



Peace Psychology: Causes & Symptoms, How Teachers Can Help Limit Student Stress

Dr. Devender

Assistant Professor of Pedagogy of Commerce

Smt. Santra Devi College of Education, V.P.O. Samaspur, Charkhi Dadri, (Haryana).

Mrs. Poonam

Research Scholar, Department of Hindi,

Madhav University, Rajasthan

Abstract

Although peace psychology has deep roots in philosophy, peace psychology did not take shape as a coherent area of interest until the second half of the twentieth century. Since then, the growth has been remarkable. In *Peace Psychology: A Comprehensive Introduction*, Blumberg (2007) examined trends in citations to peace psychology using the Psych INFO database and found a large, significant increase in citations between the 1970s and 1980s, and again after the 1990s. These increases were in absolute terms as well as in proportion to the growing number of records. In the current article, some definitions of peace psychology that attempt to delineate the scope of this emerging field are offered. Then, peace psychology is situated in various geo historical contexts around the world, and finally, some contributions of peace psychology to peace will be discussed. However, parents and teachers can watch for short-term behaviours and physical symptoms that manifest when stress becomes a problem. Since age plays a major role in how stress affects us, here are some common causes and symptoms for students in elementary school to help identify when there may be a concern. Being in danger: School lockdowns, fire drills, tornado drills ... kids are reminded about potential dangers on a regular basis.

Key Words:-

- Stress in Students: Causes & Symptoms
- Elementary Schools
- Causes of Stress
- How Teachers Can Help Limit Student Stress

Introduction

Despite the growth in literature on peace psychology, few definitions of peace psychology have been advanced. In order to provide a framework for the book *Peace, Conflict, and Violence: Peace Psychology for the 21st Century*, the following working definition was offered:

The definition recognized the realities of the post-Cold War era in which the prevention of nuclear war between the superpowers was no longer the focal concern. Instead, the problem of structural violence, which kills people slowly through the deprivation of human needs, assumed much greater importance as peace psychologists in the majority world (i.e., the developing parts of the world that comprise two-thirds of the world) began to assert their interests and concerns. Accordingly, a 2×2 matrix was proposed that organized topics in the book and captured some of the intellectual currents in peace psychology around the world:

Stress in students: causes & symptoms:-

Unlike adults, who can communicate about how stress impacts their lives, children and teens may not recognize or even have the words to describe how they're feeling. Students are experiencing stress at growing rates, with a 2014 American Psychological Association study finding teens in the U.S. are even more stressed than adults.

Elementary school:-

However, parents and teachers can watch for short-term behaviours and physical symptoms that manifest when stress becomes a problem. Since age plays a major role in how stress affects us, here are some common causes and symptoms for students in elementary school to help identify when there may be a concern.

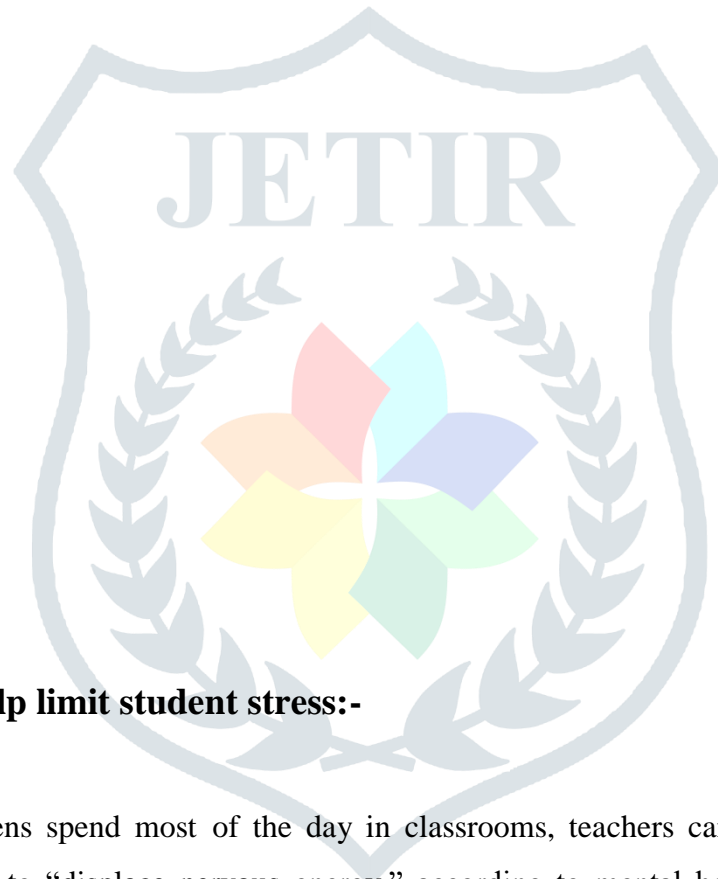
Causes of stress:-

Taking important tests: While most kids don't enjoy taking tests, it can cause extreme stress in some children. Those with extreme test anxiety may end up completely shutting down during exams, which can directly impact a student's grades. Presenting an oral report: Getting up in front of the class is scary for

students worried they will do something embarrassing and become the fodder for peer gossip. Physical Education (PE): In addition to the dread of being picked last when the class divides into teams, kids often must prove they've met fitness standards (curl-ups, push-ups, etc.) in front of the group each semester. Standing out in the crowd: Whether it's for being tardy, eating an unusual-looking lunch or knowing the answer when called on, being the centre of attention can be stressful for young children. Being in danger: School lockdowns, fire drills, tornado drills ... kids are reminded about potential dangers on a regular basis.

Symptoms

- Upset stomach
- Headaches
- Vague aches and pains
- Changes in appetite
- Bedwetting
- Nightmares
- Worrying/anxiety
- Fidgeting
- Nail biting
- Separation anxiety
- Refusing to go to school
- Physical aggression
- Crying often
- Difficulty sleeping



How teachers can help limit student stress:-

Because children and teens spend most of the day in classrooms, teachers can play a powerful role in limiting stress. One way to “displace nervous energy,” according to mental health professional Stefanie Juliano, is to allow students to use standing desks, sit on exercise balls or even work on the floor. She also suggests creating a quiet, serene corner by adding a beanbag chair, relaxing pictures and positive sayings.

Below are some additional ideas teachers can use to limit stress in the classroom:

Limit homework overload Teachers can work to gather as a team to avoid Piling on too much homework on the same nights or scheduling tests on the same day.

Keep kids moving No matter how old students are they can benefit from moving around the room, working at “stations,”taking stretching breaks, etc.

Play music Studies show music helps people relax and focus. Classical music is great for the classroom and can serve as a model for students when they study at Home.

Schedule time to organize in the lower grades, desks can get messy quickly but in older grades lockers can get out of control too.

Taking time out to throw away old papers and sharpen pencils can help students feel more in control.

Listen not talking about issues bothering students doesn't have to take up a lot of instructional time. Even five minutes going over concerns, writing them on the board and addressing them later can help students put them aside.

Stress management in classroom activities:-

Jessica Tappana, a mental health therapist who works with students of various ages, calls things that stress them out "cling-ones." Here are three strategies she teaches to students that teachers can use for wiping these stressors away: Brush it off Beginning at the top of the head use your hands to gently brush down the face and front of the body, flicking away the negative energy (not onto the person next to you!). Then repeat for the back of the body, arms and sides. When finished, shake your hands and stomp your feet! Leave it at the door Place a small paper shredder, paper, pens and a trash bin by the classroom door. Ask students to write a word or sentence that represents something causing them stress and then have them shred it! The problem won't disappear, but the activity encourages them to leave stress outside the classroom. Me the tree Sometimes when we are stressed, it feels like we are floating above the earth so it's important to ground your feet and reconnect. Stand tall and bend your knees a bit and imagine your body is a tree trunk. Pretend that there are roots growing out of your feet and picture them growing into the earth. Then imagine your arms are branches and reach out and stretch into the sunshine!

• Students need to understand what stress is and how to cope with it

Making them aware of how to recognize stress in themselves and in others will help them handle the situations much better.

• Teachers need to allow for social connectivity within the classroom

Matthew Lieberman, social psychologist and neuroscientist, in his book, Social: Why Our Brains are wired to Connect, states that just like our need for food and shelter, we have the need to form relationships and to connect to other human beings. That's why we want to develop loving relationships, fit into a school, cheer on a sports team and even check our Facebook pages. Developing a classroom culture of "All for one, and one for all," benefits the entire group as well as each of the individuals within that group.

• Lessons should strive to reach that deeper learning level

Authentic performance tasks and project-based learning actually deepen the student's understanding on both the factual and conceptual levels. If the teacher's goal is simply test preparation, students may have a difficult time applying what they've learned to novel questions or problems. This is why deeper learning is one of the best test preparations a teacher can actually provide to help reduce anxiety.

- **Allow for individual needs**

For especially high-anxiety situations for some students, reduce the tension. If a child doesn't like reading orally, only call on them when they know the passage and are well prepared. To help with test anxiety, have an adult (teacher or aide) help those students that prefer to have the questions read to them.

- **Include physical activity within the school day**

I am alarmed to see how many schools are cutting back (or completely eliminating) their recess time. Nothing could be worse for child development. When I was a child we had physical education class every day and now children are lucky to have it once or twice a week. Not only is the human body developing during childhood and therefore needs this type of activity, stress can be greatly decreased with physical movement. Even taking the class outside for a short walk will reduce anxiety.

Parent tips for reducing stress:-

When children suffer from stress, it affects the entire family. Because parents are used to being able to fix problems, not knowing how to intervene can be frustrating and even add to stress in the home. Fortunately, parents can take action by instituting the following tips to reduce symptoms of toxic stress.

Don't over schedule: Psychologists say teens need time to decompress and develop naturally through non-goal related activities. Lessons, sports teams and other activities may be helpful when it's time to apply to college, but should be scheduled around what works best for each child in moderation. Ensure the right amount of sleep: In addition to improving physical and emotional health, sleep reduces student inattention, and aids student learning and memory skills. When kids don't get enough sleep, they are at a greater risk of depression, suicidal thoughts and self-harm. So how much sleep is enough? The American Academy of Pediatrics advises children ages 6-12 get a minimum of 9-12 hours of sleep per night, with 8-10 hours recommended for teens. Parents can help by encouraging children and teens to shut off screens at least an hour before bedtime and by limiting access to screens within their child's bedroom. Serve a healthy diet: Children develop a taste for healthy food when they are exposed to it early on. Family meals should include a variety of fruits and vegetables and foods made from whole grains and protein according to U.S. guidelines. Parents should also limit processed foods and those containing sugar which may be linked to sleep problems and depression. Incorporate exercise into the day: The Physical Activity Guidelines for Americans by the CDC recommends at least one hour of exercise per day for children and adolescents to strengthen cardio fitness and keep depression and anxiety at bay. Surprisingly, just 1 in 3 children get physical exercise each day. Parents should encourage younger children to exercise by turning off screens

and sending them outside to play. Teens may need more structured activity like organized sports. Model self-care: Getting enough sleep, eating Nutritious foods and exercising are all important for good mental health. The best way to teach children these self-care strategies is for parents to follow them too!

Conclusions and Recommendations:-

This article also features recommendations about future knowledge-sharing activities. Hopefully, more educational organizations such as from kindergarten to high schools will actively promote the social emotional wellbeing of Kazakhstan's young people and their families. There is sufficient research evidence in the area of mental health in schools to inform policy and practice directions in science. Carminative results of this research work point to a need.

- Attention to organizational conditions foreffective school mental health at the provincial, district and school/community level. Organizational conditions include proper educational plan, protocols for decision-making, systematic training, role clarity, implementation, collaboration, and system communication. Ensuring adequate numbers of trained mental health professionals in schools is also part of this required commitment if we are to besuccessful across the continuum of care.
- Systematic professional learning in mentalhealth for educators, parents, and students.
- Investment in evidence-informed mental healthpromotion within a school context. This includesa method for organizing the current patchwork ofmental health programs in class programming.
- Because schools are an excellent place to promote positive mental health, more needs to bedone to take advantage of the growing number of school/community partnerships, coalitions and netNetworks focused on moving the field forward. Inclusive partnerships also must include the meaningful participation of young people and their families.
- Being in good communication with everybodywho are around you during educational process helps to reduce the level of stress in the class room. Good communication plays a key role in educational environment.

Stress hijacks the brain when it comes to learning. Therefore, teachers need to be aware of the stress their students are experiencing in the classroom as well as in their personal lives. Although we have little control of what happens outside the classroom, we can provide the support and help they may need to handle these stressful times. To sum up, remember that what we really need to understand in that successfully tackling stress isn't just about individuals, it's about the whole school and parents as well and this requires a serious combined initiative.

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