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ORIGINAL

The "Three Seconds to Die Game": A Theoretical Analysis of the Psychological Impact on Adolescents

El juego "Tres segundos para morir": un análisis teórico del impacto psicológico en los adolescentes

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ABSTRACT

Introduction: the popularity of the "three-second death game" among teenagers has attracted widespread attention. Literature review shows a lack of research on the psychological impact of this game on adolescents, while similar dangerous games often produce negative psychological effects. Related theories also demonstrate their applicability in explaining adolescent risk-taking behavior.
Methods: this study employs in-depth theoretical analysis, selecting five theories, including social learning theory, to explore the influence mechanisms of individual factors (cognitive traits, psychological needs, stress coping) and social factors (peer influence, group norms, and stress).
Results: existing literature on the psychological impact of this game is insufficient, but the selected theories effectively construct a framework for analyzing the individual and social driving factors behind adolescent participation in this game.
Conclusion: prevention and intervention measures are proposed. Future research should deepen theoretical mechanisms, conduct empirical studies, explore cross-cultural influences, and strengthen interdisciplinary research to protect the mental and physical health of adolescents.

Keywords: Three Seconds to Die Game; Social Learning Theory; Self-Determination Theory; Cognitive Development Theory; Stress and Coping Theory; Group Dynamics Theory.

RESUMEN

Introducción: la popularidad del «juego de la muerte en tres segundos» entre los adolescentes ha atraído una gran atención. La revisión bibliográfica muestra una falta de investigación sobre el impacto psicológico de este juego en los adolescentes, mientras que juegos peligrosos similares suelen producir efectos psicológicos negativos. Las teorías relacionadas también demuestran su aplicabilidad para explicar el comportamiento de riesgo de los adolescentes.
Métodos: este estudio emplea un análisis teórico en profundidad, seleccionando cinco teorías, incluida la teoría del aprendizaje social, para explorar los mecanismos de influencia de los factores individuales (rasgos cognitivos, necesidades psicológicas, afrontamiento del estrés) y los factores sociales (influencia de los compañeros, normas del grupo y estrés).
Resultados: la bibliografía existente sobre el impacto psicológico de este juego es insuficiente, pero las teorías seleccionadas construyen eficazmente un marco para analizar los factores individuales y sociales que impulsan la participación de los adolescentes en este juego.
Conclusión: se proponen medidas de prevención e intervención. Las investigaciones futuras deberían profundizar en los mecanismos teóricos, realizar estudios empíricos, explorar las influencias interculturales y reforzar la

investigación interdisciplinaria para proteger la salud mental y física de los adolescentes.

Palabras clave: Juego «Three Seconds to Die»; Teoría del Aprendizaje Social; Teoría de la Autodeterminación; Teoría del Desarrollo Cognitivo; Teoría del Estrés y la Gestión del Estrés; Teoría de la Dinámica de Grupo.

INTRODUCTION

The "Three Seconds to Die Game" has gradually spread among teenagers and attracted widespread attention. This dangerous game may not only pose a serious threat to the physical health of young people, but also have a profound impact on their psychology. Understanding the impact of this game on adolescent psychology has important practical significance for preventing and intervening adolescents from participating in risky behaviors.

In November 2024, in Yiyang City, Hunan Province, China, parents of students reported that a "death game" called "Dream Back to the Tang Dynasty" or "Three Seconds of Death Game" was popular on campus. Some children fainted soon after playing this game, screamed, and were covered in cold sweat. They even felt headaches and dizziness the next day. Some netizens said that their nephew's classmate went into shock and was hospitalized after playing games.[1] In fact, this "death game" has been introduced into China as early as the late 1990s, and was once circulated on some primary, secondary and university campuses.[2] In recent years, the "three-second death game" has become a phenomenon of deep concern among teenagers. This dangerous activity not only poses significant risks to the physical health of participants, but also has a profound impact on their mental health. A deeper understanding of the psychological impact of this game on adolescents is critical as it will help inform prevention and intervention initiatives to protect vulnerable adolescent populations.

The prevalence of this extreme, dangerous gaming among teenagers is a complex issue that deserves further exploration. Adolescence is a period of rapid physical, cognitive, and emotional development, which makes people in this age group particularly vulnerable to risky behaviors. The "Three Seconds of Death Game" represents a deviant behavior that may have a significant and far-reaching impact on the psychological development of teenagers and their future prospects.

This article aims to conduct a theoretical analysis of the psychological impact of the "Three Seconds of Death Game" on teenagers. By applying relevant psychological theories and existing research results, we try to explore the underlying mechanisms that drive adolescents to participate in this dangerous activity and understand its possible short- and long-term effects on adolescent mental health.

Research state

Through a systematic review of the existing literature, we can see that there are relatively few studies specifically focusing on the psychological impact of the "Three Seconds to Die Game" on adolescents. However, existing research has shown that similar dangerous games often have many negative effects on adolescent psychology, such as increasing risk-taking tendencies, inducing a herd mentality, and causing emotional problems,[3] and related theories are still being used to explain adolescent dangerous behaviors. The behavioral aspect has been applied and verified to a certain extent.[4,5,6,7,8]

Overview and in-depth analysis of relevant theories

Social learning theory

The social learning theory proposed by Bandura[9] emphasizes that individuals learn new behaviors mainly by observing the behaviors of others and their consequences. In the context of the "Three Seconds to Die Game", once adolescents see their peers participating in the game and gaining excitement or attention, this demonstration effect is very likely to prompt them to imitate. For example, when they witness their classmates' excitement when discussing the game during class, they are likely to follow suit and participate because they ignore the potential dangers of the game. The reason behind this is that adolescents will be strongly influenced by the obvious excitement and attention their peers get from participating in the game. They will feel that by participating in the same game, they can also experience similar excitement and gain social recognition in the peer group.

Self-determination theory

Deci's[10] self-determination theory focuses on the individual's intrinsic motivation and basic psychological needs, including autonomy, competence, and relationship needs. For adolescents who participate in the "Three Seconds to Die Game", this may be because their psychological needs in certain aspects of their learning or family environment are not met, such as parents' excessive control of their learning and life, resulting in a lack of autonomy, or feeling isolated in social relationships and lacking a sense of belonging. Therefore, they try to

meet these unmet needs by participating in stimulating games. In the case of the "3 Seconds to Die Game", adolescents may see it as a way to show autonomy or find a sense of belonging in a group. They may think that participating in this game can prove their independence or gain acceptance from their peers.

Cognitive development theory

Piaget's cognitive development theory[11] points out that adolescents are in the formal operational stage, when their thinking is more abstract and logical. However, they may be overconfident and inaccurate when judging danger. In the case of the "3 Seconds to Die Game", adolescents are likely to underestimate the danger of the game and overestimate their ability to cope with it due to this cognitive characteristic. For example, they may believe that they can control any challenge in the game based on their own logical reasoning, but in fact they have not fully considered the unpredictability of the game and the potential risks that may be uncontrollable. Their overconfidence in their own cognitive abilities leads them to make inaccurate judgments about the risks of the game.

Stress and coping theory

Krohne 's[12] stress and coping theory focuses on how individuals cope when facing stressors. When teenagers face pressure from study, family, and social interaction, they may mistakenly use the "three-second death game" as a means to relieve stress. They may feel that this exciting game can temporarily relieve the negative emotions caused by stress. However, this way of coping is actually not healthy and may cause more psychological problems. For example, excessive addiction to games may increase their anxiety rather than relieve stress. Teenagers may use games as a way to escape stress, but in the long run, this may increase their stress levels and cause emotional distress.

Group dynamics theory

Backstrom's[13] group dynamics theory emphasizes the influence of groups on individual behavior, covering factors such as group norms, cohesion, and pressure. In adolescent groups, the "three-second death game" may spread due to group dynamics factors. For example, when a group forms a norm that supports game participation, adolescents may be under greater pressure to participate. High group cohesion may make individuals more susceptible to group pressure in order to maintain group identity. In the context of the "three-second death game", if a specific group of teenagers regards playing this game as a cool or bold behavior, it will create a norm that encourages others to participate. In addition, if the group has strong cohesion, individuals may feel forced to conform to group behavior to avoid being excluded.

These theories are not independent of each other, but closely related in explaining the psychological impact of the "3 Seconds to Die Game" on adolescents. Social learning theory and group dynamics theory work together to make adolescents more susceptible to peer behavior and participate in games in group environments. The influence of social learning begins to take effect when adolescents observe their peers playing the "3 Seconds to Die Game" and see the recognition and attention they receive in the group. At the same time, group dynamics factors such as group norms and cohesion further amplify this influence.

Self-determination theory and cognitive development theory explain the motivation and judgment bias of adolescents to participate in games from two aspects: individual internal needs and cognitive characteristics. The unmet psychological needs of adolescents, as described by self-determination theory, can drive them to seek satisfaction by participating in activities such as games. And their cognitive development stage, as explained by cognitive development theory, can lead to their misjudgment of game risks.

Stress and coping theory are intertwined with other theories. When adolescents are under pressure, they may choose to participate in dangerous games like the "3 Seconds to Die Game" driven by group influence and internal needs. In this way, stress and coping theory interacts with social learning theory, group dynamics theory, and self-determination theory to provide a more comprehensive perspective for understanding why adolescents participate in this dangerous game.

METHOD

This study is a theoretical analysis paper and does not use specific research methods for empirical research. Mainly through sorting out and analyzing relevant theories, combined with a review of existing literature, this paper explores the impact mechanism of the "Three Seconds to Die Game" on adolescent psychology. We selected social learning theory, self-determination theory, cognitive development theory, stress and coping theory, and group dynamics theory. The reasons for choosing these theories are that they have great value in individual behavior, psychological motivation and group influence and have been applied and verified in the study of adolescent behavior.

DISCUSSION

Theoretical framework construction

When we constructed a theoretical framework for the impact of the "three-second death game" on adolescents, we found that its core concepts and influencing factors cover both individual and social aspects. From the perspective of individual factors, adolescents are in the formal operational stage, and cognitive characteristics such as abstract thinking and logical reasoning may lead to deviations in their judgment of the danger of the "three-second death game", often underestimating risks and overestimating their own coping abilities. In addition, if adolescents lack autonomy in their learning or family environment, lack a sense of belonging in social relationships, and their psychological needs are not met, they may participate in games as a way to seek satisfaction or cope when facing pressure from learning, family, and social life, but the health of this approach is questionable. Individual personality traits can also affect game participation. Introverts may use games as a way to escape social pressure and express themselves, while extroverts may see them as an opportunity to socialize and gain attention.

From the perspective of social factors, peer behavior has a significant impact on adolescents. Peer pressure comes from a variety of sources, such as integrating into the group, avoiding being excluded, or pursuing social status. In highly cohesive groups, individual conformity pressure may be strong, and peer pressure can be transmitted through direct persuasion, implicit cues, or social comparison. The formation of group norms is also crucial. Group leaders and group culture can influence the formation and enforcement of norms. If a group believes that playing dangerous games is a sign of bravery, more members are likely to participate. Different social environments such as school, community, and family have specific influences on adolescent game participation. Schools can exert influence through educational programs and peer interactions, communities can provide alternative activities or create environments that inhibit or encourage risky behavior, and families can influence adolescents' values and decision-making through parenting and communication. The interactions between these environments are also important.

The theoretical framework is divided into three levels: at the individual psychological level, cognitive development theory can explain the cognitive process of adolescents on game risks, self-determination theory analyzes the intrinsic motivation of adolescents to participate in games, that is, driven by unmet psychological needs, and stress and coping theory explores the psychological mechanism and consequences of adolescents choosing games under pressure; at the social interaction level, social learning theory explains the process of adolescents imitating and participating in games by observing peer behavior and group communication mechanisms, and group dynamics theory focuses on the impact of group norms, cohesion and pressure on adolescents' participation in games, as well as the spread of games in groups; at the comprehensive impact level, by integrating individual psychological and social interaction factors, the comprehensive impact of the "three-second death game" on adolescent psychology is analyzed, including risk-taking tendencies, conformity and emotional problems, while considering the impact of games on adolescent psychological development and future prospects.

In short, individual factors and social factors are intertwined and jointly affect adolescents' participation in the "three-second death game". When formulating prevention and intervention strategies, individual factors and social factors need to be considered simultaneously. By understanding these complex interactions and incorporating multiple perspectives, we can better respond to this serious social problem and protect the well-being of adolescents.

Table 1. Layers, main content and relationship with "Three Seconds to Die Game"

Layer	Main content	Relationship with "Three Seconds to Die Game"
individual psychology	Cognitive development theory explains the process of risk perception; self-determination theory analyzes intrinsic motivation; stress and coping theory explores psychological mechanisms and consequences	Adolescents may underestimate the dangers of games and overestimate their coping abilities due to their cognitive characteristics; unmet psychological needs drive participation in games; choosing games under pressure has specific psychological mechanisms and consequences
Social interaction	Social learning theory explains the mechanism of imitation and communication; group dynamics theory studies group influence	Adolescents observe the behavior of their peers and imitate it. They will also spread this behavior in the group to participate in games; group norms, cohesion and pressure have an impact on adolescents' game participation.
Comprehensive impact	Integrate individual psychological and social interaction factors to analyze the comprehensive and potential impact of games on adolescent psychology	Including risk-taking tendencies, herd mentality and emotional problems, etc., and considering the short-term and long-term potential effects of games on adolescents' psychological development and future prospects.

In order to better understand the psychological impact of the 'Three Seconds to Death Game' on adolescents, we hypothesized the following two cases. Although Case A and Case B are fictional scenarios, they are based on reasonable speculation about the psychological characteristics of adolescents and the situations they may face, and are intended to vividly illustrate the psychological impact that the game may have in different situations.

The impact and mechanism of the "Three Seconds to Die Game" on adolescent psychology

The following is a hypothetical Case 1 (Youth A):

A's poor grades in school often make him feel that his learning ability is not recognized. At the same time, his parents at home also have strict requirements on him. They not only arranged every detail of his life, but also interfered with his interests and hobbies, making A extremely lack of autonomy. In this depressing environment, A accidentally saw his companions participating in the "Three Seconds of Death Game". The students who participated in the game were particularly excited during the communication between classes, as if they had found a unique way to release themselves. A is attracted by this excitement and novelty. In addition, he is in the formal operation stage and his judgment of danger is not accurate enough. He underestimated the dangers of the game and overestimated his ability to handle it. After A imitated his companions to participate in the game, he did feel a different kind of excitement at first, but he soon fell into deep fear. He feared severe punishment if discovered by his parents and teachers, which triggered intense anxiety and stress. A began to reflect on his own behavior, wondering whether he was too impulsive, and whether he could only find some of his own value and sense of existence through this dangerous game.

The following is a hypothetical Case 2 (Youth B):

B is very introverted in school. He always sits silently in the corner and rarely takes the initiative to communicate with his classmates. He longs for friendship but doesn't know how to take the first step. During a recess, he accidentally discovered that several active classmates in the class were playing the "Three Seconds to Die Game." These students in small groups seem to have a special status in the class, and their every move attracts the attention of other students. B thought this might be an opportunity to integrate into the group. Since B is also in the formal operation stage. B did not know enough about the potential risks of the game and only saw the excitement of those students playing the game. He decided to take a chance. However, when he calmed down after the game, he felt very scared. He was worried that his behavior would be discovered by teachers and parents, and he was even more worried that he would lose hope of integrating into the group he finally met. He began to doubt his choice and felt that he was on the wrong track. Only through a more positive and healthy approach can he truly find his place in the collective.

In these two cases, the "Three Seconds to Die Game" has had a multifaceted impact on teenagers' psychology, and its impact mechanism is also relatively complex.

In terms of impact, first of all, both A and B had emotional problems after participating in the game. They worry about being punished if their parents and teachers find out they are participating in dangerous games, which leads to fear and anxiety. They also feel regret and worry about their behavior in participating in games. Secondly, they all have self-perception bias. A and B began to doubt their own value and behavioral choices, believing that only by participating in dangerous games can they gain recognition or find their place in the group. This is obviously a misjudgment of their own cognition. Finally, the experience of participating in the game prompted them to start to reflect on their behavior, which may have an impact on their future behavioral decisions, making them more cautious about risky behaviors in the future, or trying to find more positive and healthy ways to satisfy their needs. psychological needs.

In terms of influence mechanisms, social learning mechanisms play an important role. Both A and B saw their peers participating in the game and gained a certain sense of satisfaction. For example, their peers were particularly excited during the communication between classes, and the small group had a special status in the class that attracted attention, and thus were influenced to imitate and participate in the game. This role model promotes the spread of the game among them. The mechanism of psychological needs satisfaction is also obvious. A is not recognized in his studies and lacks a sense of autonomy in his family, so he hopes to gain stimulation and a sense of value by participating in games; B is an introvert who longs for friendship and wants to integrate into the group by participating in games. They all choose to participate in the game to satisfy their psychological needs in relationships. In terms of cognitive bias mechanism, because both of them were in the formal operation stage, they had insufficient understanding of the dangers of the game and overestimated their ability to cope. The cognitive characteristics of adolescents at this stage make them prone to making wrong decisions under the influence of emotions and stress. Group dynamics also play a key role. In the class, the small group participating in the game has some influence and creates group pressure on A and B. They participate in games in order to gain group recognition and a sense of belonging, which reflects the impact of group norms, pressure, cohesion and other factors on adolescents' gaming behavior.

It is important to emphasize again that Case A and Case B are hypothetical cases constructed to analyze

the psychological impact of the "Three Seconds Death Game" on teenagers, and are not real events. However, through these hypothetical cases, we can more clearly see the complex psychological impact that the game may have on teenagers and the mechanism behind it.

Prevention and intervention strategies

Based on the above theory, various preventive measures can be taken. In terms of education, carrying out risk education and values education may be limited by teaching resources and time. Teachers may need additional training to deliver this education effectively, and ensuring that young people truly understand and accept the content is also a challenge. In the home and school environment, creating a supportive atmosphere requires the joint efforts of parents and teachers. However, in reality, communication between parents and schools may not be smooth enough to form a joint force. At the same time, it is not easy to meet the psychological needs of teenagers, and it requires an in-depth understanding of each teenager's specific situation. At the social level, strengthening supervision and publicity and education requires the cooperation of government departments, media and other parties, and it may be difficult to coordinate the efforts of all parties. Changing bad group norms also takes time and sustained effort, because once group norms are formed, they are not easy to change. For teenagers who have participated in games, the use of psychological intervention methods such as cognitive behavioral therapy requires the participation of professional psychologists, and in some areas, there may be a lack of sufficient mental medical resources. When conducting group intervention, how to organize effective group counseling and ensure the active participation of teenagers is also a challenge.

Future research directions

Future research can be carried out from the following aspects: First, further explore the mechanism of different theories in explaining the psychological impact of the "Three Seconds to Die Game" on adolescents to improve the theoretical framework. Secondly, conduct empirical research to verify the effectiveness of applications and intervention measures, and explore more effective prevention and intervention strategies. In addition, the spread and impact of the "Three Seconds to Die Game" under different cultural backgrounds can also be studied, as well as the changing trends in young people's perceptions and attitudes towards dangerous games. Finally, strengthen interdisciplinary research and integrate theories and methods from psychology, sociology, education and other disciplines to more comprehensively understand and solve the impact of the "Three Seconds to Die Game" on adolescent psychology.

In summary, through comprehensive analysis and discussion of existing literature, we can gain a deeper understanding of the impact mechanism of the "Three Seconds to Die Game" on adolescent psychology, and provide theoretical basis and practical guidance for the development of effective prevention and intervention strategies. At the same time, future research needs to continue to explore and innovate to better deal with this serious social problem.

CONCLUSION

This study conducted an in-depth theoretical analysis of the impact of the "Three Seconds to Die Game" on adolescent psychology. By reviewing the existing literature and integrating multiple related theories, we have a more comprehensive understanding of the impact mechanism of this dangerous game.

From the perspective of both individual and social factors, individual factors such as the cognitive characteristics of adolescents in the formal operation stage, unmet psychological needs, and ways of coping with stress are intertwined with social factors such as peer influence, group norms, and pressure, and work together. Regarding the behavior of young people participating in the "Three Seconds to Die Game". This interaction makes the behavior of teenagers participating in dangerous games more complicated, and may lead to many psychological effects such as risk-taking tendency, herd mentality, emotional problems and self-perception bias.

In terms of constructing the theoretical framework, we divide it into three levels: individual psychology, social interaction and comprehensive influence. Through the comprehensive application of cognitive development theory, self-determination theory, stress and coping theory, social learning theory and group dynamics theory, the influence mechanism of games on adolescent psychology is in-depth analyzed. At the same time, we also realize that existing theories have certain limitations in explaining this problem and need to be further integrated and improved.

In terms of prevention and intervention strategies, we have proposed various measures, but we are also aware that there are many challenges in implementing these strategies. For example, there are problems such as limitations in educational resources and time, poor communication between parents and schools, difficulties in coordinating forces in society, and insufficient mental medical resources. Future research is needed to further explore more effective prevention and intervention strategies to deal with this serious social problem.

In short, it is crucial to have a deep understanding of the impact mechanism of the "Three Seconds to Die

Game" on adolescent psychology. Future research should further explore the mechanism of action of different theories, conduct empirical research, study the spread and impact in different cultural backgrounds, strengthen interdisciplinary research, and provide more solid theoretical basis and practical guidance for formulating effective prevention and intervention strategies. Let's work together to protect the physical and mental health of young people.

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