

# A Study of Positive Psychological Orientation in Mental Health Education for Canadian High School Students

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**Abstract:** To optimize the high school psychological health education guided by positive psychology, we need to highlight the main position of students, pay attention to the positive factors of students, let students have the motivation to study and live, realize the healthy development of high school students' psychological quality, and lay a solid foundation for future study and work. In recent years, the work of mental health education for high school students in Canada has been developing, and various schools have set up mental health education courses, and set up a team of full-time psychological teachers to make full use of psychological lectures, group psychological counseling and other methods to carry out mental health education. However, there are still some problems, which need to be further optimized in combination with positive psychological guidance. Canada's high school education has been developing at a high speed. In the process of teaching, it is necessary to improve students' interest in learning, pay attention to guiding students' mental health, and promote students' all-round development. This paper discusses the optimization of high school mental health education guided by positive psychology, clarify the development ideas of high school mental health education, improve students' interest in learning, promote students' physical and mental health development, and realize students' all-round development.

**Keywords:** Psychology, Mental Health Education for Senior High School Students, Psychological Quality, Canadian High School Students, Comprehensive Development, Education Optimization

## 1. Research on Canadian High School Students

At present, the Ministry of Education of Canada is promoting health education activities with the theme of "healthy psychological health of teachers and students". Mental health is an important part of the health of teachers and students. (Structure chart of teachers and students' mental health, see Figure 1) According to the data released by the World Health Organization, suicide is the second leading cause of death for people aged 15-19 in the world, and students' mental health problems have become an important problem faced by many countries in the world. In recent years, the Ministry of Education has attached great importance to mental health education in secondary schools. Referring to the relevant curriculum settings in foreign countries, the Ministry of Education has studied and put forward the Proposal for the Inclusion of Life Safety and Health Education in Primary and Secondary School Curriculum and Textbooks, which serves as the basic reference for the revision of curriculum standards and the compilation of textbooks in relevant disciplines, and defines the learning requirements of different disciplines and stages. At the same time, we should systematically implement mental health education in relevant curriculum standards and organically integrate mental health education into relevant textbooks. How do foreign schools set up mental health education courses and integrate the content of mental health education into teaching materials? What experience can we learn from? Among them, the most important is to issue laws and regulations to forcibly integrate mental health education into the existing curriculum. In 2016, the New York State Government added a new paragraph to the New York State Education Law, announcing that mental health should be included in school health education as well as physical health[1-2]. The bill came into force on July 1, 2018, requiring all public primary and secondary schools to teach mental health knowledge. However, the bill only stipulates that mental health should be included in the school health curriculum, and does not specify the specific content of the curriculum. In 2017 and 2018, the State of New York issued a number of regulations, stipulating the content of mental health education, and formulated the Guiding

Framework for Mental Health Education in the State of New York [1]. The framework includes three dimensions: self-management, interpersonal relationship management and resource management. The resource management dimension focuses on cultivating students' ability to use various mental health resources of individuals and communities, so that students can understand how to seek help for themselves and others [3-4].

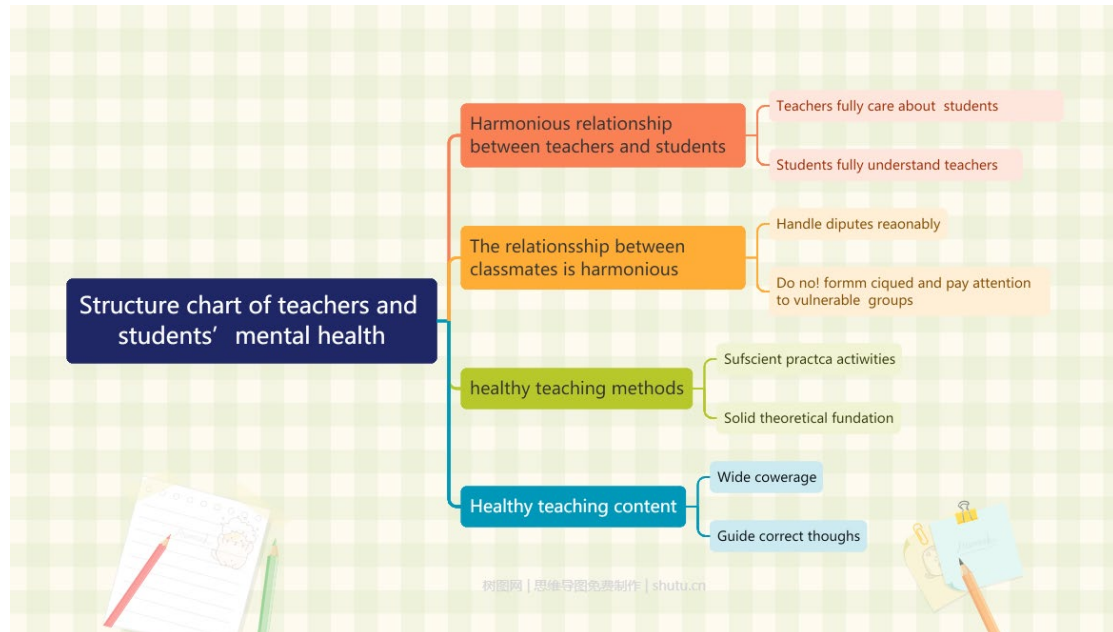


Figure 1: Structure chart of teachers and students' mental health

**1.1 Ideological Education of Canadian High School Students (The Ideological Education Structure of High School Students, See Figure 2)**

First of all, most teachers in Canadian high schools can create a good learning atmosphere. High school mental health education based on positive psychology needs to help high school students better adapt to the current social environment, create a good working atmosphere, design real conceptual questions, and guide students to answer questions openly. Set aside time for students to think and help students to achieve self - presentation. Each student can put forward their own questions and explore their own problems comprehensively.



Figure 2: The ideological education structure of high school students

Secondly, most teachers in Canadian high schools can guarantee the enthusiasm of learning content.

To improve the quality of mental health education in senior high schools, we need to choose positive teaching cases and use more positive cases to help students create a good psychological environment. Teachers need to stimulate the potential of students, so that students can use diverse thinking to think about things, transform their psychological problems, and ensure the educational effect[5-6].

Finally, most teachers in Canadian high schools can exercise students' positive psychological quality. Before carrying out educational activities, teachers need to comprehensively analyze the teaching content, summarize the specific teaching objectives, determine the educational links to be used, so that students' psychological quality can be continuously improved. In the process of exercising positive psychological quality, students can also get a good baptism experience, feel the fun of positive psychologically oriented high school mental health education, which can also cultivate students' will quality.

### ***1.2 The Ideological level of Canadian High School Students***

At the beginning of 2018, Canada passed a bill on mental health education for students. Like New York, the bill came into force on July 1, 2018. So far, Canada has become the first region to enact laws requiring schools to conduct mental health education. The difference is that the State of New York requires all public primary and secondary schools to include mental health-related content in the health curriculum, while Canada incorporates mental health education into the physical education and health curriculum of students in grades 9 and 10. Previously, the health curriculum standards for grades 7 to 10 in Canada had covered the relevant contents of mental health education, but only involved the identification of mental health resources in schools and communities. After the enactment of the Act, more contents such as mental health awareness were included in the curriculum standards. Subsequently, the Canadian Ministry of Education recommended that mental health education cover all learning stages from kindergarten to grade 10. According to statistics, as of September 2019, at least 9 cities in Canada have legislated to provide mental health education courses, and at least 20 cities have included mental health into their health or education standards[7-8].

According to the survey, first of all, the ideological level of Canadian high school students is the lack of discipline and learning awareness. Nowadays, students are affected too much by society and have no desire to learn at all. Reading novels in class and listening to music by oneself are common performances. Most teachers have experience. Needless to say. Secondly, there is a lack of awareness of social morality and responsibility, and a strong sense of self. Finally, a small number of students have no sense of respect, respect, love, honesty and filial piety. Such students are few, but in my personal view, every school has such a small part. Today's students are not afraid of teachers. Our school's female teachers are often angry and crying by students, and then they can't collect their homework. If a student doesn't obey the discipline in class, he will stand up and ignore you. What's more, students are clamoring about how to deal with a certain teacher[9-10].

## **2. Research on Psychology of Senior High School Students**

Positive interpersonal relationships are closely related to mental health, and mental health is also related to physical health. Therefore, the research on psychology of senior high school students is a long and important topic.

### ***2.1 Mental Health Education for Senior High School Students (The Organizational Structure of Mental Health Education for Senior High School Students, See Table 1)***

*Table 1: The organizational structure of mental health education for senior high school students*

The organizational structure of mental health education for senior high school students	thought	Learning
		Activities
		Social
	behaviour	Attitude towards teachers
		Attitude towards parents
		Attitude towards classmates

Canadian schools propose to popularize health education while carrying out interpersonal relationship and sex education. Middle school students mainly learn emotional management, the harm of alcohol and drugs, network security, sex education and how to get professional help. Schools should ensure that the courses of "health education", "interpersonal relationship education" and "interpersonal

relationship and sex education" complement rather than duplicate the contents of national curriculum (such as citizenship, science, mathematics and sports). In addition, schools should also ensure the smooth connection between primary and secondary schools. It can be found that all countries are actively integrating mental health education into school education, and even some countries regard mental health education as a compulsory course, and mental health education is becoming more and more important. However, the opening of the new curriculum is a systematic project, which requires the collaborative arrangement of curriculum standards, textbooks, teachers, class hours and other aspects. At the same time, the problem of mental health cannot be solved only through curriculum learning. It also needs the infiltration and integration of other disciplines, scientific psychological evaluation and perfect psychological counseling and intervention mechanism. Only by cooperating with each other can it play its role. Facing the future, we need to further strengthen research based on the actual situation of our country to continue to carry out mental health education in depth [11-12].

## 2.2 Psychological Status of High School Students (Distribution of Psychological Status of Senior High School Students, See Table 2)

Table 2: Distribution of psychological status of senior high school students

Distribution of psychological status of senior high school students	Physiological performance	positive	Learning and entertainment
		negative	human relations in society
	Psychological activity	positive	Facing elders and teachers
		negative	Face onerself

The common psychological problems of high school students are mainly manifested in learning, interpersonal relationships, adolescent psychology, personality disorders, frustration and adaptation. Specific manifestations include emotional instability, self-control, low psychological endurance, lack of self-confidence, learning difficulties, test anxiety, memory decline, inattention, poor thinking, unstable academic performance, difficulty in coping with setbacks, adolescent lock-in psychology, lying, weariness, truancy, and serious self-injury or wounding.

In recent years, quite a number of high schools have strengthened ideological education work, and have taken measures based on the actual situation of the school, such as paying attention to the basic moral norms, vigorously cultivating and carrying forward the national spirit, actively building the school moral education environment, striving to improve the school moral education system, optimizing the content of moral education, and improving the methods of moral education. This has improved the ideological and moral quality of high school students to a certain extent. However, due to the pressure of the college entrance examination and the existence of various factors such as the prejudice of society and parents on the measurement of school work, there are also obvious deficiencies in the current school moral education. The second is the psychological aspect of adolescence [13-14]. First, emotional psychology is serious. Adolescence is the transition period from childhood to adulthood. The physiological upheaval in the development period of adolescence will inevitably lead to emotional agitation and emotional instability of middle school students, which are both rich and fragile. When encountering some stimuli, it is manifested as crying, laughing and moody; Easy to be irritable and impulsive; Excessive anxiety, nervousness, selfishness and narrowness; Weak willpower, poor ability to withstand setbacks, and easy to lose heart when encountering difficulties. The second is adolescent lock-in psychology. Its main performance is to close increasingly rich and complex inner activities. Locked psychological problems mainly refer to the psychology in a negative situation. If middle school students are under the control of negative emotions and close any psychological communication with the outside world, it will be a noteworthy sign. The third is puppy love. This is the most troublesome problem at present. In particular, high school students are in the period of puberty, and one of the most prominent contradictions in this period is the contradiction between rapid sexual maturity and relatively naive sexual psychology. The physical development of high school students is becoming increasingly mature, and their desire for the opposite sex continues to strengthen, which leads to the problem of "puppy love" and leads to a straight decline in academic performance. As a result of entering the wrong zone of love, psychological conflict intensifies, and various psychological pathological reactions will occur[15].

## 3. Research on Canadian High School Students through Positive Psychological Guidance

With the continuous reform and development of education in the world, more and more people begin to attach importance to psychological education. Therefore, many schools have developed

disciplines related to mental health education in high schools. However, because many schools are affected by the education and teaching environment, there are many problems in their mental health teaching, and some related teaching systems are not perfect. Therefore, in order to enable students to better learn and understand the knowledge related to mental health, it is an inevitable trend to optimize the relevant teaching content. Compared with traditional psychology, positive psychology is more full and perfect, and its main ideas are as follows: First, the main research aspect of positive psychology is the positive aspect of human nature, and its main purpose is to make people's life more healthy, rich and full, so that individuals can realize the meaning of survival. Positive quality and positive power are the core of positive psychology, and the main purpose is to better promote the development and progress of individuals and society. Second, in terms of positive psychology, everyone has great potential, which plays a great role in the future growth and development of individuals, and can help individuals realize their life values. Moreover, relevant psychologists are also required to see the potential and power of human beings with a more open vision.

### 3.1 The Impact of Positive Psychology (Positive Psychology Framework Organization, see Figure 3) on Senior High School Students

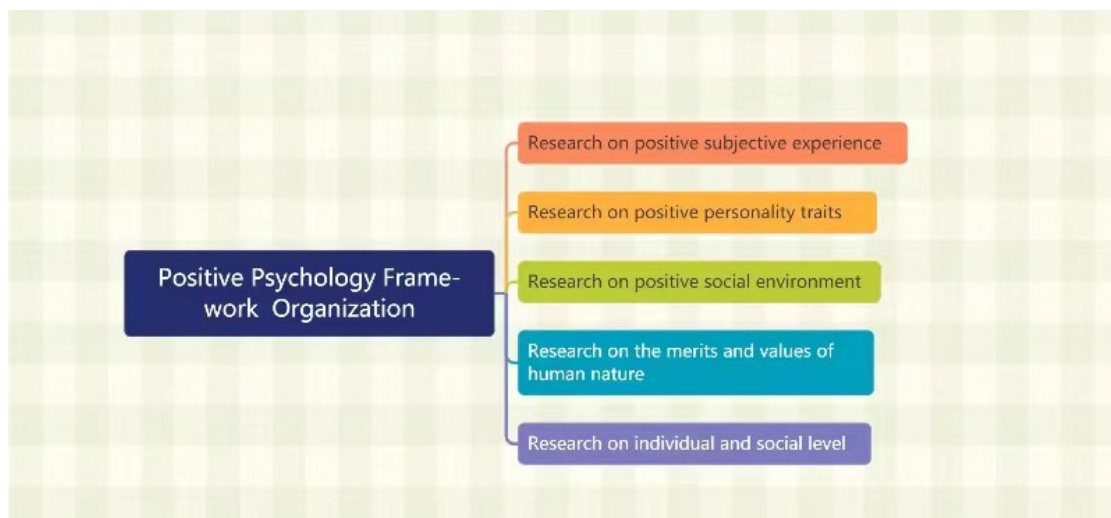


Figure 3: Positive psychology framework organization

In terms of the impact of positive psychology on senior high school students, first, develop students' positive psychological quality. Use the favorable factors of development to promote the development of students. In high school mental health education, we need to use various development action measures to strengthen external and internal favorable factors, develop students' positive psychological quality, reduce the impact of negative emotions on students, and help students achieve success. Pay attention to external favorable factors, provide more support for students, and students can gain respect and recognition in the school. In addition, it is necessary to improve internal favorable factors. Teachers and students should set performance expectations together to improve students' learning motivation, improve students' personality development, establish positive values, and improve students' planning and decision-making ability, so as to better control emotions, improve cultural taste, and make students become positive individuals and gradually become valuable people. Second, improve students' personal advantages. Teachers should not only focus on students' problems, but should further improve students' personality, find the positive force of each student, and tap the potential of students. Psychological teachers not only understand the psychological problems of students, but also tap the positive energy existing in students' hearts, understand the psychological needs of each student, learn to appreciate each student, tap their virtues, and cultivate their positive qualities. This can make students full of hope for life, improve their motivation for learning, encourage their curiosity and creativity, teach students to respect social rules, and make students full of hope for the future; Third, induce students' positive emotions. It is very important to induce positive emotions in mental health education, which can increase individual psychological resources, which belong to important psychological abilities and make people have conscious psychological activities. Inducing positive emotions can expand the cognitive field, expand the scope of thinking, change students' tolerance to setbacks, improve students' ability to withstand pressure and adversity, and recover their ability in a timely manner in a negative state. Expand individual physiological resources and form positive psychological

quality related to mental health.

### 3.2 Effect of Positive Psychology on Senior High School Students (Figure 4)

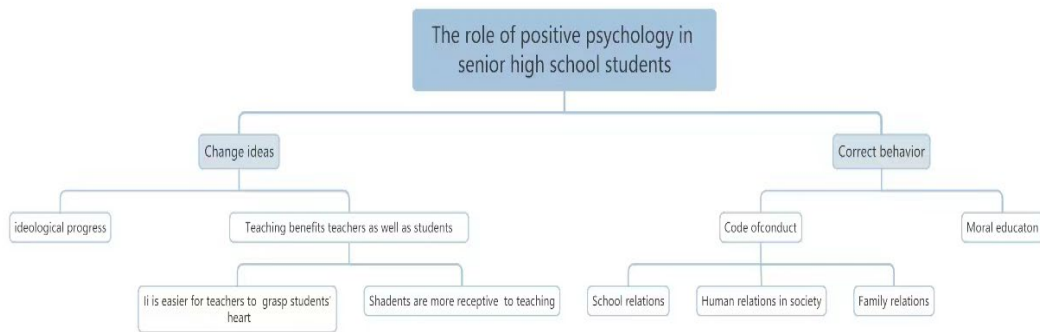


Figure 4: The role of positive psychology in senior high school students

For traditional psychology, positive psychology is the expansion, deepening and improvement of traditional psychology. Compared with traditional psychology, positive psychology pays more attention to the positive orientation of individual mental health, and it encourages students to exert their own advantages and tap their potential, so that students can cultivate positive psychological quality and be more positive and optimistic when facing life. In fact, high school mental health education is not only the prevention of high school students' adolescent psychological problems, but also a way to help students strengthen their own personality strength and excellent quality. In addition, high school mental health education helps students repair their psychological defects and injuries, so that they can more easily tap their own strength and potential, and improve their psychological quality.

In addition, students' psychological health education is crucial to their future development. Therefore, teachers should also pay attention to students' psychological changes, their learning and life, and avoid their psychological problems when teaching. In order to carry out mental health education for students, schools can make the classroom become the main battleground of mental health education by developing psychological courses. In order to optimize classroom teaching, teachers should try to make use of its characteristics and advantages through the guidance of the concept of positive psychology, and then reflect and optimize the relevant psychological teaching content during the practical teaching. This can not only improve the effectiveness of teaching, but also help students use the psychological class to develop their own direct strength and potential, so that students' personality and quality can be better cultivated. For example, in the "Mental Health Education for High School Students", it is mentioned that how to deal with the relationship between teachers and students. From the perspective of students, there are several points, such as, first, students should understand teachers, second, students should learn to adjust themselves, third, students should learn to forgive some of the shortcomings of teachers, and finally, try to enjoy every class of teachers. This not only tells students but also teachers that good interpersonal relationship between teachers and students is not only conducive to students' mental health development and promote the harmonious development of students' personality, but also improves teachers' classroom teaching quality and students' understanding and grasp of mental health education knowledge. In addition, it is also mentioned that after a large number of studies, students with good teacher-student relationship will also have a relatively healthy psychological development.

On the contrary, students with poor teacher-student relationship will easily have a sense of hostility and inferiority to some people or things, which will have a negative impact on their psychological health. In addition, a good teacher-student relationship is also conducive to the development of students' communicative ability and the promotion of students' early adaptation to social life. Therefore, positive psychological guidance is very important for students' psychological health. Teachers must pay attention to students' psychological changes when carrying out relevant education, and try to avoid having a bad impact on them.

#### 4. Summary

To sum up, psychology is a special course for students. It is not easy to operate, but also difficult to measure and visualize the learning results. Therefore, when carrying out relevant educational practice, teachers must ensure the consistency of teaching content, teaching objectives and teaching evaluation, which is convenient to ensure the objectivity and operability of teaching evaluation. In addition, teachers also need to carry out teaching from the perspective of positive psychology, which can continuously optimize the teaching content of mental health in high school. Of course, teachers can also, if conditions permit, formulate psychological teaching content suitable for each student according to their actual learning situation, help them better learn psychological health education knowledge, so that they can develop comprehensively in the future and create a more perfect life.

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