

# Research on the promotion path of Chinese youth outdoor education

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**Abstract:** With the promotion and development of the outdoor education in our country, the demand for the outdoor education is becoming more and more urgent. The popularization of the outdoor education of the teenagers has become a hot topic nowadays. Practice shows that the comprehensive development of young people, need the joint efforts of school, society and family to achieve. Based on this study, this study is based on the law of youth education, from the common responsibility theory to construct a set of social, school and family with each other, "Trinity" youth outdoor education promotion mode. In school, there are plans to organize the study and experience of outdoor education system for young people, and the family and the community to do the corresponding platform and relying on the role of the ultimate mobilization of all forces to jointly promote the development of youth outdoor education in China

**Keywords:** Youth, Outdoor education, Promotion path, Outdoor sports

## 1. Introduction

Youth with strong physiques, sound minds, strong wills, and noble character are manifestations of social civilization and progress, important reflections of a nation's comprehensive strength, and the future of national development. However, according to surveys on the physical health of adolescents in our country, the current physical condition of adolescents is worrying. Indicators of physical quality such as endurance, explosive power, and lung capacity have been declining continuously, which is far from the requirements of the new health concept. At the same time, more and more educational practice activities focus only on imparting cultural knowledge to adolescents, neglecting the emotional education and life experience of the adolescent group, resulting in the lack of healthy and full development of adolescents in emotional skills and self-care, and thus making it difficult for adolescents to actively and profoundly understand others and to face some practical difficulties and obstacles in life. The developmental defects of adolescents are becoming more and more obvious. Outdoor sports in our country are developing rapidly, with a surge in the number of participants, becoming an important part of national fitness and leisure entertainment, and their social value is becoming more and more apparent. However, we should also clearly see that the safety and environmental protection issues of outdoor sports have become prominent contradictions in the healthy development of outdoor sports, touching on the disharmonious aspects of building a harmonious society, and the reason is nothing more than the lack of outdoor education in our country. The current issues of adolescents' physical health, developmental defects, and the negative impact of outdoor sports development on the healthy development of outdoor sports have become social issues of high concern to the whole society. Outdoor education for adolescents can effectively change or provide help for the above social issues. In such a context, the timely follow-up of outdoor education work is particularly important. At present, developed countries in the world are vigorously promoting outdoor education in school education and have achieved good results by treating outdoor education as a multi-aspect ability training education method. However, outdoor education in our country is still in the exploratory stage, and there is still a big gap compared with developed countries. The developmental issues of adolescents and the negative issues of outdoor sports development have already attracted high attention from the whole society. Promoting outdoor education for adolescents has become an irresistible trend and will become a hot topic in the reform of school education in our country, which is of great significance. Under the background of the continuous decline of adolescents'

physical health, the increasingly obvious developmental defects of adolescents, and the impact of the lack of outdoor education on the healthy development of outdoor sports, influenced by modern educational concepts, the promotion of outdoor education has been recognized and supported to a certain extent by society, schools, and families. However, due to the influence of the modern education system and other factors, the development speed is still relatively slow. Some large cities have already seen some primary and secondary schools, outdoor sports clubs, and youth outdoor camps, and other institutions and organizations actively exploring the practice of outdoor education for adolescents in our country. This topic will start from the perspective of theoretical research to clarify the development laws and trends of outdoor education for adolescents in our country, and through comparative research with domestic and other educational methods, a "three-in-one" youth outdoor education promotion model of mutual cooperation between society, schools, and families has been constructed from the perspective of shared responsibility theory.

## **2. Necessity of a youth outdoor Ed. promotion model**

### **2.1. Innovation in outdoor education**

China's youth outdoor education emerges from a critical reflection on traditional education, urgently responding to the healthy demands for the rapid development of youth education. Enhancing the future competitiveness of young people is a hallmark of successful education, which requires a comprehensive quality that includes solid knowledge, a robust physique, a healthy psychology, good interpersonal relationships, communication skills, and team spirit. Therefore, the fundamental goal of China's youth outdoor education is not to overturn school classroom education, but to strive to change the current teaching model that is knowledge centric and teacher-centered, so that the entire teaching process is truly based on a student-centered learning process. Through students' multi-faceted independent learning, it aims to improve their learning abilities and practical operation skills, as well as various life qualities, while also enhancing students' awareness of health and safety, enriching the educational functions of nurturing talents. Thus, outdoor education is not merely about going out for an experience; it is a comprehensive system project involving families, schools, and the entire society, and it is also a process of self-reform in basic education.

### **2.2. Promoting outdoor sports: Identification & Standardization**

Outdoor sports are a type of physical activity carried out in natural environments, characterized by high risk and environmental dependency. Participants must adhere to the outdoor philosophy of "science, rationality, safety, environmental protection, and teamwork," engaging in leisure, entertainment, fitness, and adventure in the natural environment according to their own needs, seeking satisfaction in physical, psychological, and spiritual aspects. The development of outdoor sports in our country is rapid, but the lack of outdoor education has led to frequent safety accidents and increasingly severe environmental damage, affecting the harmonious development of outdoor sports [2]. Youth outdoor education utilizes ecological situations in nature or simulates specific natural ecological situations, mainly to stimulate the learning interest of young people, cultivate their ability to discover and solve problems, and thus reach a certain level of cognitive awareness of the dangers of the outdoor natural environment and the difficulties of life. The purpose of outdoor education is to provide young people with an in-depth and intuitive environment, to teach them to respect, protect, and care for nature, and to help them accept the edification of outdoor culture, thereby forming a high degree of identification with the concept of outdoor sports, to ensure the harmonious and healthy development of outdoor sports in our country. Therefore, only by constructing a youth outdoor education promotion model that conforms to the actual situation of our country and improving relevant policies and regulations can we fundamentally solve the many problems exposed in the current development, and fundamentally ensure the sustainable and healthy development of the project.

### **3. The approach to building a youth outdoor education model**

#### **3.1. "Health First" for adolescent health enhancement**

Promoting and popularizing youth outdoor education aims to enhance the physical and mental health of young people and cultivate their practical skills, preparing them for future social integration. Therefore, the concept of "health first" should be established during the implementation process, bringing young people a relaxed and joyful experience through a variety of colorful activities. Youth outdoor education has a certain systematic and long-term nature, which requires young people to coordinate their movements and communicate verbally while participating in different outdoor sports projects. Through various emotional experiences in practical activities, it truly cultivates young people's attitudes of abiding by rules and cooperating with each other, while developing good moral character, becoming a healthy and qualified social citizen.

#### **3.2. Outdoor education and youth development**

In a sense, the effective implementation of youth outdoor education largely depends on the active organization of outdoor sports. Only by addressing the various issues revealed in current youth education, actively reforming the existing educational teaching system, and developing outdoor education courses that are in line with the physical and mental development of young people, can the purpose of youth outdoor education be better achieved. Especially due to the particularity of outdoor education, schools, society, and families should fully explore outdoor educational resources, integrate the educational content and life experiences to be imparted with the cultivation of young people's comprehensive qualities, and let the general public become promoters and participants in outdoor education. In a relaxed and pleasant activity environment, they can master the skills of communicating and interacting with others, preparing for future social integration.

#### **3.3. Joint cultivation: The outdoor education model**

Drawing on the promotion methods of other educational pathways, "schools, families, and society" are three practical and feasible paths for youth outdoor education. Looking at the individual's life journey, most of the time for young people is spent in school, hence outdoor education should make full use of the existing platform of schools to actively guide young people in conducting orderly outdoor sports. Within the family platform, parents should make good use of weekends to accompany their children for outings, subtly educating them with love to develop good living habits and noble ideological character. Society plays a "supporting" role in outdoor education, and in the current situation where the support from schools and families is not very strong, the promotion by social organizations becomes even more important. In creating a social atmosphere for youth outdoor education, the media has effectively promoted the new concept of outdoor education through various outdoor reality shows, especially the program "Dad, Where Are We Going?" which has created a positive atmosphere for outdoor education. Some youth outdoor camps and clubs in society have also discovered the huge business opportunities in outdoor education and have launched many outdoor summer and winter camps [3]. In summary, the development of outdoor education must rely on "schools, families, and society," allowing these three places to fully play their respective roles, forming an integrated promotion model for outdoor education, and jointly promoting the vigorous development of youth outdoor education.

### **4. Research on the development path of youth outdoor education**

#### **4.1. The connotation of "School, Family, and society" integration**

"School, family, and society" are three distinct yet interconnected subsystems. The implementation of the integrated promotion model for youth outdoor education is a dynamic and complex system process that fully integrates these subsystems. Research suggests that the connotation of the "school-family-society" integration in youth outdoor education should include three aspects: (1) The ultimate goal of the integration of school, family, and society is the development of the youth themselves; (2) The new model of sports development under the integration of school, family, and society breaks the

traditional form that primarily uses the school as the platform, creating a new form of mutual cooperation among the three to jointly carry out educational activities; (3) It is necessary to follow the basic laws of youth education, establish relevant sports organizations to promote integrated development, break the isolation between school, family, and society, integrate the sports resources between the three, and establish certain organizational and safeguard measures to promote the sustainable development of the youth's physical and mental health.

## **4.2. The role of "School, Family, and society" integration**

### *4.2.1. Promotes positive mass participation atmosphere*

Home, school, and society are all important venues for implementing youth outdoor education. They also represent three significant stages in the growth and life of young individuals. These three settings are not only relatively independent but also interconnected and inseparable. The synchronized participation of the family, school, and society aims to build a new model for promoting outdoor education that involves everyone. It extends traditional school education to the home and society, allowing them to integrate and permeate each other, gradually forming a network structure for youth outdoor education, thereby maximizing its effectiveness and better reflecting the outcomes of youth outdoor education.

### *4.2.2. Fosters close spatiotemporal links in outdoor Ed.*

As previously mentioned, outdoor education exists at different stages of a person's development, at various ages, and in different environments. The organic combination of home, school, and society forms a unique spatiotemporal connection within the outdoor education system. Youth outdoor education is carried out in three different spaces: the family, the school, and society, which allows young people to receive a continuous and effective educational process. This changes the previous phenomenon where education was limited to schools, addressing the issue of spatial discontinuity in outdoor education. In summary, only through the mutual cooperation and close connection of schools, families, and society can an integrated promotion model ultimately be realized.

## **4.3. "School-Family-Society" integration model construction**

### *4.3.1. Staff allocation in integrated model: Full-time & Part-time*

The implementation of the "family, school, and society" integrated model for youth outdoor education requires a large number of full-time and part-time organizational management personnel. Especially for the parents of young people, they can be cultivated as key targets. Since outdoor education is a form of education that is subtle and requires long-term penetration, parents spend a relatively long time with their children, and weekends are a great opportunity for outdoor parent-child outings. Practice has shown that it is necessary to give full play to the potential advantages of parents, while training and exploring new full-time management personnel for schools and educational institutions to coordinate with each other [4]. After consulting with relevant scholars and experts, the research believes that the allocation of outdoor education personnel should mainly be selected from the following three aspects: college students on outdoor sports teams and volunteers enthusiastic about outdoor education work; physical education teachers in schools at all levels who have certain experience in outdoor sports; and personnel from social outdoor education institutions and parents who agree with the concept of outdoor education.

### *4.3.2. Organizational structure of the integrated model*

The promotion model of "school, family, and society" integration for youth outdoor education is a complex matter involving various aspects. It requires the establishment of specific youth outdoor education organizations to regularly manage and serve the specific activities, personnel organization and training, financial income and expenditure, and the formulation and implementation of rules and regulations. As a unified management organization, the requirements for members are both unified and standardized.

The youth outdoor education organization plays an influential role by carrying out various youth outdoor education activities and using traditional and new media means and channels to disseminate the

concept of integration. This ensures that all subsystems maintain relative consistency, coordinate various relationships, resolve conflicts, and maintain the normal existence and positive operation of the whole.

#### 4.3.3. *The operational mechanism of the integrated model*

The Youth Department of the General Administration of Sport and the China Mountaineering Association can jointly establish a Youth Outdoor Education Implementation Committee. The main work and responsibilities of the Youth Outdoor Education Committee are to research and plan the implementation of national outdoor education and the annual plan; guide various regions to carry out corresponding levels of youth outdoor education activities; formulate relevant policies and regulations for the implementation of youth outdoor education. Its specific tasks are to formulate relevant rules and regulations, determine specific implementation directions and goals, and coordinate with other and subordinate departments to carry out various aspects of work. The operation and promotion of youth outdoor education must actively develop civilian forces. Against the backdrop of the current development of outdoor sports, it is necessary to actively mobilize civilian outdoor sports groups to further publicize and refine the policies, background, and significance of youth outdoor education. Of course, civilian outdoor sports groups need to change their thinking, and while raising funds from various channels and directions for the youth outdoor education organization's activities to provide material support, they should actively cooperate with surrounding schools to provide certain technical support and safety guarantees in the development of courses. In short, although the various aspects mentioned above have their own responsibilities, they are a mutually supportive and cooperative system engineering in the specific implementation process, with the ultimate goal of maximizing the promotional function of the integrated model.

## 5. Conclusion

The promotion model of "school, family, and society" integration for youth outdoor education essentially involves carrying out a variety of colorful youth outdoor sports projects to create a good experiential educational learning atmosphere. Through the efforts of schools, families, and society, it aims to draw attention to the physical and mental health of young people and attract the support of families and social forces to jointly promote the development of youth outdoor education. Through integrated promotion, youth outdoor education is permeated into all aspects and stages of life, ultimately establishing a national youth outdoor education promotion model that relies on society, centers on the family, and is based on schools.

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