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Opinion

on the Smoking Prevention Program in Schools

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Basis of the opinion

Program description and technical discussion

Smoking Prevention Program in Schools

Plan and description of the Kiosk-house, survey materials made for its design

Testing of the Kiosk-house

Inspecting the introduction in schools of the Kiosk -house

Studying the questionnaires made for the testing, and the opinions of children and teachers

The Program deals with grade 1 to 4 of elementary schools

Since the initiation to smoking starts at an increasingly earlier age, therefore, the place of prevention also can shift to the kindergarten and early school years. The continuation of the kindergarten system is the school-starting program.

Regarding its objectives and implementation, the Program fits in closely into the content of the central documentation of grade 1 to 4 of elementary schools.

The Program fulfils the requirements of the National Basic Curriculum (NAT)

This Program together with its content and methodology is adequate to the National Basic Curriculum and is in agreement with its approach and fits into its content, such as

the common requirements of the National Basic Curriculum titled **Physical and mental health,**

the **Man and nature** cultural area,

and is in harmony with the part **Life style** of the cultural area **Life style and practical skills** of the National Basic Curriculum

The Program fits into the elements of the Framework curriculum procedures

The changes brought by the Framework curriculum procedures have strengthened the parts on the criteria of a healthy life style, and through an even larger demand than earlier was generated for the offerings of the Program.

Below I quote the relevant parts of the Framework curriculum document:

**Framework curriculum for the first phase of basic education
(grade 1 to 4)**

(introduction)

Main areas of development

The harmonious development of body and spiritthrough transmitting the fundamental knowledge of a healthy life style, through the adjustment of habits that facilitate this, (page 21)

**Knowledge of the environment
grade 1 to 4**

Objectives and tasks

Should develop their correct health habits, should establish their sense of responsibility towards themselves and their living and inanimate environment, should help the formation of their behaviour and life style necessary for the establishment and maintenance of environmental harmony. (page 73)

Requirements for development

Knowledge of human nature, oneself, and one's own country

Should be demanding for personal hygiene for taking care of body and clothing. Should apply the basic rules of health promotion. Should know the conditions of modern nutrition, and healthy way of living. (page 75)

Grade 1

Topics

Our body and life function:Health and sickness.....

Contents

.....Observing the functioning of our body and its changes to different impacts.....

.....Discussion of improper habits (page 77)

Grade 2

Topics, contents

Our body and life functions: ...breathing....

Activities:

....Concept formation on our internal organs and their role.

Topics, contents:

The most frequent harmful effects of the environment on our organism (e.g. ... polluted air....) (page 80)

Year 3

Topics, contents

Basic knowledge of inanimate nature:... Combustible and incombustible materials. Burning, as a source of danger.....

Activities

*... change of physical state....e.g. burning,... Actions to be taken in case of fire (page 82)
Our body and life functions?...Healthy way of living.... Health and sports.... The symptoms of illness (indisposition.... vomiting.....)*

Activities

...finding the causal relations between illnesses, accidents prevention....Practising the correct health habits with the help of a dramatic game (page 83)

Grade 4

Topics, contents

Our proper and improper habits. Evolution and danger of health damaging habits (smoking, alcohol, drug consumption), preparation for their rejection. The effect of advertisements on our way of life.

Activities

....Dramatic games on the characteristics of the ways of life, on our correct and incorrect habits. The analysis of advertisements, by comparing the effect wanted to be achieved with the reality.

Conditions for progress

Name from your vicinity sources polluting the environment, get acquainted with their health damaging effects.....You should know how you can preserve your health, and what is it that endangers it the most.....

(Work quoted: The framework curricula of basic education - Budapest 2000 - A publication of the Ministry of Education, Dinasztia Kiadó-ház Ltd. 1-392 p)

Opinion

The Smoking Prevention Program for Schools of the National Institute for Health Promotion is adequate to the aims, content and requirements of schools - in this case to grade 1 to 4.

The prevention program and kiosk-house, and the interactive computer program used in it is an excellent solution born from a super idea. From among the educational tools used in public education it is by far the most up-to-date.

The large amount of work input and the high level of expertise are clearly visible both in its preparation and in the help provided for its introduction to schools. The appearance and vehicles of knowledge of the Kiosk-house is adequate to the age-characteristic and age-specific interest of grade 1 and 2 students. The box commands attention, it is covered in the same proportion by characters used in kindergartens, pictures describing the program and anti-smoking texts for small children, for older children and even for adults.

The touch-screen interactive computer program containing 5-6 games is suitable for the purpose and for the interest of this age-group.

I emphasise its didactic excellence since in addition to the fact that its use itself helps development, the content carries the anti-smoking message which inculcates knowledge discretely and in a sympathetic way providing interesting entertainment, and every one of the 5 different types of program is, in a complex manner, very effective to skills development.

As it builds up it becomes increasingly difficult and its content grows longer, at the same time it may also be used separately, in a sequence and quantity as required by the user.

Especially the 3 partner-search modules contain serious attention and memory development, in particular with simultaneous visual and auditive linkage, which is rare in the game and/or education tools market, although it would be needed very much.

The students learn the anti-smoking content of the 4 game of tag modules by means of discovery, while the game makes their fine movement, their movement co-ordinating ability and problem-solving thinking function work simultaneously. A typical example was created for the simultaneous development of the right and left cerebral hemispheres, while the program fulfils its role to educate students to the healthy way of life.

The sounds of speech and especially the evaluation after the end of the game had a great impact on the children (and indeed for every user). The instruction ...”this was unsuccessful, but try it again...” carries the most up-to-date learning-methodical evaluation and success-oriented learning system. And the evaluation that can be heard after a successful game completed within a given time unit serves excellently the purpose by filling it up with the sensation caused by appreciation and with the strength of increasing the love of work.

The design of the whole program package and the testing of its introduction to schools is being carried out with great foresight, in conformity with scientific thoroughness.

In addition to the data recording, processing and feedback design fulfilling scholarly quality, the persons conducting the test trials in the schools have, with their organisational ability and personal attitude, obtained appreciation among the teachers. The communication and work conducted with the children should especially deserve credit.

Recommendation

I recommend the introduction of the Smoking Prevention Program for Schools' program package made for the school starting phase.

The Kiosk and the program box should get into the schools by being complemented with their manipulation tools, with the CD and the posters, in order to be useful in developing the healthy life style of children.

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This opinion was given by:

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