

مباراة الدخول الى كلية التربية لطلاب شهادة الماستر المهني

للعام الجامعي 2018-2019

مسابقة في الثقافة العامة باللغة الإنكليزية

مدة المسابقة: ساعتان

### **Children's mental health: it's time to put well-being on the curriculum**

Adapted from Andy Cope

Friday 25 August 2017

The Guardian

With mental health problems on the rise in classrooms, we're bringing happiness inspectors into schools. It's no secret that low-level disruption, burnout, anxiety, absence and mental health problems affecting staff and pupils alike are on the rise.

Statistics show that one in 10 children –an average of three in every classroom– has a diagnosable mental health problem, and that 75% of mental health problems in adults have their roots in childhood. At the chalkface, teachers will be teaching children who have anxiety, depression and phobias, and a scary number of children now self-harm. Worse still, these disorders now manifest at earlier ages.

How can we stop young people from suffering mental health problems in the first place? I believe the answer is simple: equip them with the knowledge and skills to be in charge of their own well-being.

That's why a small band of heads and classroom teachers and I are currently trialing a new "Happiness" approach in which we deliver training to children in years five to 13 and introduce them to a range of positive psychology topics such as well-being, resilience, personal responsibility, growth mindsets, kindness, mindfulness and gratitude.

The lessons are adapted from a successful business model that my team and I have delivered around the world. The principles of well-being are universal. Everyone wants to feel amazing and function at their optimal level but the current system fails to tell you how. Our happiness workshops are designed to be interactive and great fun, as well as being grounded in the very latest thinking, all the while lining young people up to be their best self.

Students are challenged to design their own "Brilliant Schools" program focused on how they can improve their own happiness and learning, how they can improve the well-being of their school, and how they can improve the well-being of their community.

The children share their ideas and devise their own 10-point plan so each school does their own thing. But most important, the children get excited about taking the messages across their school and community and we leave them to it. Young people have risen to the challenge, often reporting the

