



Role of physical education teachers building mental health in schools

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Abstract

A teaching role in mental health. Schools and physical teachers have an important role in the recognition of mental health problems and in promoting mental wellbeing for all children. It is also a useful resource for parents and others who work with children and young people. Schools must recognize and respond to the diverse mental health & wellbeing needs of students, accommodating both different styles and rates of learning thereby ensuring quality education to all through appropriate curriculum, organizational arrangements, teaching strategies and resource support. Children with learning difficulties or poor academic performance should not be labeled as per preconceived notion.

As a powerful socializing agent, the school plays a crucial role in the transformation of cognitive, linguistic and psychosocial competencies and creating happy, healthy and harmonious schools for mental health wellness of children, who are crucial demographic dividend and the most important national asset. Mental health is defined by the World Health Organization as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Everyone knows that regular exercise is good for the body. But exercise is also one of the most effective ways to improve your mental health. Mental health promotion in early childhood settings and schools is about creating positive, safe and supportive environments, and providing opportunities to build and practice relationship skills. All staff can be involved in mental health promotion as it relates to every area of the early childhood setting or school –the culture, policies, curriculum and activities’ usually social child or young person who withdraws from friends or activities or a usually calm child or young person who begins to display erratic behavior are often noticed first in the classroom or early childhood setting. By building mental health promotion capacity, early childhood and school professionals will be helped to recognize where changes in behavior or interactions may be an early indicator of a mental health concern and respond.

Keywords: education teacher, mental health

Introduction

Mental health is defined by the World Health Organization as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. Therefore, if you don't have a healthy mental state it will be hard for you to live your life to the fullest extent. Everyone knows that regular exercise is good for the body. But exercise is also one of the most effective ways to improve your mental health. Regular exercise can have a profoundly positive impact on depression, anxiety, ADHD, and more. It also relieves stress, improves memory, helps you sleep better, and boosts overall mood. And you don't have to be a fitness fanatic to reap the benefits. Mental health promotion in early childhood settings and schools is about creating positive, safe and supportive environments, and providing opportunities to build and practice relationship skills. All staff can be involved in mental health promotion as it relates to every arsea of the early childhood setting or school –the culture, policies, curriculum and activities.

Early childhood and school professionals are often the first to recognise instances where a child or young person's behaviour or interactions have changed. A usually social child or

young person who withdraws from friends or activities or a usually calm child or young person who begins to display erratic behavior are often noticed first in the classroom or early childhood setting.

By building mental health promotion capacity, early childhood and school professionals will be helped to Recognize where changes in behavior or interactions may be an early indicator of a mental health concern and respond. An effective response may be to consult with someone else in the school who has appropriate knowledge and skills or make a referral for the child or young person to receive professional support. Early childhood and school staff already have a range of generalized skills and practices, such as listening and relationship skills, that that can be used and built upon to help staff understand their role in mental health promotion.

Plan for promoting mental health in schools include

Social and Emotional learning, Include family, community and services integrate and plan mental health promotion that complement each other and are included in overall strategic planning. Schools can play an important role in the mental health and well-being of their students and staff. Obtaining the skills needed for academic success can contribute to a better life quality in students. A positive school environment can

promote good mental health in students and staff; in turn, good mental health of students and staff can promote academic performance in students and reduce staff absenteeism. Bullying and feelings of not being accepted by peers and teachers contributes to poor mental health in students. This may include establishing a small library about mental health promotion in the staff room. Appointing a mental health promotion experts who is able to provide support to other staff on how to integrate mental health promotion into wider health promotion and wellbeing activities understanding the backgrounds of the children, young people and their families that attend the early childhood setting or school and how this may impact on their relationships and interactions Understanding how the development of children and young people affects interactions with peers and Adults.

Conclusion

School systems must organize sequential age appropriate programmes and campaigns to spread awareness and responsibility about all dimensions of health.

Peer educators (adolescent students), play a vital role in becoming 'life skills and wellbeing ambassadors' of the school and the nation at large. Physical education Teacher, academics teachers supported and peer educators driven life skills, health, values and wellbeing programmes should be implemented for all groups of students in schools, so that they feel aware, responsible & empowered for all aspects of their personality development and well integrated with the paradigm of health and wellbeing.

School counselor and special educators or trained teacher counselors should be appointed for every school to facilitate effective guidance and counseling for students and their families, across the entire span of schooling. This is to help them cope-up better and plan the choices in academics and co-academic areas effectively. The components of the school mental health programme must be an integral part of 'Health and Physical Education'. In fact health and nutrition programmes should form the basis for health and nutrition education rather than just focusing on 'Creating Awareness' in children about what they should eat, especially when a large percentage of children do not have access to adequate food. Mental health promotion in early childhood settings and schools is about creating positive, safe and supportive environments, and providing opportunities to build and practice relationship skills. All staff can be involved in mental health promotion as it relates to every area of the early childhood setting or school.

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