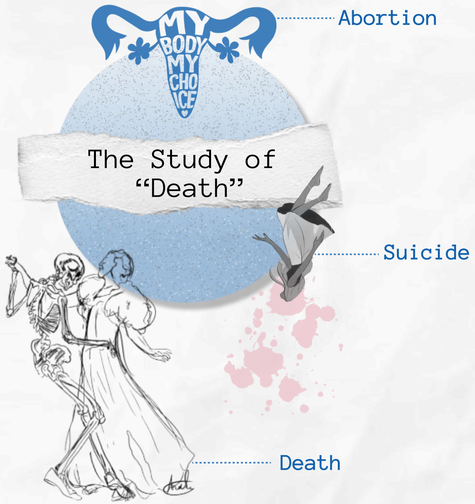
Background

Death is inevitable, the most ordinary aspect of life is that it ends. Yet for many, the idea of life's ending feels distant, unfamiliar, and frightening. This paradox reveals one of the most complex dimensions of human behavior: our simultaneous awareness of mortality and resistance to confronting it. In truth, we are all in a terminal state, and death is not a question of if, but when.

If we could resolve this dissonance and accept mortality as part of existence, life itself could become more vivid, more present, and more meaningful. Examples from philosophy, psychology, and lived experience suggest that those who embrace death often discover a deeper capacity to live fully.



Development Stages

Exploratory Period 1928

First studies on mourning and funeral homes.

Developmental Period 1958

Death education was incorporated into the universities' curriculum; First research center was established.

Flourishing Period 1967

Field expanded; Reached primary and secondary schools.

Maturation Period 1985

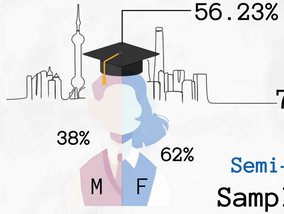
61% of U.S. universities and all medical and nursing schools include death education.

Began in Mainland China 1990

First euthanasia button sparked debate; hospice care introduced and discussed.

- Brooks, A. C. (2025). You're going to die. That's a good thing. The Atlantic. https://www.theatlantic.com/ideas/archive/2025/01/what-tolstoy-knew-about-good-death/681242/
- Liu,Y. (2023). The Lack of Contemporary Death Education in China and Its Impact on Public Awareness. Lecture Notes in Education Psychology and Public Media,8,104-108.

Primary Questionnaire



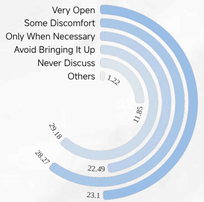
56.23% Higher Educational Level

71.47% Tier-1 Cities

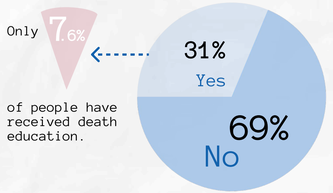
Semi-Structured Q.

Sample Size:329

The Atmosphere When Families Talk About Death



Have You Ever Heard of Death Education?



The data indicates that 92.4% of participants have never received any form of death education. This absence of structured learning makes it difficult for the public to access scientific and meaningful perspectives through traditional educational channels. As a result, many young people encounter distorted or even dangerously misleading messages from negative subcultures.

The impact is particularly severe for children who have not yet developed mature cognitive abilities, it fosters biased perceptions of death, alongside fear and anxiety. More critically, it risks shaping misconceptions about life, values, and the world itself, sometimes even leading to indifference toward one's own life or the lives of others.

Interview

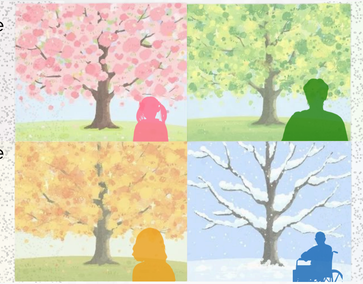
The fear of death often arises not from death itself, but from its abstraction and distance. Death education helps transform this fear into understanding by bringing the topic back into perception and dialogue.

Lili, 5 — Female

"I don't know much. My grandma said people become stars in the sky, or like sleeping for a long, long time, they stopped moving and talking."

May, 46 — Female

"I've gone through losing family members. I think death is painful but also natural. It teaches me to care more about the people still here."



Henry, 24 — Male

"To me, death is the end of life, but also a chance to reflect on how I live right now. Talking about it openly feels healthier than avoiding it."

Zhang, 73 — Male

"At my age, I see death as just part of life's cycle. Life and death are both in God's hands. I've lived my life, and when He calls me, I will go."