

Health, Well-being and Lifestyles

Introduction:

The purpose of this poster is to investigate and explain the ideas of health, well-being, and lifestyles, with a focus on their importance throughout the early stages of life. In addition, several models and concepts will be looked at and related to early childhood education practice. Along with discussing the practitioner's role in early years practice, this poster will cover several strategies for promoting young children's holistic development by supporting their health, wellbeing, and lifestyle choices. According to Whitebread and Coltman (2015), a child's welfare in their early years is largely dependent on their interactions with others. It is suggested by Sroufe, Fox and Pancake (2020), that they will feel comfortable and prepared to learn the better their health, wellbeing and lifestyle is.

Concepts:

Lifestyle, well-being, and health are directly related, according to the research conducted by Koren and Butler (2006). Mistral, (2004) implies that a young child's growth may be severely hampered and otherwise significantly impacted if one of these basic concepts is lacking. To guarantee children can process knowledge and have the will to succeed in daily life, Nutbeam, Aar and Catford (2018), says it's critical to support children in leading healthy lifestyles.

Health:

According to the World Health Organisation (2024), health is a state of complete physical, mental, and social well-being rather than only the absence of disease or incapacity. Furthermore, they believe that everyone has the fundamental human right to health, regardless of their socioeconomic status, political party, religion, race, or economic situation. However, the Oxford English Dictionary (2023) provides several interpretations of health, such as bodily soundness which is the state in which bodily processes are carried out appropriately in spiritual, moral, or mental soundness. However, Schaefer et al., (2016) asserts that health is a vague and challenging concept to define.

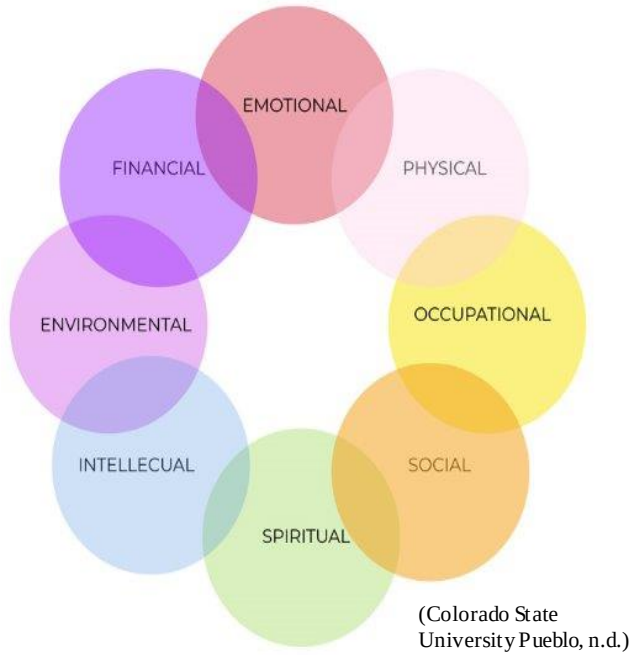
Halpern and Figueiras (2004), states that many elements can affect a child's mental and physical health. According to Manikam (2002), these components might include the environments in which children are raised, the relationships they form, and the experiences they have. According to Colvin, Block and Funder (2013), each of these might affect their mental and developmental health in a positive or negative way. Child development is the term used to describe a child's lifetime physical, cognitive, emotional, and social growth.

Likhar, Baghel and Patil (2022) argue that there are many concepts that could affect a child's health which can lead a lasting effect on a child's development. Lupton (2011), describes some concepts that can affect a child before they are even born, these include; early exposure to tobacco smoking, poor food and drink choice, exposure to alcohol or street drugs. Gluckman, Hanson and Buklijas (2009), also agrees that these can affect a child from the time of their conception and leave a lasting damage on a child's development. Smith and Pollak (2020), states that these may lead on to future problems when the child begins the grow. Negishi (2022), goes on to explain some problems like increased chance of low birth weights, birth defaults or even lifelong conditions. Mulugeta Gudeta (2000), indicates that children that come from impoverished areas are more likely to be exposed to health disadvantages because they are less fortunate than others. Marshall et al., (2020), agrees with this and goes on to say that they may also suffer from social deprivation and maltreatment which may result in their sense of worth and affection is likely to be damaged. Thoma et al., (2021), verifies this by stating that children that suffer with mental health issues are more likely to have worse levels of self-esteem and confidence, which can also be caused from living in households with financial difficulties.

According to the English and Welsh organisation Save The Children (2024), 4.3 million children live in relative poverty today after household expenses. They also state that absolute poverty has increased to 3.6 million children compared to 3.3 million the previous year.

Well-Being

Wellness is made up of eight interrelated components, according to Colorado State University Pueblo (2022): financial, emotional, physical, occupational, social, spiritual, intellectual, and environmental. According to Manning-Morton (2014), ignoring any one of these factors over time will have a detrimental effect on a person's standard of living, happiness, and health. According to Estes, M Joseph Sirgy and Springerlink (2017), when a person's personal well-being is well-rounded, a thorough harmony of these wellness qualities is reached. According to Meiselman (2016), a balanced wellbeing is like a well-balanced diet meaning in that it encompasses the body, mind, and soul. According to Irvine (2003), the right definition of wellness emphasises the importance of optimism and never-ending motivation via the encouragement of healthy activities that can improve a child's quality of life. In accordance with Musgrave (2017), protecting children's welfare is essential to preserving their safety, promoting their development, and ensuring that they will have a good life as adults. According to Hooper (2012), a child's mental health is important to their overall wellbeing and can be damaged by several factors, including stress, family dynamics, the environment, abuse and neglect, social isolation, and loneliness. Beckmann (2017), says that in the same way excellent experiences may benefit a child's mental health, bad occurrences can also have a detrimental influence. According to Cassiers et al. (2018), while abuse and trauma throughout childhood can have a detrimental effect on a child's brain development, a child's healthy brain develops because of pleasant experiences throughout infancy. As stated by Michael Charles Brown, Keynes, and Lumsden (2005), it is never too late to provide children with activities that will promote brain growth and improve each child's welfare, even if our brains' capacity for adaptation and development is continual. When a child has loving interactions and has access to tools for assistance, their brain can develop properly and decrease the negative effects of unfortunate situations. (Myer and associates, 2015).



Lifestyle

According to Calhoun (2015), a person's manner of living defines their lifestyle. Michels et al., (2015), also implies that a person's typical way of life, conduct, and habits which can either be select or have adopted are referred to as their lifestyle. Smith, (2012), states that children's food, exercise, and other lifestyle variables are frequently investigated in the context of health in today's research environment, regardless of their impact on learning and cognition. Zhong et al., (2019), says that an overview of studies on diet and nutrition, physical activity and fitness, sleep, and the broader effects of cultural and socioeconomic concerns related to health and learning gave examples of research that integrate lifestyle characteristics and cognition with learning. Svedberg et al., (2006), mentions that a person's lifestyle can have a variety of negative effects on their overall health. For example, according to Hills, King and Byrne, (2007), choosing unhealthy foods, not exercising or staying in shape, and having an irregular sleep schedule can all cause the body to start changing hormones. These changes can also have an impact on immune system function, cellular growth, energy metabolism, steroid metabolism, inflammation, and DNA repair (Loef and Walach, 2012).



(Public Health England, 2016)

Holister Approach

Biological, cognitive, and social-emotional development are the three main components of early childhood holistic development (Kuzik et al., 2020). As stated by Wolpert, Tickle, and Arias (2015), physical development—also known as biological development—includes the growth of children's hand-eye coordination, fine and gross motor skills, and overall health and wellbeing. The phrase "cognitive development" refers to a child's mental capacities, such as language, thinking, and problem-solving, according to Bjorklund and Causey (2018). As defined by Klahr (2021), the expansion of memory, concentration, and the ability to understand and communicate ideas are all parts of cognitive development, sometimes referred to as intellectual development. As to Dowling's (2014) definition, a child's social-emotional development include their capacity to comprehend and manage their feelings, establish connections, and engage with others. It involves the growth of the child's social skills, empathy, sense of self-worth, and ability to express themselves (Malti and Noam, 2016). According to Coatsworth (2023), a holistic approach to living considers the whole person—body, mind, and spirit—rather than focusing on just one ailment or symptom. To improve overall health and well-being, holistic approaches address the root causes of health issues rather than only addressing their symptoms (Soh et al., 2016).

Encouraging health, wellbeing and lifestyles at schools

According to research by Iván Ochoa-Moreno et al., (2024), one in five children in England and Wales are overweight or obese before they even enter school, and over a third of children in these regions are overweight or obese. Because of this, Rundle et al., (2020), states it is crucial for childcare facilities to update their programmes frequently to guarantee that they continue to encourage a balanced diet. Having the support of guardians and parents in this process and from the start is essential (Arredondo et al., 2006). A way to encourage these concepts may include talks which are held to learn about each individual child's eating habits, preferences, dislikes, and any dietary requirements or allergies. Hodgkins (2022) suggests that the key person may then inform the parents about the children's involvement in healthy eating activities, new foods the child has tried, and the menu for the setting. Other ways may include planning activities and engage both parents and children in these. Some activities may include; gardening, cooking, picnicking, or foodrelated tasks or activities. This will help to support and foster healthy eating habits that may lead to better lives and overall health (Cencic and Chingwaru, 2010).

Being physically well is essential to wellbeing, Research by Myer et al., (2015), suggests that children who lead active lives are bettering their physical condition, getting in shape, and releasing more endorphins. Lynch and Springerlink (2019), claim that as they develop and grow, this is beneficial to them. Taking children outside to run about and play with other children allows the children to let of some energy. if the children are unable to go outside, it is important to remain inside playing games or working out in a big area allowing them to keep active (Bailey, 2006). For the sake of children's mental, physical, and emotional well-being, children also need quiet time to sit or lie down, according to Mainstone-Cotton, (2017). Children can reflect on their day, absorb it, unwind, and replenish themselves during this peaceful time. Tizard and Hughes (2002), As children gain more knowledge about the world they live in, they will undoubtedly have a lot of observations and questions. Regular circle times, according to Howard, Burton, and Levermore (2020), provide children with a secure and encouraging space to discuss their thoughts, emotions, and experiences with other children while also encouraging healthy habits and lifestyles.

Conclusion

This poster illustrates the connection between lifestyle, health and wellness, emphasising the equal importance of both. As was mentioned, for young children to grow and develop effectively, it is crucial that they have a healthy lifestyle, with a focus on creating good and nurturing interactions. Practitioners have a crucial role to play in promoting children's good wellbeing and understanding how this might be accomplished. To effectively assist children's development, a holistic approach to working with these models is crucial. While there are many meanings for health, wellness, and lifestyle, it is important to keep in mind that adhering to the Welsh government's standards is still crucial since they are built on a broad variety of definitions to improve positivity and encouragement for young children.

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Script for presentation

I HAVE CHOSEN TO SPEAK ABOUT YOUNG CHILDREN'S OBESITY AND THE HEALTH PROBLEMS IT MAY CAUSE. I will also get into a little bit of depth on the many ways that lifestyle choices may impact children's obesity issues and how it may impact their overall health. I WILL also talk about how we can encourage children to be healthier by using an immense number of research and practice examples.

SO WHAT IS OBESEITY? See meh A. Ompleak, (2011) ANNOUNCES THAT THE UK DETAIL OF The definition of overweight and obesity is abnormal or excessive fat buildup that poses a health concern. Viner et al., (2009) IMPLIES THAT Over 25 is classified as overweight, and over 30 as obese based on body mass index (BMI). When it comes to defining obesity, the Oxford Dictionary (2023) is fairly blunt, defining it as the state or condition of being extremely overweight or obese. Wilkie et al., (2024), SHOWS THAT RESEARCH HAS INDICATED THAT Children under the age of ten in the UK had obesity rates of 25.5% in 2020-21, 23.4% in 2021-22, and 22.7% in 2022-23. Mohsin et al., (2014) ALSO SUPPORTS THIS AND SAYS THAT The most recent statistics indicate that 36.6% of children are overweight or obese when obesity and overweight numbers are combined. This clearly shows how the number of overweight and obese children is increasing yearly. It is well recognised that childhood obesity have a major adverse impact on one's physical and mental well-being. Ajala et al., (2017), also supports this by stating that Children who are obese have a higher chance of developing illnesses that are not transmissible including diabetes and cardiovascular disease earlier in life, as well as a higher likelihood of being fat until adulthood. Bray and Popkin, (1998), states that in general, overweight and obesity are assumed to be the results of an increase in caloric and fat intake. Lobstein, Baur and Uauy, (2022), implies that on the other hand, there are supporting evidence that excessive sugar intake by soft drink, increased portion size, and steady decline in physical activity have been playing major roles in the rising rates of obesity all around the world. Casey, (2019), Childhood obesity can profoundly affect children's physical health, social, and emotional well-being, and self esteem. It is also associated with poor academic performance and a lower quality of life experienced by the child (Comette, 2008).

However, what leads to childhood obesity? Ang et al., (2012) proposes that genetics, a lack of physical activity, and a diet high in sugary and unhealthy foods are the frequent causes of childhood obesity. Fock and Khoo, (2013), states that Overweight and obesity are typically thought to be the outcome of consuming more calories and fat. On the other hand, Willett, (2002) explains some of the evidence to suggest that growing obesity rates globally are mostly due to larger portion sizes, excessive sugar intake from soft drinks, and a continuous drop in physical activity. J. Clinton Smith, (2009) implies that Children's physical health, social and emotional development, and self-esteem can all be significantly impacted by childhood obesity. It can also affect a child's academic performance and a child's quality of life according to Asirvatham, Thomsen and Nayga, (2019). Anderson and Butcher, (2006) suggests that Children who see and emulate their obese parents or other family members are more prone to emulate these behaviours themselves. Anzman, Rollins and Birch, (2010) states that It may also be connected to the parents' inactivity, poor eating habits, and overfeeding of their children.

I will now go on to discuss how the obesity affects children's health and wellbeing.

Obesity in children increases the risk for the following health conditions states Siddarth, (2013) some of these include High blood pressure and high cholesterol which are risk factors for heart disease. Type 2 diabetes and Breathing problems, such as asthma and sleep apnea. Lucan and DiNicolantonio, (2014) suggests that Obesity harms virtually every aspect of health, from shortening life and contributing to chronic conditions such as diabetes and cardiovascular disease to interfering with a person's breathing, mood, and social interactions.

Pont et al., (2017) states that Obese children and teenagers experience stigma and discrimination in numerous aspects of their life, and it is believed that this will negatively impact their psychological health. Shin and Shin, (2008) implies that Despite having low levels of body dissatisfaction, research on population samples indicates that many obese children experience depression or low self-esteem.

What can us adults and practitioners do to help children stay active, choose better healthier meals and choose healthier lifestyles.

Spahiu, Çitozi and Zekaj, (2014) suggests that Eating correctly yourself is the best method for you to promote healthy eating. Whether you're a parent or a practitioner, it's critical to provide a positive example for children since they'll mimic the people in their daily lives. Gadsden, Ford and Breiner, (2016) implies that practitioners and parents can express the appropriate message by consuming fruits and vegetables in moderation and avoid overindulging in less healthy foods.

Tribble and Resch, (2017) implies that Being a good role model also means serving sensible amounts and refraining from overindulgence. If you care for young children it is important to be a good role model and it is especially important to talk to them about how full you feel. You might say, things like "This is delicious, but I'm full, so I'm going to stop eating." Likewise, Martin, (2007) discusses the importance of positive relationships with food and how children will copy. She implies that children may develop similar negative emotions if their parents are constantly dieting or whining about their bodies. Strive to maintain a positive perspective on eating so your children can copy.

Trost and Loprinzi, (2008) state that Children should engage in physical exercise for sixty minutes a day, thirty of which should be spent outside of the classroom. Stenevi-Lundgren, Daly and Karlsson, (2010) say that children should involve three weekly sessions of bone- and muscle-strengthening exercises. Children receive two hours of physical education every week in schools. In addition to weekly physical education classes, a lot of schools let children participate in an active daily mile. Chesham et al., (2018) implies that this is meant to improve their welfare and fitness, as well as enable learners take a break from the classroom and do better in other subjects.

It is important that children's health is correctly cared for and guidelines are followed this is because Hormone changes can be brought on by eating unhealthy meals, not exercising or remaining in shape, and having erratic sleep patterns, claim Hills, King, and Byrne (2007). Iván Ochoa-Moreno et al.'s research from 2024 indicates that more over a third of children in England and Wales are overweight or obese, and one in five of them are overweight or obese before they even start school. According to Rundle et al. (2020), childcare facilities must regularly update their programming to ensure that they continue to promote a balanced diet.

It is crucial to have parental and guardian support throughout this process from the beginning (Arredondo et al., 2006). Talks aimed at finding out about each child's eating habits, preferences, dislikes, and any dietary needs or allergies are one method to support these ideas. According to Hodgkins (2022), the key person may then let the parents know about the children's participation in healthy eating activities, the new foods they've tried, and the menu for the event. Other strategies may be to organise events and include children and their parents in them. Cooking, picnicking, gardening, and other food-related jobs and pastimes are a few examples of activities. This will encourage and promote a healthy diet, which might improve people's lives and general health.

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