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Assignment Task

Poster and Script

POSTER

Health, Well-being, and Lifestyles

Introduction

This poster is designed to shed light on concepts of health, lifestyle and well-being and shows how it is connected to one another. All three concepts are explored in this poster.

Concepts

Jarosz (2023) said doing the same kind of activity for years has become a lifestyle and it has certain benefits to health. Lifestyle of doing activities daily is intricately linked to one's health, results of being active and lifestyle habit is known to have better impact on health (Espinal et al 2015). Mullen et al (2011) states Living a healthy lifestyle, for example exercising every day leads one to have better health overall which shows a connection between health, lifestyle, and well-being (Jarosz,2023).

Health

Children's health is an essential part of social, emotional, mental, environmental, and spiritual wellbeing. It states that genes and the environment play a significant role in children's health. Early years practitioners' duty is to recognise child's need and offer the best care regarding that. Practitioners then must get to know parents or grandparents who know more about their child to know them better. Early years practice needs to provide safe and caring environment because by doing which helps children to learn better. Practitioners must also recognize if a child is being abused and deal with it the right way, these are the main principles related to child's health in EYFS unique health guidelines (EYFS, 2011).

Sartorius (2006) describes three ways of health, which is used commonly nowadays: if there is no disease, then the person's health is fine. Secondly health is described as someone can go on with their daily work as normal then they are healthy, thirdly defining health is if one is able to maintain the balance between themselves and socially among others is understood to be healthy (Sartorius, 2006).

In contrast, Gomes and Minayo (2016) suggest that in current life, health organizations describe being healthy as relation to physical activity. As most of the organization suggests that most of the diseases occur if one is not active physically and that falls under the health department. Healthy habits are an important aspect of being physically active, as (WHO) has agreed to this concept (Gomes and Minayo,2016).

As mentioned by Timmons, B.W. et al. (2012) and (strong et al. 2005 Janssen and LeBlanc 2010) physical activity not only positively affects physical health but also has many mental health benefits for early years and youth. Society's belief about children 0 to 4 are healthy because of their age, and they like to explore what makes them healthy, which was why physical activity, and benefits were not addressed. For example, the world health organization suggests that children under 5 are overweight (world health organization 2011). Due to that, health benefits during physical activity in these years cannot be observed (Timmons, et al.,2012).

The world health organization overlooked its definition of health promotion in 2005 in Bangkok charter to observe the process of issue of children regarding health promotion (WHO,2005).

In contrast with world health organisations, the first description of 'health' Van Druten, .et al. (2022) states that statement of being healthy by WHO is no longer accepted widely as everyone's view about health is evolving over time. New perspectives of health are more focused on people with disabilities or illnesses and are intended to find new ways to overcome that in a positive healthy way. Philosophers and health related discussions by Boorse, Nordenfelt and Nussbaum have changed health perspective as being free from any disease to individuals' abilities of health. According to Boorse's theory of health description, it is about how the body part works to get rid of disease. Regarding Boorse's theory of health Nordenfelt disagreed, and his theory focuses on abilities to accomplish goals which aims at attaining least happiness. Nordenfelt also Nussbaum also agrees with Nordenfelt theory of attaining such goals which hold values to the individual. These concepts of health were discussed after the positive health view claimed by Huber *et al.*, (2011) concepts of health aim at individual abilities rather than inability which explains that people with any kind of illnesses are not labelled as unhealthy (Van Druten, *et al.*, 2022).

Pandolfini et al (2024) suggests Investing in children's health is not just useful for children but for the entire community and their generations. Pregnancy and the first three years of life are particularly important for children's health and development. Right nutrition in these first years of life can help develop a healthy lifestyle and saves children from getting sick in their adulthood. Parents' right attitude towards a healthy lifestyle helps children to do much better in later years (Pandolfini, et.al 2024).

Well-being

Street (2021) argues that to understand children's well-being, it must be understood first what child sees themselves as or what they need. Having purpose or an idea of childhood is argued quite a lot (Raghavan and Alexandrova, 2015). EYFS (2021) states assessments and curriculum regarding children's well-being. The framework of EYFS describes that every child is a unique child and learns at their own pace (DFE, 2017). Personal, social, and emotional development are the prime areas of learning. ECE policy in England linked to children's well-being suggests that children's connection to social life makes them be as a future adult (Creasy and Corby, 2019). Early years policy suggest well-being is measured as the children's set goals before they start school and they are ready to start education, these policies bring the best out of them (DFE, 2017) and are related to child's well-being usually. EYFS implications to well-being of children, play is argued to be an important aspect to measure well-being of individuals cognitive development also (Mathers, et al.2014). As free play is known to have a good impact on child's well-being (Wood and Hedges, 2016). EYFS highlights the importance of free play if it follows the guidelines or the policy goals are met (Kane, 2016 and Robert Holmes, 2012). Well-being is argued vastly in children's rights and in early childhood education (Street,2021).

Results of study by Loureiro et al. (2020) showed that children's drawing described what subjective well-being is according to them, is their imagination of perfect school environment. This shows how a child visualizes perfect school surroundings. Children showed interest in school buildings and classroom designs and their interest was in a more child-friendly environment. Thier drawing showed physical aspects of well-being in school. Children demonstrated through their drawings how they would like the school

environment to change as green, trees, and even animals like environments showed that wellbeing is subjective (Loureiro, et al.,2020).

Well-being definition is that things that contribute to well-being are beneficial for one. Well-being is an important part of life, which makes life more precious and meaningful, this definition of well-being cannot be disagreed with (Goldman., 2019).

Subjective well-being is known as one's evaluation and how they feel about their life.

There's research about children's well-being and quite a popular subject for research (Bradshaw, 2016). Bradshaw (2015) suggests that to improve children's well-being we first need to understand what they see or find as happy aspects of life and it varies according to individual needs. Family structure falls under children's well-being as its mentioned that it results of that research showed that children whose family structure was well their children well-being was fully nourished whereas children who did not have nice or fully accomplished family structure their well-being was lacking. Evidence is from the children's society (2015) it is also mentioned that it was affected mostly when key factors of economic were not in children's approach. It showed that children living alone had a low effect of well-being compared to those who had full family structure to support (Bradshaw., 2016).

According to Mark et al (2019) emotional well-being for wide range of students, either simple learning difficulties or broad range of all type of difficulties children have been referred to emotional ABE. Emotional ABE work around Ferre Leavers (2011) who's work is around children emotional needs not any other learning difficulties. His work extended the whole staff of special schools. The reason was school staff to be included in this to measure and understand how these children emotional well-being. He adds that a child's well-being means that a child's basic needs are met where children deal with things with ease and being able to act according to the situation. Mark also suggests that well-being is achieved when the whole school approach works well. The school approach includes staff, SLT, Governors and everyone there to work with children. This also indicates that environment has the influence of all child's well-being (Mark, et al., 2019).

In contrast Schweiger (2015) sheds light on well-being and well becoming. He asserts that children's well-being is what is happening in the present and future. Well becoming

comes from children's childhood fixed from being ill-being to well-being or well-being to get more. He adds that this part of childhood must be considered more as these children become adults and their well-being becomes well-being. He also suggests that adult well-being is important as children's because humans go through divergent phases of life where well-being and well-being are not relevant. To this debate, he suggests that this is not relevant to poor children who do not get the life they deserve in their childhood, leading them to not have the right well-being. This can be seen in different countries facing difficulties bringing their child in the right environment (Schweiger, 2015).

Lifestyles

Taylor, et al (2013) states BIB cohort study showed that Bradford's mothers and infants up to the age of 3 had issues with obesity which relates to the lifestyle to them. As its mentioned that mothers are the main person who solely are the target for looking after their children, so the study planned an intervention programmed to change their lifestyle. further it discussed that promote healthy lifestyle in women the time limit was targeted, is when the women were pregnant. To promote healthy lifestyle of mother and child in Bradford is to target the family's lifestyle because it involved feeding as a key role of caring for one another (Taylor, et.al 2013).

Malozemova (2016) states that preschool partnerships with relevant organisations form healthy lifestyles in children by health-related exercise and education to form a better lifestyle. Different programs to form a good healthy lifestyle involve children and make them understand how to attain a positive healthy lifestyle. One of the programs to attain healthy lifestyle included teachers and organisations staff directly to children's healthy lifestyles. Further it shows that to form a better healthy lifestyle should include one's health and to understand the environment and come to conclusion of how to preserve one's health (Malozemova, I.I. 2016).

McSweeney et al (2017) states that early year's practitioners follow the guidelines of EYFS. one of the guidelines is about physical activity where children must be taught the important of staying active and learn about healthy choices of food in relation to have the good lifestyle. Hence the reason for implementing these guidelines in an early childhood setting should be to create a safe environment that fosters healthy habits

from an early age. Practitioners should be motivated and well trained to implement these guidelines of healthy lifestyles into young children (McSweeney, L. et al 2017).

Conclusion

In conclusion, the concepts of health, lifestyle, and well-being are important in one's life. The EYFS guidelines for early years practitioners provide the best way to understand and care for a child. The definition of well-being, as described by children, is illustrated through their drawings, which depict their perception of well-being. Children's lifestyles are discussed, highlighting that different lifestyles lead to different outcomes for children's health and well-being.

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Script

Hi my name is saira arshad. Student id is 2125447

My chosen subject for this study is mental health, focusing on the aspects of parental lifestyle. I will discuss how parental lifestyle affects children's mental health and the several ways in which it can have either positive or negative impacts.

According to Manwell, L.A et al (2015) description of mental health can be explained as one not having any kind of mental illness or other factors in environment can effect on one's mental health. As WHO (World Health Organization) describes, the main aspects of mental health are when a person can cope with all types of stress and know their own possibilities. Many more descriptions add positive well-being overall either mentally, physically, or spiritually. Avoiding situations can decreased the level of mental illness as things in place to promote diverse ways can have good impact on mental health. The definition of mental health has been discussed and agreed to reexplain the definition (Manwell, L.A et al 2015).

`Gruning Parache, et al (2023) shed light on family structure which is quite commonly increasing over the past decades and is mostly seen in western cultures. Children lifestyle changes due to parents living separately or with new partners. This situation has changed the traditional family structure. In some cases, children are living with foster parents or sharing a house with children from their parents' previous relationships. Sometimes children are living with extended family members like grandparents, which leads to children having disturbance in their life and causes mental health issues. Even though there are not any up to date studies conducting regarding children with different family structures, Generations and Gender Survey (2015) showed that 78% of children were young children in normal family structure whereas single parent families and stepfamilies statistics came up to 15.2% and 13.5% and in Europe statistics of family structure showed 80% of children living with average family structure and less number of children living with step family structure and single parent families came up to 17.5% (single family) and 7.9% step family (GGS,2015). Results of this study showed that children living this kind of lifestyle have negative impact on their

mental health and children living with single parent ends up not being active and are stuck to stay on screen time more due to both parents are not being present in children's life. Children living this lifestyle with single parents do not do well in education and affects their mental health than children living with normal family structure (Gruning Parache, et al 2023).

This shows that children with positive lifestyle have a good impact on their mental health. Children suffering from the lack of one parent being absent from their lives can negatively impact their mental health, which leads them to grow up mentally disturbed. Because a child needs love and attention from both parents and when they do not receive the right environment for them to grow healthy. They become miserable, this also explains why some children spend more time on screens because single parents sometimes are overworking to provide for the family or sometimes, they are overly tired from doing combined duties which are distributed between parents.

According to Dehghani and Bernards (2022) a structural family is the main point of children's well growth like many other countries around the world as cited in (Azadarmaki, Bahar 2006 and Khosravi 2017). As its mentioned that in Iran single parent families go through hardships which includes lack of job as traditionally it is the father's job to provide in Iran. To address these issues policy makers and voices have been raised as cited in (Doostgharin, 2002 and Mahmoudi 2019) though their work has not showed improvements in solving these issues. In Iran traditionally fathers are believed to be providers of their family but due to these children who are in situation of single-family experience lots of stress financially and emotionally which has a negative impact on children's mental health. Single parents struggle as their responsibility is not divided as usual when the family structure is complete. Which is normally a father's job but falls on one parent affects parent's role and affects the whole family (Johnson, et al.,2019). Single mothers often face difficulties due to not having the job or not being able to provide and give time to children (Bernardi, Radi 2014) cited in (Dehghani, Bernards 2022). Here we see the Struggle of single mothers to meet the ends financially, emotionally does have negative impact on child's metal health. The lifestyle of parents does have an impact on children's mental health.

Tillmann, S. et al (2018) states about children's mental health has impact on children's all over health for example building relationships, forming their own identity, emotionally gets them to be able to find solutions in different situations. They also added that mental health has a significant role in children's development whether it is emotional, physical, or cognitive development. Problems that occur in childhood and not being dealt with properly could have major impact not just on oneself in fact it would affect family, community, and friends, whoever are linked (Tillmann, et al 2018). This shows how significant it is to address mental health issues in childhood to prevent mental health problems in adulthood.

Wang, et al (2024) describe significance of children's mental health that is important in children and teenagers for them to grow healthy. Negative mental health has a massive impact on children's educational life. Also, it agrees that worst cases of mental health end up being suicidal, and negative impact on mental health can become major problems later in life if not dealt in childhood properly. Mental disorders have been rapidly increasing which is a very notable frightening situation (Wang, et al 2024).

This highlights the significance of better mental health, as it shows that unresolved issues in childhood can lead to destructive behaviors. Consequently, this not only affects the individual but also brings negativity to everyone around them, including family, friends, and the broader community.

According to Barblet and Maloney (2010) children develop important social and emotional skills through positive relationships early in life. Also, positive interactions with others and learning about their own emotions and tackling them. Results of study showed that children going into preschool education can play a significant role in later school life (Raver and Zigler,2004). Positive outcomes from developing good social skills can result in self-confidence and has a better impact on later life (Danielson & Phelps,2003) cited in (Barblet& Mahoney, 2010).

This proves that attending preschool significantly enhances children's social skills compared to those who do not attend preschool. Preschool provides a structured environment where children can interact with other children and learn to share. These early social experiences are crucial in developing effective communication skills and

empathy. Moreover, children who attend preschool are likely to develop better self-esteem, which positively impacts their school life and beyond. The confidence gained through early social interactions and the supportive learning environment in preschool lays a solid foundation for their future academic and personal success.

According to Cefai and Cooper (2017) world health organisation promotes positive mental health in children and works with schools for children's mental well-being. 20 % of children are linked with mental health issues across the world who need the service provided by WHO (2013). Results from the study of WHO (2014) show the biggest problem that is seen globally in adults is depression. The suicide rate among mental health patients is the third leading cause of death, highlighting the critical need to address mental health issues early on. Research indicates that many of these issues begin in childhood, with many affected individuals being 14 years old or younger. Which in results suggested that how important it is prevent this by addressing these issues in childhood that dealing with when they become adult, or they lose by suicidal death (Cefai and Cooper,2017).

This explains how significant mental health is and why it holds value that it should be addressed when they are children. It could save precious lives and could prevent them from having miserable adult life who can be burden on their loved ones. It also suggests that early intervention is quite significant to recognise mental health issues in children.

According to Seamen (2018) social and emotional terminology from the early years have been employed to characterize mental health. This might be because of the stigma that is thought to accompany mental illness (Frederickson, Dunsmuir, Baxter 2019). As there are so many guidelines that have come into existence to promote education from early years to tackle mental health issues (Coleman, 2009). Studies conducted in Uk and internationally showed that when the intervention have been implemented in schools to tackle mental issues early it is quite beneficial (Weare & NInd 2011). These whole school approaches are being used widely in Uk schools and in early years settings. In Uk SEAL 2005 program was added in the policy of whole school approach. Early years used this SEAL program as Social, emotional, aspects of development (DCSF, 2005). Ofsted played a significant role in promoting children's

mental wellbeing in early years setting. DOH (2015) agreed that mental health service should be excellent quality and easily accessible for children. Further on Green paper came into existence and suggested that communion response should begin to change in the education system. The EYFS guidelines state that every child's needs should be met according to the individual by the early years, also get children comfortable in the setting and around educators along knowing parents well (Seaman, 2018).

Children's lives can be saved by following these principles and by early intervention provided by early childhood educators. As practitioners, it is our responsibility to notice any problems that children may be having and appropriately handle them in accordance with the previous stated standards. When children's problems are addressed, it may help them lead regular lives as adults. As the Department of Health (DHO,2015) previously said, all children should have access to mental health care. Children achieve the best results when practitioners adhere to the EYFS framework standards because it is their responsibility to identify each child's needs after getting to know both the child and their parents. Practitioners should treat each child fairly.

According to Elaude (2009) Adults displaying children they have been heard help them utilize the mental health foundation program; welcome face is better than mental health foundation programs. Using this point to help children's emotional well-being does not mean that programs that provide support for children's mental health are not satisfactory, but it is beneficial to the concept of equity than equality (Elaude,2009).

This proves that children's mental health can be better influenced if the classroom environment is comfortable for the child. For example, teachers smiling at children can have a positive impact on their mental health. Our setting uses the concept of equity to positively influence children's mental health. When a child walks in, we greet them with a smile and give them time to settle down rather than enforcing a strict schedule every morning. Some children are mentally stable and can follow instructions easily, whereas children with disturbed mental health need time to regulate their emotions and adjust. Our practitioners are trained to help children regulate their emotions properly because our setting does not believe in a "one size fits all" approach. We believe in equity and

treat children fairly. Addressing these issues at an early stage is crucial to prevent disturbed adulthood.

Maxwell et al (2008) states Contemporary practitioners in England have access to new systematic research for example Fonagy report reviewed by Mortimore (2003) and Wolpert et al (2006). This research showed that early intervention including medical intervention has been beneficial for children with mental health disorders. Practitioners and teachers are adept at working with children with mental health issues and those not diagnosed yet after seeing the results of these interventions (Maxwell, et al 2008).

According to Campbell et al (2023) intervention can be some kind of games which target people with dementia to help them to enhance their cognitive development. The goal is to improve their wellbeing. Any card game can enhance their reading skills. Designing games like this is another way to connect between adults and children (Campbelle, et al 2023).

This highlights how a game can facilitate interactions between adults and children, which is beneficial for children's mental health development. As mentioned earlier on Studies have shown that a teacher's smiling face can have a more positive impact on children than structured programs aimed at addressing mental health disorders. Children naturally seek attention from adults, particularly their loved ones. However, in many cases, children do not have the benefit of both parents living together, as mentioned earlier in this presentation. In such situations, it is important for practitioners in educational or care settings to provide the necessary support and attention to help children overcome these challenges early on, preventing potential issues later in life. Engaging children with several types of games is an effective way to address different disorders. Through play, children can find joy and develop essential social and cognitive skills. Games also allow practitioners to understand children better, observing their behavior and needs in a natural and enjoyable context. By using games as a tool for education and emotional support, practitioners can create a positive and supportive environment that promotes mental well-being and helps children develop resilience and happiness.

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