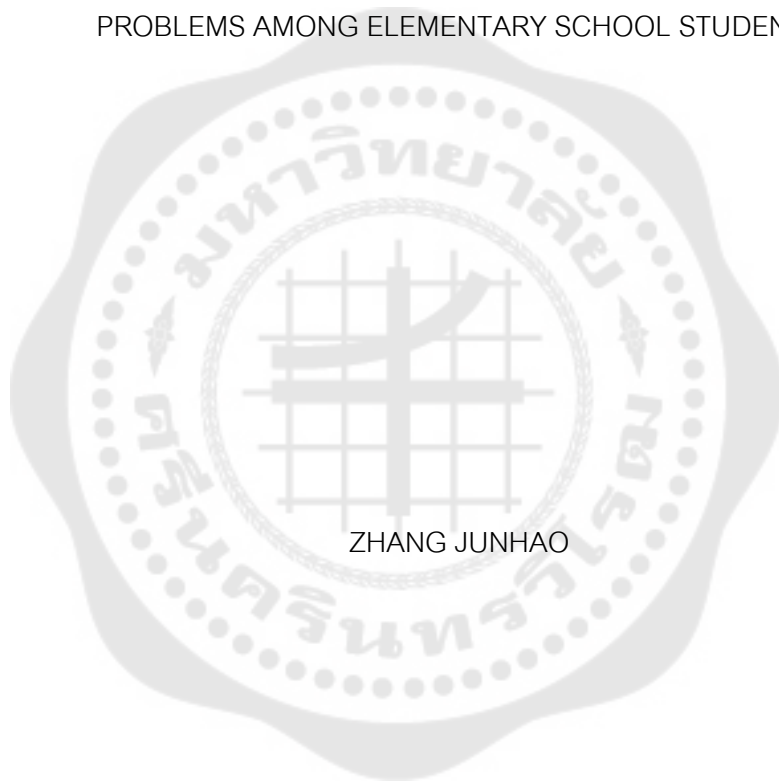THE EFFECT OF DANCE MOVEMENT ACTIVITIES FOR REDUCING MENTAL HEALTH

PROBLEMS AMONG ELEMENTARY SCHOOL STUDENTS

ZHANG JUNHAO

Graduate School Srinakharinwirot University

2023

ผลของกิจกรรมการเคลื่อนไหวแบบการเต้นที่มีต่อความผาสุขทางจิตใจของนักเรียนประถมศึกษา

ZHANG JUNHAO

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ลิขสิทธิ์ของมหาวิทยาลัยศรีนครินทรวิโรฒ

THE EFFECT OF DANCE MOVEMENT ACTIVITIES FOR REDUCING MENTAL HEALTH

PROBLEMS AMONG ELEMENTARY SCHOOL STUDENTS

ZHANG JUNHAO

A Thesis Submitted in Partial Fulfillment of the Requirements

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BY

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UNIVERSITY

....

(Assoc. Prof. Dr. Chatchai Ekpanyaskul, MD.)

Dean of Graduate School

....

ORAL DEFENSE COMMITTEE

.... Major-advisor
(Asst. Prof. Dr.Skol Voracharoensri)

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(Assoc. Prof. Dr.Sukaroon Wongtim)

.... Co-advisor
(Assoc. Prof. Dr.Patcharaporn Srisawat)

.... Committee
(Dr.Kanchit Saenubol)

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Author	ZHANG JUNHAO
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Thesis Advisor	Assistant Professor Doctor Skol Voracharoensri
Co Advisor	Associate Professor Doctor Patcharaporn Srisawat

The purposes of this research are as follows: (1) to compare the mental health. problems among elementary school student in the experimental group, before and after using dance movement activities; and (2) to compare the mental health problems of elementary school students between the experimental and control groups. The scope of research consisted of a elementary school in Chongqing in the People's Republic of China. The subjects of this research were Grade Five elementary school students in Class Two among 60 students, and 14 students with high scores on mental health problems, selected by the purposive sampling methods and divided into two groups, with seven students in the control group and seven students in the experimental group. The results revealed that dance movement activities may reduce the mental health problems of elementary school students.

Keyword : Dance movement activities Mental health Elementary school students

ACKNOWLEDGEMENTS

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CHAPTER 1

INTRODUCTION

1.1. Background

The purpose of dance movement activities is not to teach skills, but to guide elementary school students to improve mental health, improve the experience and feeling of dance art, and improve mental health problems (Bai, 2021). Dance movement activities encourage the learning quality of elementary school students to explore, to experience some experiment, to be willing to imagine and create something, and to lay a foundation for dance movement activities to improve the development of their mental health (Cui, 2021). Targeted dance movement activities will have a positive effect on the development of elementary school students' mental health as they can vent their emotions, exercise the mind and improve themselves (Tan, 2021).

Dance movement activities can improve physical ability of elementary school students and enhance the coordination ability of limbs (Zhao, 2021). Dance movement activity is also a kind of art with special expression and lyricism. It can improve the mental health problems of elementary school students (Qu, 2011). In recent years, more schools have opened dance movement activities courses to improve elementary school student mental health (Zhu, 2015). Dance movement activities enhance overall physical and mental development. These activities allow the improvement of artistic accomplishment of teenagers, the use of imagination and also enhance their patriotism, edifying noble sentiments of great significance to cultivate good conduct, will and good dance artistic accomplishment (Miao, 2008).

Based to my years of teaching experience and a large number of literature reading, I found that elementary school students' mental health problems are mainly manifested in the following conditions:

Personal factors: being self-centered, having confusion and not sharing when they are depressed, difficulty integrating into the collective life, being isolated from peers, self-inferior, and timidness.

Family factors: parenting style and attitude; parents help children solve everything in life, as a consequence they tend to form psychological characteristics of cowardice. Parents excessively limit children's words and actions which leads to the lack of critical thinking. This educational method may make the psychological lack of independent ability.

School factors: lack of attention in class, fear of homework, worry about exams, and improper method of teacher education. Teachers do not understand that elementary school students take simple and punitive methods to deal with problems so it makes them feel wrong, depressed and dissatisfied which leads to psychological disorders.

Social factors: the development of modern science and technology, and modern media information such as TV, Internet and film have also brought a negative impact on elementary school students' mental health. More attention is needed to adopt effective solutions. After conducting literature research, these people have also proposed that dance movement activities can be a good improvement of elementary school students' mental health (Zhang, 2019). Positive thoughts through dance movement activities create good living habits and learning atmosphere, and they also let the students feel full of thought dynamic which can provide good support for their own mental health.

(Li,2018) Dance movement activities help the students get rid of personal isolation, make them feel happy with others, reduce anxiety and improve vitality. The activities also allow them to understand themselves, build confidence in their emotions and accept themselves. (Zhang, 2020) Dance movement activities make the elementary school students have a healthy and strong body, elegant manners and temperament. Over time, these activities enhance confidence and gradually form a healthy mindset that prevents shyness and mental health problems. (Wu, 2021) This also helps to complete artistry through dance movement activities as the specific application of dance movement activities method in elementary school student mental health work. (Yang, 2021) Dance movement activities are psychological ways to promote mental

health, regulate emotion, physical and mental balance, enhance personal awareness, and improve the mind. The activities can also improve and promote the development of elementary school students' mental health which have great significance. (Li, 2021) Dance movement activities combine dance and psychology. The students were guided to maintain a healthy psychological state which are considered important means to help their mental development. (Zhang, 2018) When the body movements and music are consistent, their spirit and psychology will also be sublimated. The basis for achieving this state are physiological and psychological. The psychological activities of the human body will be presented through the body movements (Zhou, 2018).

In conclusion, dance movement activities are very beneficial ways to improve elementary school students' mental health problems, enabling them to produce good emotional experiences and establish positive ideas. Such activities can also mobilize enthusiasm, allowing students to overcome shyness and tension in public performance and increase self-confidence. Moreover, dance movement activities can strengthen abilities in logical thinking, innovation, and imagination. Having a positive experience in learning and life will enhance mental health in the long run. It can also improve the quality of elementary school students. The mental health problems of elementary school students have finally achieved a positive improvement.

1.2. Research Objectives

1) To compare mental health problems of elementary school students in the experimental group, before and after using dance movement activities.

2) To compare the mental health of elementary school students between the experimental group and control group.

1.3. Research questions

Can dance movement activities improve the mental health of elementary school students?

1.4. Research Significance

The study mainly started from dance movement activities. The aims were to explore the impact on mental health problems in primary school students, and to raise awareness. The results were concluded from the elementary school students' mental health with the comparison between the experimental group and the control group. It proves that dance movement activities can improve the mental health of primary elementary school students.

1. Studying dance movement activities can help cultivate and improve elementary school students' mental health problems.

2. It can also allow the students to improve their body function, and improve the flexibility and elasticity of each joint through studying dance movement activities. Besides, the students get to experience the fun of learning and life, acquire a good posture, elegant demeanor and temperament to improve their mental health.

For teachers, this study can help them to have better understanding towards the mental health situation of elementary school students. They can also use the dance movement activities better, and improve the students' mental health problems.

This study can help elementary school students improve their mental health problems, cultivate the excellent quality of elementary school students, and improve their learning efficiency.

1.5. Research Scope:

Population: This study mainly aimed at the fifth grades students of a primary school in Chongqing, with a total of 60 students.

Sample: A primary school in Chongqing. Grade 5 students from 2 classes, and 14 students with prominent mental health problems from high to low from the 2 classes, with 7 in the control group and 7 in the experimental group respectively.

1.6. Conceptual Framework of Research

This study aimed to investigate the effects of dance movement activities on the Mental health of grade 5 primary school students from 2 classes in Chongqing

elementary school. The total number was 60 students, 14 students with prominent mental health problems from high to low from 2 classes, with 7 in the control group and 7 in the experimental group respectively. The primary school students' mental health rating scale (MHRSP) was developed by psychologists from Chen Yong sheng (2000).

Independent variable   Dependent variable
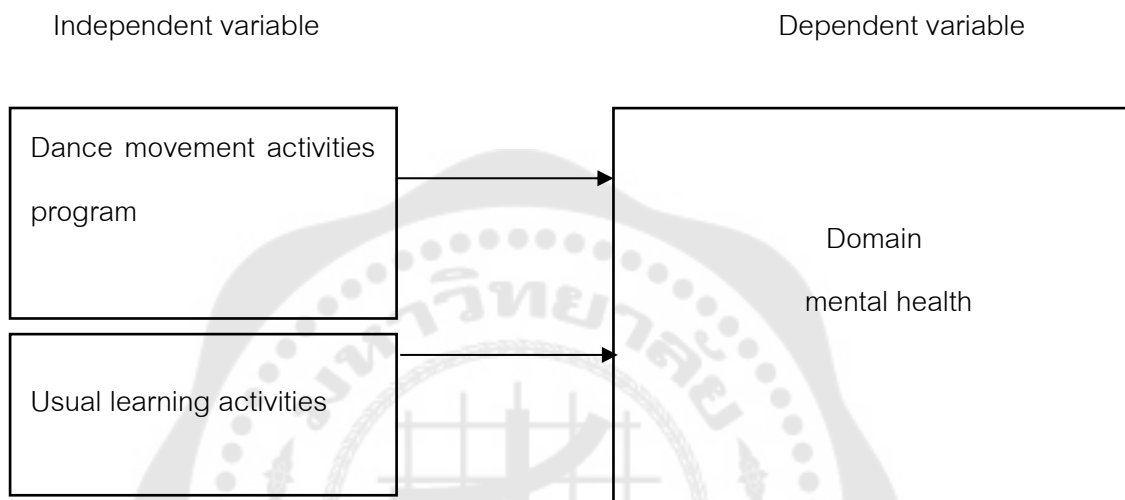
Figure 1 The process of the variables

1.7. Research Hypotheses

      1. After the experiment, the mental health problems scores were lower than before the experiment.

      2. After the experiment, the experimental group had lower mental health problems scores than the control group.

CHAPTER 2
LITERATURE REVIEW

2.1. The foundation of mental health

1. Maintaining a complete and coordinated personality state including cognitive, emotional and willing behaviors; 2. The mental level and age, social level match; 3. Having enough self-awareness, being able to deal with changes of environmental pressure, and maintaining a stable mood including mood when facing environmental pressure; 4. With sufficient social functions, the psychological state can ensure the completion of social roles undertaken, including planning and understanding of their own social role, and taking constructive behavior; 5. Maintaining a good interpersonal environment.

2.1.1 Meaning of mental health

Mental health is developed by individuals to improve themselves and others and to cope with the mental illness of themselves and others. For elementary school students, this period of life is considered as an important development period.

Showing unique psychological characteristics, and good mental health literacy has an important influence on their psychological development. Schools should improve the students' mental health awareness, basic self-evaluation, and mental health solving ability. The target was to improve the mental health literacy level of low, middle and senior primary school students about their own problems (Ma, 2021).

In the current educational development of schools, we not only pay attention to the teaching of elementary school students' professional knowledge and the cultivation of professional skills, but also pay attention to the education of their mental health. With the deepening of mental health education, the integration of positive psychology is gradually explored on the basis of traditional psychology. Positive psychology can help elementary school students improve their psychological state, make teachers more fully understand the psychological cognition and feelings of elementary school students driven by positive emotions, and play a positive role in

shaping the positive and healthy spiritual quality of elementary school students (Zhang, 2021).

With the continuous improvement of China's economic system and the deepening of reform and opening up, many are influenced by the bad outside culture, and issues with mental health.

In order to effectively solve the current elementary school student mental health problem in China, qualified personnels need to be trained for China's socialist modernization drive. Our schools must focus and strengthen the mental health education of elementary school students so as to achieve the goal of cultivating and improving the comprehensive quality under the concept of quality education (Shi, 2021).

Students in elementary school are in a period of rapid physiological and psychological changes. Most fundamental characteristics include semi-mature, semi-naive, and certain contradictions which are important implications for mental health development. Therefore, exploring the influence of mental health by means of education and training can enrich the relevant research on mental health educational intervention in China, and provide practical reference for improving the level of mental health (Ji, 2022).

Positive psychology is a new field of psychology in recent years, which mainly focuses on positive qualities such as human virtues and strength, and analyzes the positive emotions by improving the effective experimental methods and measurement means. Thus, it has become a trend of thought in psychology. In the concept of positive psychology, it is also emphasized that psychological research can change from the previous mental diseases to people's positive psychological forces, and intervene in people's psychological phenomena in a positive way, so as to help people to optimize and improve their own psychological emotions (Gu, 2018).

Mental health is an important part of modern health. Physical education teachers must pay attention to the mental health of elementary school students. Schools and parents pay attention to students' academic performance, but they also need to pay attention to the students' mental health. Through teaching, the students participate in

activities. This not only enhances their physical function, but also allows them to cultivate their mental health, overcome difficulties, be positive, and form a good mental health (He, 2018).

The significance of mental health is to promote the development of mental health and the security of family and society. Promoting mental health to develop a good psychological state and social adaptability mental health is closely related to people's physical health. Healthy psychology is more conducive to the development of mental health. With mental health, people can better manage their emotions, have a clearer understanding of their own shortcomings and better get along with others.

2.1.2 Mental health problem

The survey of elementary school students' mental health in the research pointed out that, with the deepening of reform, China's social structure is undergoing rapid changes. Elementary school students are under increasing psychological pressure. They are shy. Also, they lack interest and confidence, have anxiety, social fear, autism, mental concentration and other mental health problems. Elementary school students are in the period of rapid development, as a result their physical and mental change sharply leading to internal conflicts and frequent contradictions. This leads to mental health problems. Therefore, elementary school students' mental health status can be a concern (Wang, 2011).

The analysis of factors affecting elementary school students' mental health includes learning problems as follows: anxiety, mental concentration, weariness, dependence, confusion and other learning mental health. The other factors are the lack of concentration in class, fear of homework, dependence on parents for homework, and concerns about the exam (Peng,2018). Moreover, some characteristics were found as the factors include being self-centered, unwilling to communicate with others, not good at communicating with partners, feeling that others are not friendly to them, misunderstanding, and sympathizing with themselves. Being self-centered is when the students do not understand how to share and get frustrated when they are very depressed or have aggressive behavior. As a result, it is difficult to integrate into the

collective life so they are isolated from classmates. For elementary school students, the mental health problem of communication is inferiority, timidity and so on (Zhang, 2017).

Elementary school students' mental health survey of grade 4-6. In the 2014 study, medical theory and practice pointed out that the problems of personality psychology were apathy and autism: 30%~40% of elementary school students did not feel happy with their peers, of which 12%. Elementary school students feel unsociable, lonely, and even 2% of middle elementary school students feel inferior. Solitude is a psychological barrier and this kind of spiritual loneliness is not conducive to the formation of elementary school student mental health (He, 2017).

Due to the fact that elementary school students cannot adapt to the primary school teaching methods, they begin to lack motivation to learn or did not master the correct learning methods and other reasons. As a result, learning becomes difficult for them so they have a hard time keeping up with the class progress. However, looking forward to the future society, these poor students will face more challenges that require them not only to master rich cultural knowledge, but also to have a healthy body and mind. As the central hub of a person's development, mental health promotes people to make progress and explore. Therefore, while guiding the transformation of students with learning difficulties, teachers should pay more attention to their psychological changes and promote their mental health development (Song, 2019).

Common mental health problems include problems such as character defects and unclear cognition of values, which affect the healthy growth of left-behind children. However, there are many factors affecting the mental health of left-behind children, such as the lack of direct family education, and an in-depth analysis of these influencing factors is needed. Therefore, there are analyzes of the mental health problem among left-behind children in rural areas by thinking about causes and putting forward several scientific countermeasures to solve the mental health problem of left-behind rural children, hoping to provide some reference for solving the mental health problem of left-behind children (Wang, 2019).

Elementary school student stage is an important stage to shape personality and form good three views. However, there are many factors that affect their mental health ranging from heavy learning pressure and burden of admission, society, school, and to the fact that families pay more attention to the academic performance, and pay less attention to the changes of mental health in this stage. Besides, other factors include the drastic changes in the social environment, the imbalance of school education concerns, the neglect of students' emotional fluctuations in family life, and the unique ignorant curiosity about new things. If these factors are not properly corrected, it is easy to cause the psychological burden of Elementary school students, and even cause serious Mental health (Zhang, 2018).

We pointed out that many factors can affect the development of elementary school students' mental health, mainly including personal factors, family factors, school factors and social environment (li, 2016).

Elementary school students' mental health study in 2001 pointed out environmental factors: family is the environment that children are first exposed to, and children always begin to interact with the acquired environment in family life and grow up slowly (Xiao, 2015).

Teachers' behavior problems and the impact on elementary school students' mental health (Zhu, 2014).

To understand the elementary school students' mental health problems, recently, they have received more attention. The development of mental health education has laid a foundation for the all-round development of students' moral, intellectual, physical, aesthetic, labor, and mental health education problems. They also put forward countermeasures so that students establish correct health awareness.

2.1.3 Research of Mental health

With the rapid development of the economy, there are many problems that the children are facing including children's mental health and behavior problems, the relationship between family education, the deepening of social reform, and people's life rhythm becoming faster and faster which lead to the fact that many parents neglect

family education. Mental health problems have shown a trend of low age affecting the healthy growth among children. With the development of the social economy, people pay more and more attention to children's mental health. The psychological problems of children and adolescents have become the focus of social attention. From the perspective of positive psychology, there are many things in common between art education and children's mental health. The problem of mental health has directly affected the quality of education, so it is particularly important to further explore the interference factors affecting children's mental health. The growth and living environment of left-behind children are quite different from those of ordinary students, so their problems are relatively complex. In recent years, a large number of studies and surveys have shown that the trend of "low age" of psychological problems is obvious, and the overall mental health level of children is worrisome. The current problem of children's mental health education is that parents neglect their children's mental health education which is considered the biggest problem. Many parents have misunderstandings about this mental health education, and always think that as long as they keep in touch with teachers at any time and grasp the situation of children's problems, it is good enough. In our life, it is common that children show different personality characteristics. Some are introverted and shy, some are lively and clever, and some have mental health problems. The reasons for children's mental health problems are relatively complex, often due to the influence of various factors. In recent years, children's psychological problems have gradually received widespread attention, which requires a comprehensive understanding of the factors affecting children's mental health, and actively take effective methods to maintain children's mental health.

The premise of children's psychological development is genetic factors, the characteristics of human psychology such as temperament, intelligence and personality, are affected by genetic factors. Some personalities are as follows: extraversion and introversion, IQ, temperament, gentleness and irritability, active and good static. Children's mental health is the most important part in children's education. Psychological education is an indispensable part of children's growth (Fu,2013).

In the current elementary school student education, mental health education occupies an important position. The education should not only be reflected in the students' processing of emotion, emotion and behavioral performance, but also pay attention to the macro level such as school and curriculum by integrating mental health education into the curriculum. Thus, this can improve the mental health of elementary school students. It is of special significance for the improvement and maintenance of elementary school student mental health. As an important teaching method, it plays an important role in cultivating the core literacy of elementary school students (Wang, 2022).

Practice has proved that long-term adherence to the cheerleading exercise can effectively promote the development of elementary school students' mental health. Based on the experimental research method, this paper explores cheerleading from the perspective of elementary school student self-cognition, interpersonal relationship, social adaptation, will quality and life attitude, and analyzes the influence of cheerleading on the students' mental health, in order to look forward to further promotion of cheerleading (LI, 2019).

The factors and countermeasures affecting elementary school students' mental health are analyzed, and pointed out that elementary school students are the successor of socialist construction, and mental health education is an important part of quality education in the current stage (Bai, 2017).

In conclusion, in order to better conduct elementary school student mental health tutoring and education, the factors that affect elementary school student mental health need to be targeted. Also, corresponding strategies need to be adopted. Working together with all parties concerned can promote the growth of elementary school student mental health. The above studies summarize the problems in elementary school students' mental health.

2.2.1 The foundation of dance activities

1. The body is the foundation of dance activities; it is the expression tool, which includes the head, neck, shoulders, chest, waist, buttocks, arms, legs and so on.

2. Action is the core of dance activities it is the soul of dance activities. Dance movements activities basic postures include pace, rotation, jumping, rolling, etc. 3. Space is the stage of dance, and it is the environment of dance activities performance. The dance activities space includes the stage size, direction, height, shape and so on. 4. Time is the rhythm of dance activities, and it is an important factor in dance activities expression. Dance activities time includes music rhythm, movement speed, movement duration, etc. 5. Energy is the power of dance activities, and it is the source of power produced by dance movements activities. Dance activities energy includes strength inside the body, muscle strength, gravity, etc.

2.2.2 Meaning of dance activities

Dance movement activity is one of the traditional folk arts forms with the longest history of the Chinese nation. It has a special form of expression and creativity. Art is a unique product of the development of human civilization, which is of great significance to the development and expansion of the Chinese nation and the prosperity of our country. China dance movement activity is a cultural and artistic form with a long history and special attraction. It itself has a strong practical significance and is also one of the main carriers of the traditional culture of the Chinese nation (Liu, 2023).

Dance movement activity is a kind of art, and the popularization of dance movement activities is of great significance to social development and cultural inheritance.

Finally, based on the two levels of increasing attention and cultivating professional talents, we explore the countermeasures of dance movement activities and popularization (Chen, 2023).

Under the curriculum reform of basic education in China, dance movement activities teaching ability is a necessary basic artistic quality for those engaged in preschool education. Therefore, it is necessary to carry out comprehensive innovation and reform of the traditional mode. Dance movement activities analyze and explore the teaching situation, and put forward reasonable solutions to improve the relevant teaching mode (Li, 2022).

Dance movement activities like poetry and music, are originated from labor; labor created dance movement activities art regarding the need of life and social progress that enriched the connotation of dance movement activities. Also, it enriched the action and voice of labor, gave dance movement activities practice content, created a regular rhythm and tone, gave human colorful life posture and emotional embodiment. China's dance movement activities have a long history. Its inherited dance movement activities forms and characteristics have influenced the world dance movement activities art, which has practical significance for the nationalization and modernization of Chinese dance movement activities creation (Gan, 2022).

Dance movement activities, as educational activities and as a form of artistic aesthetic education, can cultivate the feeling and interest in aesthetics, and are easy to be recognized and accepted. The education of dance movement activities can greatly cultivate their spiritual sentiment, and help them cultivate their body, mind and intelligence, and can also be fully developed. The current situation of dance movement activities and art education is of great importance, and its significance for the development (Zhang, 2020).

Dance movement activities have a decisive influence on enriching the campus culture.

Dance movement activities are artistic disciplines. Students can feel the beauty of dance movement activities in the process of learning. Through the Dance movement activities, elementary school students acquire art appreciation ability and dance movement activities skills that have been greatly improved (Chen, 2020).

With the development of aesthetic education in China, humanities and art education has been given more and more attention by colleges and universities. Art troupe is one of the important means of cultural construction. Art troupes of non-art schools play an indispensable role in promoting the construction of campus culture, promoting the development of campus culture communication, cultivating and improving students' comprehensive ability and artistic accomplishment. To this end, many schools out of the country have created art troupes. In this paper, we discuss the

significance of dance movement art activities for elementary school student cultivation (Li, 2019).

Under the background of modern education reform, the traditional exam-oriented education mode has been unable to meet the development needs of the society for applied talents. Quality-oriented education has become an important goal of elementary school students' universal dance movement activities education. Through dance movement art activities education, the goal is to promote the development of elementary school students' mental health, and to improve their self-cultivation (LI, 2020).

This is a process of developing artistic achievements, cultivating the love for art, and strengthening one's own artistic cells. When you stand on the stage and hear the music, your hands and feet will unconsciously dance together, which is the process of experiencing the elegance of the music, its rhythm, the beauty of melody and dance movement activities.

2.2.3 Research of dance activities

Art education is an important part of the implementation of comprehensive quality-oriented education, and collective art education is the best way for the implementation of art education for preschool children. Based on the psychological theory of multiple intelligence theory, transfer theory and recent development theory, we will strengthen the art education for preschool children (Lu, 2010).

This paper analyzes the characteristics of elementary school students in dance movement activities teaching, points out the process of dance movement activities teaching, and focuses on teachers transforming the negative factors unfavorable to teaching into positive factors. This requires dance teachers not only to have professional skills and artistic expression, but also to master some psychological knowledge, constantly improve their own cultural accomplishment and artistic accomplishment, and correctly apply it to teaching, so that the teaching method is more reasonable and more perfect (Gao, 2015).

In the inheritance and development of Chinese folk dance, dance movement activities research pointed out that national folk dance is the way for people of all ethnic groups to express their emotions in China. Dance movement activities through the media of action, music, people integrate their own emotions, behavior, cognition and other aspects. They are inextricably linked in both (Sun, 2022).

As shown in the influence of dance movement activities education on the growth of mental health study, mental health issues have always been the focus of the whole society. Dance movement activities and application of education in the training process can play a significant positive role, while shaping the external beauty, further enhancing the internal beauty literacy. The cultivated aesthetic consciousness, creative consciousness and cooperative consciousness have a very important role and influence (Liu, 2017).

Regarding the study of the relationship between dance aesthetic education and quality education, it was pointed out that dance movement activities play a positive role in improving individual psychological quality education, which is of great significance to promoting the healthy development of individual body and mind (Wang, 2018).

Dance movement activities applied research in elementary school students' mental health education point out that the most important value of dance movement activities ontology are dance movement activities, which have been combined with psychology and have achieved good development (Zhang, 2018).

Dance movement activities' impact on the physical and mental development of special children points out that with the rise of art therapy, dance movement activities have attracted more and more attention in the emotional intervention treatment of special children, and this kind of physical exercise intervention treatment has good therapeutic effect (Zhao, 2017).

Dance movement activities application research in students' mental health education points out that the most important value of dance ontology are dance

movement activities. They have now been integrated and applied with psychology, and have been a good development (Zhang, 2018).

The influence of dance movement activities on physical and mental health of special children pointed out that with the rise of art therapy, the role of dance movement activities has attracted more and more attention in the emotional intervention treatment of special children, and this kind of body movement intervention treatment has a good therapeutic effect (Zhang, 2017).

In the study, dance movement activities are the important performance of dance ontology value. Dance is directly caused by action perception, aesthetic consciousness, especially when the body and music movements. It is not only the visual beauty, but it also brings spiritual, psychological sublimation. This state is also based on the physiological, psychological, and dance body that shows the person's mind (Wang ,2015).

It was elaborated on the value choice of dance value, believing that dance has the value of communicating with gods, curing diseases, social communication and aesthetic education. In general, the value of dance is divided into two categories: (Yu, 1997).

In the study of folk dances courses and mental health of collision, the aim is to be able to promote the process of college art national dance, and to encourage students to form diversified interests. Things that need to be considered include students' mental health, further study about the process of college art students' national dance hobby, and mental health as an opportunity to encourage students to understand the importance of the course. Also, it is important to look for clues on the art of students' mental health, and diverse ways to promote the organic combination of folk dance and students' mental health. Eventually, this can be a comprehensive interpretation (Li, 2020).

Regarding a report on the impact of children's dance education on children's mental health growth, Fang Xiaoyan pointed out that children's mental health growth is a topic of concern to the whole society. In fact, children's psychology is

affected by many aspects, so it is necessary to innovate the way of training, apply children's mental health education in it, and then explore the specific implementation methods to create a good environment for children's growth, and strengthen the effect of mental health education (Zhou,2017).

Research on the influence of dance movement activities on mental health points out that dance teaching in secondary schools not only helps to cultivate mental health, it also helps to cultivate elementary school students' aesthetic quality, and enhance their self-confidence. To study this problem, the influence of dance teaching on elementary school students' mental health needs to be addressed (Tang, 2017).

Dance movement activities can not only change the elementary school student's mental health, but also affect the effect of learning. It also determines the success or failure of learning. It helps elementary school students achieve goals, create positive learning excitement and sustained effort, and increases the rate at which elementary school students achieve goals.

2.2.4 Process of dance activities

On the formation and application of thematic movements in dance movement activities choreography, dance movement activities choreography is responsible for designing dance content. They are not only responsible for the dance movement activities choreography they also work on the creation of the dance movement activities. A good dance movement activities work is not completely different from a good dance movement activities creator. Dance movement activities are the decomposition and collection of a large number of actions showing the soul of the dancers and the creators. Theme movement is the essence of dance movement activities, and the attraction, and artistic tension of theme movement directly affect the charm of dance movement activities (Cao, 2022).

Dance movement activities are the art form that expresses thoughts and feelings from rhythmic and symbolic movements. The inner emotion of human expression cannot be expressed through rational language. Dance movement activities are human body language. Firstly, it not only presents the beauty of art, but also

presents the delicate and profound thoughts and emotions; Secondly, it is also the psychological reflection through the ontological psychological activities, the feeling and experience of nature and society. Dance movement activities are used to regulate the human body function, which is a creative treatment method. Dance movement activities are from the origin of emotional expression and the role of physical health. The Ming dynasty put forward the "dance and blood, singing temperament", emphasizing the cultivation of moral dance movement activities and fitness function. This is based on the close relationship between the body meridians and dance movement activities on the effect of dance movement activities. It is an important historical basis for dance movement activities in China (Li, 2013).

Tibetan dance movement activities and inheritance and development. Tibetan dance is an art form that was formed in the long-term life and practice of Tibetan people. It is also an indispensable artistic content of Tibetan people in their daily life.

Tibetan dance has many kinds however, a variety of dance has a lot of common characteristics. With the development and progress of time, Tibetan dance also has continuous innovation and development, both retaining the ancient national aesthetic characteristics, also into some new era elements, and increasing its artistic value and aesthetic value (Zang, 2019).

Uygur folk dance movement activities characteristics analysis "56 nationalities, 56 flowers" reflects that China is a multi-ethnic country, each nation has its own unique charm, like flowers, competing. Uygur folk dance has both a strong and soft dance posture, with a variety of forms and special styles. It is a bright pearl of Uyghur culture. The cultural spirit of Uyghur folk dance is described in detail, and the performance characteristics of Uyghur folk dance are studied in detail from the aspects of dance movements and music rhythm, so that people can have a better understanding and love of Uyghur folk dance (He, 2019).

With the improvement of people's material living standards, the spiritual needs have also been improved. As an artistic dance, the level and level of the audience is getting higher and higher. However, in the process of learning dance

movement activities, many students majoring in dance often only pay attention to expressing their body beauty through dance movement activities to meet the aesthetic needs of the outside world, while ignoring the unique style and charm of different types of dance movement activities (Wang, 2017).

Dance movement activities' role in the quality education among teenager dance education influences them in terms of art beauty by gradually having a better basic quality of human beauty. The roles are as follows: to train the basic ability to coordinate movements, and to understand the basic characteristics and rules of dance art. Dance education and teaching activities provide a vivid and broad stage for the all-round development of the young body and mind. To improve the artistic accomplishment of young people, it is to use your imagination and your creativity to promote the all-round development of moral, intellectual, physical and aesthetic beauty, and to enhance patriotism, edifying noble sentiment which is of great significance to cultivating good conduct, will and good dance artistic quality (Miao, 2017).

Dance movement activities can relieve people's mental stress and improve elementary school students' mental health. Meanwhile, dance movement activities play a positive role in promoting the overall development of elementary school student mental health.

Cao's (2022) pointed out that on the formation and application of thematic movements in dance movement activities choreography: Dance movement activities choreography is responsible for the design of dance content, they are not only responsible for the dance movement activities choreography and the creation of the dance movement activities, A good dance movement activities work is not completely different from a good dance movement activities creator. Dance movement activities Is the decomposition and collection of a large number of actions, showing the soul of the dancers and the creators. Theme movement is the essence of dance movement activities, and the attraction and artistic tension of theme movement directly affect the charm of dance movement activities works.

Li's (2013) pointed out that dance movement activities Is an art form that expresses thoughts and feelings from rhythmic and symbolic movements. The inner emotion of human expression cannot be expressed through rational language. Dance movement activities Is the human body language. Firstly, it not only presents the beauty of art, but also presents the delicate and profound thoughts and emotions; Secondly, it is also the psychological reflection through the ontological psychological activities, the feeling and experience of nature and society. Dance movement activities Is used to regulate the human body function, which is a creative treatment method. Dance movement activities from the origin of emotional expression and the role of physical health, the Ming dynasty put forward the "dance and blood, singing temperament", emphasizing the cultivation of moral dance movement activities fitness function, based on the close relationship between the body meridians and dance movement activities on the effect of dance movement activities, it is an important historical basis for dance movement activities in China.

Zang's (2019) research points out that Tibetan dance movement activities and inheritance and development, Tibetan dance is an art form formed in the long-term life and practice of Tibetan people, and it is also an indispensable artistic content of Tibetan people in their daily life. Tibetan dance has many kinds, but a variety of dance has a lot of common characteristics, with the development and progress of the Times, Tibetan dance also with continuous innovation and development, both retain the ancient national aesthetic characteristics, also into some new era elements, increase its artistic value and aesthetic value.

He's (2019) pointed out that Uygur folk dance movement activities characteristics analysis "56 nationalities, 56 flowers" reflects that China is a multi-ethnic country, each nation has its own unique charm, like flowers, competing. Uygur folk dance has both a strong and soft dance posture, with a variety of forms and special styles, is a bright pearl of Uygur culture. The cultural spirit of Uygur folk dance is described in detail, and the performance characteristics of Uygur folk dance are studied

in detail from the aspects of dance movements and music rhythm, so that people can have a better understanding and love of Uygur folk dance.

Wang's (2017) research points out that with the improvement of people's material living standards, the spiritual needs have also been improved. As an artistic dance, the level and level of the audience is getting higher and higher. However, in the process of learning dance movement activities, many students majoring in dance often only pay attention to expressing their body beauty through dance movement activities movements to meet the aesthetic needs of the outside world, while ignoring the unique style and charm of different types of Dance movement activities movements.

Miao's (2017) research points out that dance movement activities The role in the quality education of teenagers dance education makes teenagers in the influence of dance art beauty gradually have a better basic quality of human beauty, To train the basic ability to coordinate movements, Understand the basic characteristics and rules of dance art, dance education and teaching activities provide a vivid and broad stage for the all-round development of young body and mind, To improve the artistic accomplishment of young people, Use your imagination, your creativity, To promote the all-round development of moral, intellectual, physical and aesthetic beauty, Enhance patriotism, edifying noble sentiment is of great significance to cultivating good conduct, will and good dance artistic quality.

Dance movement activities can relieve people's mental stress and improve elementary school student mental health. Meanwhile, Dance movement activities plays a positive role in promoting the overall development of elementary school student mental health.

CHAPTER 3
RESEARCH METHODOLOGY

3.1 Research Design

1. The study used a quasi-experimental design, and the study design divided the samples into two groups: experimental group and control group. Following the pretest, the experimental group engaged in dance movement activities, while the control group utilized the traditional teaching method, and posttest results were then compared.

2. Experimental Setting: a primary school in Chongqing

Research Objects: Elementary school students from 2 classes in grade 5 in primary school, totaling 60 students.

Additionally, 14 students with notable mental health problems were selected, ranging from high to low in two classes—7 in the control group and 7 in the experimental group.

Time range: The experiment was planned for 5 weeks, with each session lasting 40 minutes, resulting in a total of 5 classes.

Due to the volunteering nature of the student participation and the limitation on random assignment, the quasi-experimental design was appropriate to the current conditions of the present study (Cook & Campbell, 1979). Below shows the experimental design of this research.

Table 1 The scores of the experimental group and the control group before and after the experiment

O1	x	O2	experimental group
O3		O4	control group

O1 refers to the mental health score of participants in the experimental group before receiving dance movement activities.

O2 refers to the mental health score of participants in the experimental group after receiving dance movement activities.

X refers to dance movement activities.

O3 refers to the mental health score of participants in the control group at the beginning study.

O4 refers to the mental health score of participants in the control group after 5 weeks interval without dance movement activities.

3.2 Populations and Samples Selection

Population: This study included a total of 60 students from a primary school in Chongqing.

Participant:

The participants were students from Class 1 to Class 2, Grade 5, at a primary school in Chongqing, comprising 60 students in two classes. Questionnaires were distributed, and 14 students with mental health problems were selected, ranging from the highest to the lowest in the two classes. They were then divided into 7 in the control group and 7 in the experimental group. Project activities were conducted for the 7 participants in the experimental group.

3.3 Research instruments:

The Primary school student' mental health Rating Scale (MHRSP) was developed by psychologists from Chen Yong sheng (2000). This scale can evaluate the status of elementary school students' mental health, and has shown effectiveness in screening and diagnosis. The scale comprises four parts and 40 questions designed to comprehensively evaluate elementary school students' mental health, including their learning adaptability, emotional stability, social adaptability, and behavioral habits.

Table 2 Some of the survey contents

	Example					
1	Failure to correctly recognize letters or spell syllables	5☐	4☐	3☐	2 ☐	1 ☐
2	Can not correctly identify Chinese characters	5☐	4☐	3 ☐	3 ☐	1 ☐
3	Low self-esteem self-blame	5☐	4☐	3 ☐	2 ☐	1 ☐
4	Stubborn capricious	5☐	4☐	3 ☐	2☐	1 ☐

3.4 Procedures of the study

The experiment was planned for 5 weeks, with each session lasting 40 minutes, resulting in a total of 5 classes.

Dance movement activities program

Table 3 The plan of the 5 dance movement activities program

Sessions	Topic	Objectives	Group activities (Dance/Movement activities)
Session1	Building rapport and structuring Group	1. Students should establish relationships and build team trust. 2.Active the group atmosphere, establish a group, and implement structuring	Warm-up activities: Guess the Business Card group and team building Theme activities: make personality name brand, snowball, standing games

Table 3 (continue)

Sessions	Topic	Objectives	Group activities (Dance/Movement activities)
Session2	learning adaptability	1. The ability to identify students' learning adaptability. 2.With dance movement activities, to express the learning adaptability of students	Warm-up activities: The Lone Brave Theme activity: 1.Let the students understand what learning adaptability is. 2.Ask the participants about the dance movement activities and tell them what learning adaptability is. 1.Practice finding learning adaptability with you using dance movement activities
Session3	emotional stability.	1. Participants are nervous when they encounter something. 2. How to use dance movement activities to enhance emotional stability.	Warm-up activities: Learn to Meow Theme activities: 1.Ask the participants about what makes you nervous? 2.Asked participants if they felt relieved after using emotional stability dance movement activities.

Table 3 (continue)

Sessions	Topic	Objectives	Group activities (Dance/Movement activities)
Session4	social adaptability and behavioral habits.	1. Know the sense of social adaptability and behavioral habits. 2. Use the dance movement activities to enhance social adaptability and behavioral habits.	Warm-up activities: Fruit Squat Theme activities: 1.Let the participants understand a sense of social adaptability and behavioral habits. 2.Share the participants' sense of social adaptability and behavioral habits. 3.Participants practice dance movement activities.
Session5	End of the stage.	1. Participants' ability to harvest and improve with dance movement activities. 2. To determine that the effect of dance movement activities on mental health among elementary school student improvement had a positive impact.	Warm-up activities: Look for Changes Theme activity: 1.Tell the participants about the meaning of the dance movement activities. 2.Ask the participants if dance movement activities are helpful to them. 3.Dance movement activities participants will practice together.

2. Dance movement activities to improve the elementary school student mental health: Course Content: Find friends to lie down on their back and engage in careful relaxation exercises. Lay back on the ground, chest facing the ceiling, legs and arms apart, palms up, ensuring limbs are fully supported by the ground. Guide them through dance breathing and lifting training. Perform body-tightening and core-stretching movements, body rotations, chest stretches, shoulder movements, and swinging back and forth. Engage in mutual mirror actions, providing the action leader with echo support to instill psychological pride and a sense of achievement. Encourage them to forget shyness and lack of confidence. Then, take a deep breath to let the body digest the feelings and emotions from the dance movement activities they just experienced. Finally, review the expression of self-knowledge and engage in in-depth mutual understanding and introduction. Through the stimulation of dance movement activities, students can release suppressed emotions; by improving body movement patterns, they can establish balance. Through body movement balance training, students can overcome shyness and lack of confidence, achieving the goal of dance movement activities time: 5 sessions, 40 minutes for each session

3.5. Data collection

Whether the experimental process or the data collection process, researchers first learned the current scores of the fifth grades elementary school student through a questionnaire to understand their mental health status. Secondly, after participating in the dance movement activities, they completed the learning motivation survey again to understand the post-test score.

3.6. Data analysis

The obtained data will be collected and sorted for the first time. SPSS 22.0 and Excel software systems are used to process the obtained data, design, inspection, and differential analysis, and draw the table according to the data.

1) Compare the mental health of elementary school students in the experimental group before and after using dance movement activities. Contrast between groups, then the dependent variables t-test dependent.

2) Compare the mental health of elementary school students between the experimental group and control group through group contrast, then the independent variables t-test independent.

CHAPTER 4
RESEARCH RESULTS

4.1 Descriptive statistics

The data analysis for this study included descriptive data and by using t-test both dependent and independent. The results of this study are divided into 3 parts.

The first table indicates that there is no significant difference between the experimental group and the control group before the experiment.

The second table shows the comparison between before and after the experiment of the experimental group.

The third table shows the comparison between the experimental group and the control group.

Area range: A primary school in Chongqing. Study object: Elementary school students from two classes in Grade 5 in primary school, totaling 60 students. Additionally, 14 students with prominent mental health problems from high to low in 2 classes, with 7 students each for the control group and the experimental group.

Table 4 Indicates that there is no significant difference between the experimental group and the control group before the experiment.

Before the experiment, data analysis of the experimental group and control group.

variable	Group	n	M	S. D	t	p
Mental health	Experimental group	7	27.8	14.960	-0.213	0.852
	Control group	7	27.2	13.238		

Note: p <0.05, significant difference;

From the above table, we can intuitively see that the average sum of the experimental group is 27.8, and the average sum of the control group is 27.2. The

comparison shows that the sum of the average score of the two classes is very close. It can be seen that p=0.852 > 0.05 indicates that the difference between the measurement data of the two classes is not obvious, which meets the requirements of the experiment.

Objective research 1 Compare before and after using dance movement activities

Table 5 The comparison between before and after the experiment of the experimental group.

| variable | Group | compare before and after using dance movement activity | | | | |
		n	M	S. D	t	p
Mental health	Pre-test	7	27.8	14.960		
	Post-test	7	23.4	8.302	-1.818*	0.043

Note: p <0.05, significant difference;

Through dance movement activity training, as can be seen from the analysis of Table 2, the scale test data comparison found that the experimental group after the experiment and the total score and each scale have changed. The average score before the experiment is 27.8, and the average score after the experiment is 23.4. The average score after the experiment dropped significantly compared to before.

Objective: Compare after using dance movement activity between the experimental group and the control group.

Data analysis of the experimental and control groups after the experiment.

Table 6 The comparison between the experimental group and the control group.

Data analysis of the experimental and control groups after the experiment

variable	Group	n	M	S. D	t	p
Mental health	Experimental group	7	23.4	8.302	2.818*	0.033
	Control group	7	27.2	13.238		

Note: p <0.05, significant difference;

Through the control experiment, the experimental group adopted the content and methods of dance movement activity to attend the class, while the control group adopted the conventional health standard syllabus to attend the class. We compiled the data and analyzed the following data for comparison and reference. As can be seen from the table, we can clearly obtain, according to the data analysis, the average score of the experimental group is 23.4, the average score of the control group is 27.2, and the P-value of the T-test is 0.033. The significant difference indicates that dance movement activity has a great impact on the improvement of elementary school students' mental health.

Dance Movement Activity for Elementary School Students' Mental Health:

Through dance movement activity, we can intuitively analyze from the following figure that the scores of students in the experimental group who participated in dance movement activity have changed significantly and decreased significantly, indicating that dance movement activity has a significant effect on the improvement of elementary school students' mental health. It can be seen that dance movement activity adds many interesting elements, such as teamwork projects. In the process of participation,

students not only experience physical improvement but also vent negative emotions. A healthy emotion will naturally bring healthy development and enhance happiness.

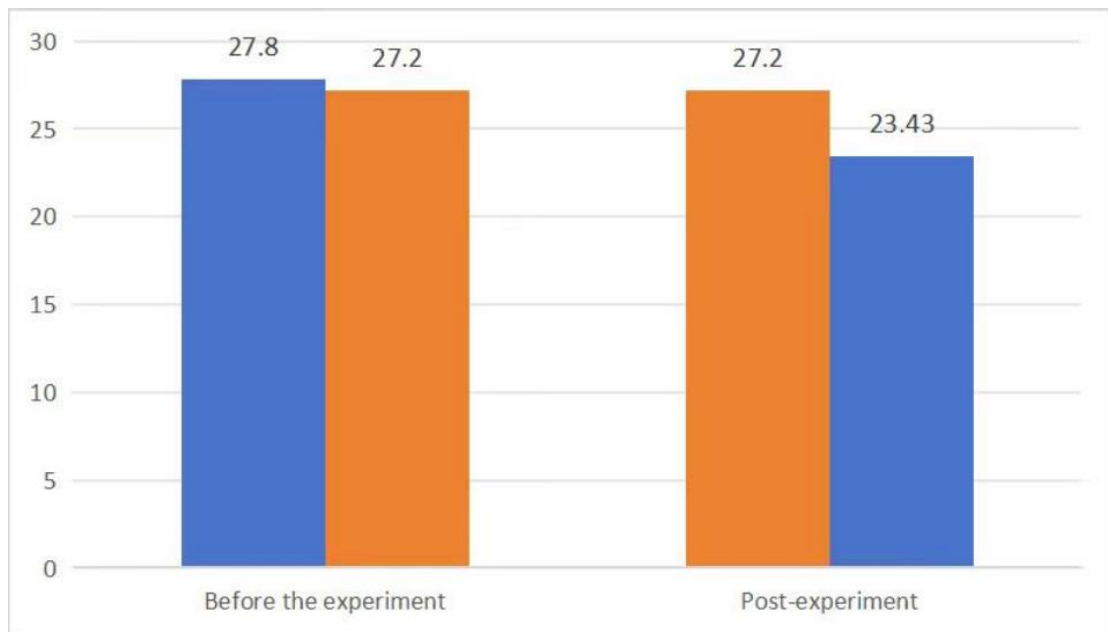Figure 2 That the use of dance movement activities can better improve the mental health of elementary school students.

Experimental group: Blue indicates the experimental group, and orange indicates the control group

The figure shows that the changes in the two groups before and after the experiment with dance movement activities are better than the traditional method in improving the mental health of primary school students.

CHAPTER 5

CONCLUSION AND DISCUSSION

The study used experimental studies and demonstrated that dance movement activities can improve the mental health problems in elementary school students. The pre-test and post-test proved the influence of the experimental group and control group before and after the experiment.

5.1 Research /objective

1) To compare the mental health problems of elementary school students in the experimental group, before and after using dance movement activities.

2) To compare the mental health problems of elementary school students between the experimental group and control group.

5.2 Research hypotheses

1. After the experiment, the mental health problem scores were lower than before the experiment.

2. After the experiment, the experimental group had lower mental health problem scores than the control group.

5.3 research method

This study adopts the experimental design, and the study design divides the samples into two groups: the experimental group and the control group. After the pre-test, the experimental group used dance movement activities, and the control group adopted the traditional teaching method, and the posttest results were compared. The objective was to examine the effect of dance movement activities on improving fifth-grade elementary school students' mental health. The psychological changes of primary school students after participation are compared before and after the test.

5.4 Conclusion and discussion

5.4.1 Conclusion

Finally, the research results are consistent with the hypothesis. The dance movement activities improved the mental health of primary school students, and the data of the experimental group was lower than that of the control group.

The results of this study showed a significant improvement of dance movement activity on small elementary school students' mental health. After receiving five group activities, the experimental group scores were significantly reduced. Having accomplished our goals, dance movement activity has a significant improvement that affects the small elementary school students' mental health. Dance movement activity, compared with traditional teaching, the content is more novel and diversified, bringing physical exercise to improve dysthymic disorder, character defects, bad habits, and behavioral disorders in elementary school students. It also leads to a better emotional experience. This is well enough to offset and eliminate the negative emotions of elementary school students, making their emotions more stable. This research can enable students to treat and adjust their emotions correctly, stimulate their self-potential, actively overcome difficulties, and realize their self-worth.

5.4.2 Discussion

The research group of Tianjin Institute of Education Science investigated the ideological and moral status of primary and middle school students for the fourth time, among which the mental health of primary and middle school students is one of the important contents of the ideological and moral status of primary and middle school students (Meng, 2021).

With the transformation of society, the change of marriage concept, and the impact of multiculturalism, the number of single-parent families in China is increasing year by year, and the children of single-parent families are also increasing. Entering primary school is a sign of children's beginning to receive education and also an important turning point for the rapid development of children's individual physical and mental health. The change of family structure will make children have many social and

psychological adaptation problems. It is urgent to fully understand the mental health status of primary school students in single-parent families, improve their personality, and give them comprehensive psychological assistance and intervention (Zhu, 2018).

Mental health education is an important part of quality education and it plays a crucial role in the healthy growth of students. Primary school is a crucial period for students to form a good self-concept, but due to the lack of rich life experience and relatively imperfect thinking ability, this can lead to difficulties for students in accurately distinguishing and dealing with problems in life and learning. This situation can easily result in serious psychological problems, affecting the future development of students. It is very important to comprehensively analyze the mental health status of primary school students and put forward positive and effective mental health education strategies according to the mental health status of primary school students. This approach can also effectively promote the continuous improvement of primary school students' psychology and lay a foundation for students' rapid progress (Chen, 2015).

Based on the mental health of middle school students, the author analyzes the subjective and objective factors: subjective factors, including growth and development, personality development, and genetics. The objective factors are family, school, and society. The aim is to explore the specific reasons affecting the psychological status of middle school students and provide a certain theoretical basis for relevant departments to formulate corresponding countermeasures (Yu, 2018).

Group consultation method to improve the mental health of primary and middle school students: experimental research from the present situation of Hangzhou primary and middle school students' mental health. Application of the group consulting method to select samples, observe the group consulting method in improving the mental health effect of primary and middle school students, helping them to better improve psychological quality and physical and mental health levels. This provides a reference basis for government education departments and school-related mental health policies and measures (He, 2009).

Dance movement activity significantly improved the mental health of elementary school students (Wu, 2022).

Dance movement activity, compared with traditional physical education teaching, the content is more novel and diversified. It brings physical exercise to elementary school students and provides a better emotional experience, well enough to offset and eliminate the negative emotions of elementary school students, making their mood more stable (Sun, 2016).

The influence of emotions is multifaceted, so this research can help elementary school students correctly treat and adjust their emotions, stimulate their potential, actively overcome difficulties, and realize their self-value (Yang, 2017).

Improving elementary school students' shyness and inferiority complex, and helping them build up confidence and a sense of teamwork, have a positive significance for the development of their character (Yang, 2018).

At the same time, dance movement activity can also improve elementary school students' daily learning energy, so that they have full enthusiasm to participate in learning and leisure activities and cultivate their sentiment. It can also help them deal well with emergencies, all of which enhance the personality stability of elementary school students to a certain extent (Wang, 2019).

Dance movement activity, through the training of some group projects, allows students to share with others, no longer being self-centered (Zhang, 2017).

To understand the sense of collective honor, dance movement activity enhances elementary school students' respect for rules, enjoyment of rule habits, and at the same time, cultivates their hard work perseverance, helping them understand the meaning of perseverance (Zhang, 2014).

The results of this study indicate that this, to elementary school students in the future, abiding by the rules, allows a literate person to lay the foundation. This study attempts to prove this statement by using the experimental validation method. The study scale showed that dance movement activities for elementary school students

significantly increased the improvement of mental health among them, and this factor significantly enhanced elementary school students' mental health.

Students' mental health, meanwhile, in the present study, compares the mental health of elementary school students in the experimental group before and after using dance movement activities. To compare the mental health of elementary school students between the experimental group and the control group, the normal learning activity on elementary school students' mental health contributed less. However, using the dance movement activities intervention for elementary school students, there was a significant improvement in mental health. Therefore, exercising dance movement activities on elementary school students marked improvement in mental health.

5.5 Implications for practice

The results of this study have implications for conducting dance movement activities to improve elementary school students' mental health. First, improving the psychology of elementary school students also improves mental health in fifth-grade students. Therefore, educators can incorporate dance movement activities into teaching methods to address mental health problems.

Second, using dance movement activities can help create a more interactive and collaborative environment. This may increase engagement in elementary school students, which, in turn, may address questions about mental health and better improve elementary school students.

Finally, the use of dance movement activities can help bridge the gap between theory and practice. Using dance movement activities for learning, educators can create simulations enabling elementary school students to apply theoretical concepts in real-world settings. This can help elementary school students better understand and appreciate their own advantages to improve mental health.

In conclusion, it can be said that the use of dance movement activities has a positive effect on the mental health of elementary school students. Educators should consider including dance movement activities as motivation in their teaching to create a

more attractive and interactive learning environment, develop important skills, and bridge the gap between theory and practice.

5.6 Limitations of the study

Through this study, positive findings were gained, but for objective reasons.

The sample size of this study was relatively small, which may limit the generalizability of the results. The study was conducted with only 60 fifth-grade students in one primary school, and the results may not be generalizable to other students.

This study looks at short time periods and it will only investigate the short-term effects of dance movement activities on elementary school students' mental health.

It will weaken over time or other factors may play, or the effect may be less pronounced.

Although this study provides valuable information on using dance movement activities to improve elementary school students' mental health, further research is needed to fully understand the impact of this approach on elementary school students' mental health.

5.7 Recommendations for future

The results of this study indicate that dance movement activity has a significant improvement effect on elementary school students' mental health, and for future studies first, future studies should have a larger sample, with different age ranges, and different educational backgrounds. For students of different majors, adults should be included in future research. Such conclusions are relatively broader and comprehensive, more detailed and comprehensive reinforcement participants, the project on each age group varies.

The second recommendation is to include the activities of the group. Provide more depth and understand how each participant thinks and feels about themselves.

In conclusion, the results of this study demonstrated a significant improvement of dance movement activity on small elementary school students' mental health. Therefore, it is the optimization of dance movement activity for elementary school

students' mental health. For a specific impact, better dance movement activity plays a positive role in promoting the overall development of elementary school students' mental health to help those in need. In addition, the dance movement activity should be a part of the student's learning.

Dance movement activities are more novelty and diversified. Elementary school students not only get physical exercise, but also get better experiences. They are also able to well offset and eliminate negative emotions, allowing their emotions to be more stable. This research can correctly treat and adjust emotions, stimulate potential, actively overcome difficulties, and realize self-value

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APPENDIX

APPENDIX A

Mental health rating scale of elementary school student

(I) Brief introduction to the scale

" The "Primary School Student Mental Health Assessment Scale" (MHRSP) was developed by psychologists and primary school teachers. This scale can evaluate the mental health status of primary school students, and it has certain applications in screening and diagnosing mental health issues in primary school students. The scale consists of four parts, with a total of 40 questions, to comprehensively assess the mental health of primary school students, including dysthymic disorder/defective personality/bad habits/behavioral disorders.

(2) Measurement instructions

Mental health is the individual psychological activities in a normal state, that is, normal cognition, emotional coordination, sound will, complete personality and good adaptation, can give full play to their maximum potential, to adapt to the needs of the development and change of life, study, work and social environment. The mental health problems of elementary school student are mainly concentrated in weariness, and classmates, parents, teachers, tension, emotional fluctuations, easy to be angered and so on. The scale can assess the mental health status of elementary school student.

(3) Measurement purpose

Comprehensively evaluate the mental health of elementary school student, and discuss the dysthymic disorder/defect in character/bad habit/behavior disorder.

(4) Content of the scale

Fill the form date_____   Fill in the form

instruction:

(1) This is a rating scale of the mental health status of elementary school student. I hope you can work closely with us to evaluate it truthfully and seriously.

(2) Before your formal evaluation, please fill in the items about the students' overview before the body of the answer paper. Be careful not to miss them.

(3) Please read each question in the scale carefully, and then according to your daily observation and understanding of the students, on the right side of the answer paper,

(4) After the evaluation of the scale is completed, please fill in the filling out date and your name in the corresponding column in the upper right corner of the answer sheet.

(5) Scoring method and result interpretation `

''The Elementary School Student Mental Health Rating Scale" adopts a three-point scoring system: choosing "never" scores 1 point, choosing "sometimes" scores 2 points, and choosing "often" scores 3 points. Choosing "very" scores 4 points, and choosing "seriously" scores 5 points. The total score is obtained by summing the scores of each subscale item separately. A total score of less than 40 is normal, a total score of 40-60 indicates general psychological problems, and a total score of over 60 indicates significant psychological issues.

(6) Content of the scale

1. Failure to correctly recognize letters or spell syllables5 □4 □3 □2 □ 1 □

2. Can not correctly identify chines characters 5 □4 □3 □2 □ 1 □

3. Do not understand the size of the numbers and the sequence relationship of 5 □4 □3 □2 □ 1 □

4. Computing difficulties:5 □4 □3 □2 □ 1 □

5. The positioning is not accurate, and the coloring is not standard5 □4 □3 □2 □ 1 □

6. There are the front and back in the pictures. The phenomenon of the left and right position reversal is 5 □4 □3 □2 □ 1 □

7. Do you like to go out5 □4 □3 □2 □ 1 □

8. Not interested in class discussions or discussing learning problems with parents 5 □4 □3 □2 □ 1 □

9. Unable not work on time or work quality is poor5 □4 □3 □2 □ 1 □

10. Pass the exam5 □4 □3 □2 □ 1 □

11.Worry about a little thing5 □4 □3 □2 □ 1 □

12. Mental uncertainty, restless 5 □4 □3 □2 □ 1 □

13. Loss of appetite, palpitation and shortness of breath5 □4 □3 □2 □ 1 □

14. Headache lose sleep. Sweat more. Urinary frequency was5 □4 □3 □2 □ 1 □

15. Afraid to go to school, many escape 5 □4 □3 □2 □ 1 □

16. Dare not go out of the house alone 5 □4 □3 □2 □ 1 □

17.5 □4 □3 □2 □ 1 □ when alone

18. Sulk no reason 5 □4 □3 □2 □ 1 □

19 Decreased energy and activity by 5 □4 □3 □2 □ 1 □

20. Not being excited by a major excitement.5 □4 □3 □2 □ 1 □

21. Small-minded, with a suspicion of 5 □4 □3 □2 □ 1 □

22. Be dependent on others for 5 □4 □3 □2 □ 1 □

23.Jealous of others 5 □4 □3 □2 □ 1 □

24. Timid, shy 5 □4 □3 □2 □ 1 □

25. Low self-esteem, self-blame,5 □4 □3 □2 □ 1 □

26. Hesdecision5 □4 □3 □2 □ 1 □

27. Stubborn, capricious 5 □4 □3 □2 □ 1 □

28. Easy to fire 5 □4 □3 □2 □ 1 □

29. withdrawn, unsociable 5 □4 □3 □2 □ 1 □

30.5 □4 □3 □2 □ 1 □D is often and occasionally absent

31. Difficulty in making new friends5 □4 □3 □2 □ 1 □

32.Adapt to difficulties in groups5 □4 □3 □2 □ 1 □

33.Were egocentric, not following the collective rule 5 □4 □3 □2 □ 1 □

34. Can't get along well with your classmates5 □4 □3 □2 □ 1 □

35. Conflict with teachers or parents occurred at 5 □4 □3 □2 □ 1 □

36. Remember5 □4 □3 □2 □ 1 □ after being misunderstood by others

37. Do not interact with the opposite sex 5 □4 □3 □2 □ 1 □

38. The frustration is too strong or depressed 5 □4 □3 □2 □ 1 □

39.2 easy to trouble 5 □4 □3 □2 □ 1 □

40. Facing a new environment (moving in. Transfer, etc.) 5 □4 □3 □2 □ 1

□

APPENDIX B

Dance Movement Activities program

Session1: Build rapport and structuring group.

  Activities:1. The event will greet, greet and introduce themselves.

  2. Let the participants get to know each other and introduce themselves.

Objectives:1. Students should build relationships and build team trust.

  2.Active the group atmosphere and establish a group, establish structuring group and agree to follow the rules during the activity time.

  Materials:1. Color pen or marker pen.

2.Cartoon animal card.

3.Sponge cushion.

Procedure:

  1. First of all, the host says hello to all the participants and introduces themselves. Welcome to join the group, tell you your own problems, let them know that the goal of our activities is to improve their psychological problems.

  2. Introduce the content of this activity to you.

  3. Play a relaxing piece of music to relax.

  4.Let participants choose cartoon animal cards and write their name with a colored pen, or write their favorite animals name instead of their name.

  Sample Group Rules:

  1. Tell the participants about the rules and requirements during the activity.

  2. Listen carefully and do not interrupt the participants.

  3. Don't laugh at what the participants say.

  4. Respect for all of the participants.

  5. Do not talk about project activities outside keep confidential in the group.

  6. Carry out dance movement activities snowball using sponge pad.

  1. Feet stand together, two arms raised shoulder width, eyes ahead, to prepare for the posture.

  2. Two legs bent knees squat, heel off the ground, the body's center of gravity forward, and then two hands to the front of the body; at the same time, two feet quickly push off the ground, legs together, straight knees, hips, stomach, chest, bow, arm bent.

3. With the back of the head, controlled in turn rolling body, when the back, right leg quickly bend knee, calf, with the instep and calf, then the center of gravity moved to the knee, into kneeling up the body, then fall to the ground, left foot body moved to the left foot, two arms side, right foot pointed into points before and after the legs. This action uses the reversal of the process of the upper and lower space in the rolling process, so that everyone can feel themselves, seek and seek the direction, clarify the goal and direction of efforts, and improve self-awareness and understanding. In the activity, there will be a lot of laughter, participants will completely relax, and let everyone get familiar with each other.

Processing questions:

1. Which session is the most interesting?

2. How do you feel before and after the activity?

3. What is the meaning of our activities and actions?

4. Would you like to continue participating in our activities?

Evaluation: Continuously observe participants to ensure that each participant has a sense of participation and gain, so as to build communication, trust, and promote relationships.

Session2: learn adaptability.

Activities:

1. Participants greet each other.

2. The host of the event asks the participants about their recent information.

Objectives:

1. The ability to find students' learning adaptability.

2. With dance movement activities, to express the learning adaptability of students.

Materials:

1. Sound.

2. Loose clothes.

3. Animal brand.

Procedure:

1. The participants greeted each other.

2. Let the students understand what learning adaptability is?

3. Play the song (solo) participants relax and relax together.

4. Ask participants to they learning adaptability?

5. Practice finding learning adaptability with you with dance movement activities.

6. Ask the participants about the dance movement activities and tell them what learning adaptability is?

7. Practice finding learning adaptability with you with dance movement activities. Dance movement activities to let members pair, one person as the action, the other person as the direct mirror. The left side of a person "matches" the other side's right side, and the activist sees the other side as if he or himself were in the mirror. Then the characters are exchanged, and then the two people choose different pairs for a mirror action until they have a mirror action communication with everyone in the group.

The passage described the process of team building activities, which can enhance mutual understanding and trust among team members, eliminate psychological disorders, and promote their ability to synchronize with each other. Mirroring the actor's movements and expressions that do not match their words can help them recognize their own contradictions and introspect, which can help them feel ridiculous and open their heart. Then, they can participate in dance movement activities with everyone to find happiness. This passage may be a part of a larger text about team building or dance movement therapy.

Evaluation: Keep observing the students to make sure that each participant has a sense of participation. At the same time, the participants can find their learning adaptability through the dance movement activities.

Session3: Emotional stability

Activities:

1. Participant greet each other. The host of the event greets everyone.

2. The event host introduces today's event.

Objectives:

1. Participants are nervous when they encounter something.

2. How to use dance movement activities to emotional stability.

Materials:

1. Sound system.

2.Loose clothes.

3.Animal brand.

Procedure:

1. Participants and organizers greet and hug each other.

2. Ask the participants about what makes you nervous?

3. Ask the participants how to ease their stress?

4. Play the song (meow) relax and sing together.

5. After the song was over, everyone began to imitate the sound of their own animal brands when they were nervous.

6. Asked participants if they were relieved after using emotional stability dance movement activities.

7. With dance movement activities, guide participants to do relaxation movements of the body and physical and mental communication. The activity of expressing each other. First of all, express your consent and support. When party A makes an action, party B reads it carefully and immediately does the same action to respond. Then change the role, party B action, Party A agrees to do the echo. In this way, everyone has the opportunity to express themselves to others and the opportunity to get unconditional understanding and support. When following on, listening to and imitating the body language of others, the followers will unconsciously walk out of their own nervous and closed world. Then, Party A makes the action expression, Party B with a completely different action or posture echo, and then exchange. In this way, stimulate the individual's self-consciousness, struggle consciousness, creative consciousness. All the participants sat around in a circle, each using words to express the feelings after dancing and communicating, and made corresponding physical movements to express the unity of body and mind. Stimulate positive energy through dance movement activities and to relieve tension. Enhance your pride and confidence.

Evaluation: Keep observe students to ensure that each participant understands how to use dance movement activities to emotional stability, and fully respect their feelings and all their opinions.

Session4: Social adaptability and behavioral habits

Activities:

1. Participants greet each other. The host of the event greets everyone.

2.The event host introduces today's event.

Objectives:

1. Know the sense of social adaptability and behavioral habits.

2. Use the dance movement activities to social adaptability and behavioral habits.

Materials:

1. Sound system.

2.Loose clothes.

3.Fruit brand.

Procedure:

1. Participants high-five each other.

2. Let the participants understand what a sense of social adaptability and behavioral habits is.

3. Participants were asked when they had had a sense of social adaptability and behavioral habits.

4. Share the participants' sense of social adaptability and behavioral habits.

5. Play the song we relax and participate (fruit squat) choose a fruit, we circle, we began to call the fruit together, called to the name of the fruit participants to quickly squat, postgraduate entrance examination reaction, finally the winner applause encouragement, let the heart full of pride and sense of achievement.

6.Whether you will feel more social adaptability and behavioral habits dance movement activities.

7. Participants practice with dance movement activities: The movements a formal and simple framework. A group is usually divided into actors and witnesses, with

participants alternately exchanging roles, or interacting in pairs, or forming a circle by witnesses, and all the actors do in the circle whether music or not, the actor must listen and feel deeply. Movers close their eyes more likely to concentrate, move blindly, without thinking, symbolizing the journey towards the unknown, the body is completely driven entirely by the subconscious. The eyes of the actor are always closed and can only open when they are extremely rapid or violent to ensure that no one is hurt After the action, the witness communicates verbally with the actor. The witness objectively describes what he sees to the actor, without analysis and judgment, and only tells what he sees and feels. Then the actor tells his experiences and feelings in the process of action, and tells everyone how to express the sense of achievement with dance movement activities. Through this communication, increase the cognition of self and confidence to obtain a greater sense of achievement.

Evaluation: Fully respect the feelings of the participants and all the opinions expressed, and use dance movement activities to better express the joy of the sense of social adaptability and behavioral habits.

Session 5: End of the stage.

Activities:

1. Find change, harvest, share, and enjoy happiness.

2.Participants greet each other.

3.The event host introduces today's event.

Objectives:

1. Participants' ability to harvest and improve with dance movement activities.

2. To determine that the effect of dance movement activities on mental health among elementary school student improvement had a positive impact.

Materials:

1. Sound system.

2.Microphone.

3.Loose clothes.

Procedure:

1. All the people greet each other, high-five.

2. Tell the participants about the meaning of the dance movement activities.

3. Ask the participants if the dance movement activities were helpful to them.

4. Share your happy moments.

5.Start the game (ask and answer quickly).

6. Dance movement activities participants will practice together.

Dance movement activities popular action: refers to the opposition of the body through personality, including conscious and unconscious opposition. Life is never on the same pole, but the coexistence of both sides. You make one choice in your life, and you are not free of the other aspect that you have no choice from. It is impossible to choose one end of the scale and simply disappear from your consciousness; instead, the other end is like a seesaw in your consciousness to exerting its weight. Black and white, day and night, masculine and feminine, are all our daily experience, familiar into double opposites. A dancer in the world of action, constantly thinking about bending and stretching, closed and open, narrow and wide, up and down, gravity and gentle opposition.

In the process of human movement, the polarity is shown in the following aspects.

1. Polar movements of time, including speed and speed, acceleration and deceleration, abrupt and persistence.

2. Bipolar movements of space, including large and small, upper and lower, front and posterior, left and right.

3. Polar action of weight, including strong and weak, heavy and light, pressure down and floating.

4. Polar movements, including directional and circle and straight, in and out.

5. The polar movements of the shape, including closing and opening, stretching and contracting, bending and straight, forward and backward. The actions can also be added to the emotional or behavioral mentality, such as rapid tension and

slow leisure, contraction of depression with stretching cheerful, strong confidence and weak inferiority, forward courage and fear of retreat, stiff serious and relaxed play.

End stage: review the achievement of goals; encourage participants to apply what they have learned in dance movement activities to daily life and study; share happiness and positive confidence.

Evaluation: Through the stimulation of body movements, Let the bad psychological problems be released; Through improvements of the dance movement activities body movement pattern, Make the establishment of physical and mental self-esteem, self-confidence; Dance movement activities Subconscious mining is the dominant clue, To out the root of psychological problems, Through dance movement activities, dance movement activities The process is seen as a process to help develop body intelligence, It's also a process of reprogramming neural cells, chemical molecules. In this process, the emotional trauma is healed, the psychological space is expanded, the mental strength is enhanced, and the elementary school student mental health problem is actively improved.

Sessions	Topic	Objectives	Group Activities (Dance/Movement activities)
Session1	Building rapport and structuring group.	1. Students should establish relationships and build team trust. 2.Active the group atmosphere, establish a group, and implement structuring	Warm-up activities: Guess the Business Card group and team building Theme activities: make personality name brand, snowball, standing games
Session2	learning adaptability.	1. The ability to identify students' learning adaptability. 2.With dance movement activities, to express the learning adaptability of students	Warm-up activities: The Lone Brave Theme activity: 1.Let the students understand what learning adaptability is. 2.Ask the participants about

			the dance movement activities and tell them what learning adaptability is. 1.Practice finding learning adaptability with you using dance movement activities
Session3	Emotional stability.	1. Participants are nervous when they encounter something. 2. How to use dance movement activities to enhance emotional stability.	Warm-up activities: Learn to Meow Theme activities: 1. Ask the participants about what makes you nervous? 2. Asked participants if they felt relieved after using emotional stability dance movement activities.
Session4	Social adaptability and behavioral habits.	1. Know the sense of social adaptability and behavioral habits. 2. Use the dance movement activities to enhance social adaptability and behavioral habits.	Warm-up activities: Fruit Squat Theme activities: 1.Let the participants understand a sense of social adaptability and behavioral habits. 2.Share the participants' sense of social adaptability and behavioral habits. 3.Participants practice dance movement activities.

Session5	End of the stage.	1. Participants' ability to harvest and improve with dance movement activities. 2. To determine that the effect of dance movement activities on mental health among elementary school student improvement had a positive impact.	Warm-up activities: Look for Changes Theme activity: 1.Tell the participants about the meaning of the dance movement activities. 2.Ask the participants if dance movement activities are helpful to them. 3.Dance movement activities participants will practice together.

Definition of terms:

Mental health: It is one of the basic forms of mental activity. Refers to the complete characteristics of mental activity over a certain period of time. Such as attention, fatigue, tension, relaxed, sadness, joy and so on. It has both the characteristics of psychological process and personality psychological characteristics, which are both temporary and stable. It is the intermediary link of the psychological process and personality psychological characteristics, and constitutes the background of all psychological activities.

Learning adaptability: Learning adaptability is the tendency of individuals to overcome difficulties and achieve better learning results. That is, it is the ability to adapt to learning. Learning adaptability refers to the ability of students to take the initiative to make physical and mental adjustments according to the changes in learning conditions (such as learning attitude, learning methods, learning environment, etc.) in order to achieve a favorable development state of internal and external learning environment balance. It involves the dual process of an individual's external adaptation and internal adjustment. Learning adaptability is a psychological and behavioral process in which the subject tries to adjust itself according to the needs of the environment and learning in order to achieve a balance with the learning environment.

Emotional stability: Emotional stability is used to describe the emotions of a victim or a victim. It generally refers to all the psychological and behavioral manifestations, including crying, making trouble, collapse and death.

behavioral habits: The main characteristics of behavior habits are: 1. Habit is automatic behavior mode; 2. Habits are gradually formed in a certain period of time, which is closely related to the establishment of acquired conditioned reflex system; 3. Habit is not only automated action or behavior, but also includes thinking and emotional content; 4. Habits meet certain needs of people, so habit may play both positive and negative roles.

APPENDIX C

Partial screenshot of the experimental group course

Session1: Building rapport and structuring group.

Session2: learning adaptability the ability to find students' learning adaptability.

Session3: How to use dance movement activities to emotional stability.

Session4: What is social adaptability and behavioral habits using the dance movement activities to show the participants' sense of social adaptability and behavioral habits.

Session5: End of the stage participants' ability to harvest and improve with dance movement activities.

VITA

NAME   junhao zhang

DATE OF BIRTH   2 March 1987

PLACE OF BIRTH   CHINA

HOME ADDRESS   Chongqing, China