

Methodological guide for the elaboration of the topics

TOPIC I.: SENSATION

Introduction

In kindergarten-age sensation has especially great importance in making contact with the environment. At this age, children collect and organize their knowledge through sensory experience, therefore, we place special emphasis on the sensory and information intake processes the detailed analysis of which help children to "orient" themselves more safely in the labyrinths of everyday life. We consider it useful to emphasize that we can get closer to the world of a child if we approach him by building on his/her past knowledge and by relying on his present experiences that he/she can encounter by carrying out new tasks.

Concepts: see Table

Sensation:	Concepts:
a) seeing	burning, fire, glowing embers, ashes
b) hearing	hoarse human voice, coughing
c) touching	dried out skin
d) sensation of heat	cold skin, warm
e) sensation of pain	sore throat , turning stomach, dizziness, tensing the lung
f) smelling	smoke
g) tasting	bitter

Activities



a, The children sit in a circle. One child gets a candlestick, the kindergarten teacher lights the candle. They pass it around carefully, and in the meantime watch the process and consequences of burning.

When the light went around, the last child blows it out and places it in the middle of the circle.

Recommendations for execution

While passing around the candle it is important to emphasize the concepts related to sensation and to mention that they should take care of themselves (hair, clothes, other children, surroundings, for example carpet). Make an effort to relate the present experience to the children's past experience (for example camp-fire, barbecue, factory chimney, burning of leaves in the autumn). Recommend to sing the song "The candle is burning" and ask the riddle: "It has no hands, has no legs, and still it goes up to the attic. What is it?" (SMOKE)

Connections with smoking

Fit into the game that how can the burning of a candle and a cigarette be connected (flame, ash, glowing embers), and analyze the experiences after the candle is blown out (smelly, unpleasant, smoke spreads). When observing the smoke, mention both its health damaging effects and the pollution of the environment.

Tools: see Program Schedule, page 38



b, The children should recognize different sounds (from a cassette) by the sense of hearing, and differentiate them from other sounds and characterize them.

The list of the sounds is on the back of the Manual.

Recommendations for execution

For the recognition of human voices imagine the owner of the voice and try to describe him/her. The sequence of the sounds is suitable to invent short stories and this could make the game more interesting.

Connections with smoking

Make sure to compare a coughing and a healthy, happy human voice and discuss smoking and passive smoking.

Tools: see Program Schedule, page 38



c, Set up a magic shop where tastes and smells can be "purchased" blindfolded. Recognition of different characteristic things, and foods using tasting and smelling.

Recommendations for execution

It is recommended to use a head-band for covering the eyes so that the children do not have to work hard for long period of time to tie the shawl. Pay attention that each child could "purchase" something. Inquire whether the child likes the given taste or smell and why, how pleasant or unpleasant it is for him/her. The grouping of tastes and smells.

Connections with smoking

If someone buys the cigarette, he/she should give the reason as to why he selected it. Try to collect the characteristics of tobacco (for example it has an unpleasant smell). Recommend to him/her to select something else.

TALE

Elaborating the tale "The Four Lives of Squirrel Cleansy". (page 23, see Detailed Program Schedule, part belonging to Topic 1. Page 38).

TOPIC II. PERSONALITY

Introduction

One of the aims of games of self-knowledge and personality development is that people learn to make decision independently regarding what is useful or harmful for them and to be able to say no when necessary. As it was mentioned in the Introduction, the majority of youth in their teens try cigarettes on the pressure of the peer group. It is obvious that an adolescent must be very strong and sure of himself to avoid of being easily influenced to the wrong direction. We cannot start early enough to make our children conscious of the fact that they are determined by their decisions and that they have to accept responsibility for these decisions.

During his development, a child must learn to adapt himself to others and to take into account the standpoints of his mates too. He has to keep in view that others too have desires and needs which they want to fulfill, and that he has to place not only himself in the center but that he has to break out from the tower of individualism and has to take care also of others.

Concepts: see Table

Personality	Concepts
a) ego-consciousness	mine, yours, his, hers, ours
b) behavior	to take care of something
c) relation of the community and the individual	to disturb others, to take care of someone

Activities



a, Dressing up in costumes and playing the roles in various situations.

Recommendations for execution

Invent situations that are close to the child's everyday life or use popular events from tales.

Try to make them perform also the network of contacts (for example family, friendships).

Create play situation where the child has to make a decision by taking into account the options. Encourage them to recall the story of the tale and they should try to play the action by using the pictures.

Connections with smoking

Enact a situation where there is a smoker in the company of a pregnant woman or children. (for example a party, doctor's waiting room, restaurant). Analyze the possible reactions and discuss what it means to take into consideration the situation of others.

Tools: see Program Schedule page 39



b, The children, except for one child, lie on their back in a circle. The one who remained standing, holds a smoke-ball in his hands and steps over the others lying on the floor.

Recommendations for execution

The smoke-ball may be replaced by a glass of water, but from the point of view of the program it would be more useful to execute the original task.

Connections with smoking

While one of the children walks around with the smoke-ball, ask those lying on the floor whether they can smell it.

Emphasize that the origin of the smoke is in the hand of a single person, still it affects everybody, just like the smoke of a cigarette affects everybody in a closed room.

Discuss it how they feel themselves in this situation, or how they could avoid passive smoking, for example to ask the smoker not to light a cigarette in our environment, and if we notice tobacco smoke we should freshen up the air several times by ventilation.

Tools: see Program Schedule page 39

TALE

Elaborating the tale "The Four Lives of Squirrel Cleansy". (page 23, see Detailed Program Schedule, part belonging to topic II, page 39).

TOPIC III. HEALTH STATUS

Introduction

All persons who have a direct and intimate contact with the families (kindergarten teacher, family doctor, district nurse etc.) should undertake to help the health education program of the family. The years spent in kindergarten deeply influence the child's future way of living, since the aim is to turn habits into internal impetus through fulfilling them on a regular basis, practicing them and keeping them alive. This could be the way to develop the need for healthy nutrition, sporting, hygiene and recreation. In addition to emphasizing health as a value, we should make an effort to hinder the development of addictions.

Concepts: see Table

Health condition	Concepts
a) health condition characteristics	healthy, ill
b) health damaging effects	smoke, poison
c) healthy way of living	fresh air, movement

Activities



a, Making a poster from pictures showing different ways of living. When sticking the pictures on the poster, children can divide the pictures into groups showing activities that symbolize a healthy way of living and those that are harmful to health.

Recommendations for execution

Try to collect pictures that are diverse, colorful and have meanings that are as far away from one another as possible. During the grouping do not only ask children what the picture illustrate but also mention its precedents and/or its possible consequences.

Connections with smoking

The pictures should include one which shows a man who smokes (or people who endure the smoke). Emphasize how can this harmful passion become a habit and how difficult it is to get rid of it, to "be cured from it" when someone is "hooked on it".

Tools: see Program Schedule, page 40



b, Playing "doctors": playing the roles of a healthy, helpful, competent doctor and a patient.

Recommendations for execution

Talk about health promotion as a protection method for preventing illnesses, mention several of its components such as washing hands, tooth-brushing, gymnastics, and excursions.

Connections with smoking

Do not only draw the child's attention to positive things such as fresh air, exercise, consumption of fruits and vegetables, but contrast them with their negative counterparts too such as polluted air, sitting in front of television, fatty foods.

When drawing up these parallels, mention also the arguments against smoking (its health-damaging effect, unpleasant breath, etc.).

Tools: see Program Schedule, page 40



c, Interpretation of the cherry poster

Cutting the A4-size papers into four parts containing the frame of the cherry symbol which can be colored by the children.

Distributing the cherry stickers to the children, which they can take home and stick them to any place they like in their home.

Recommendations for execution

Collective interpretation of the cherry poster:

- Large, red: healthy, non-smoker;
- Grey, small: smoker, the leave belonging to it gets also grey due to passive smoking.

When distributing the stickers, tell them how important is where they place the sticker because from that moment smoking is not allowed in that room.

Encourage them to place the sticker on the door of their own room in order to avoid passive smoking if the parents smoke. If their parents do not smoke, it is useful to draw the guests' attention while they are still in the entrance-hall that nobody smokes here, so they should not do it either.

After discussion with their parents, children will put up the sticker to a place agreed together.

Connections with smoking

Develop a conscious conduct against smoking

Tools: see Program Schedule, page 40.

TALE

Elaborating the tale "The Four Lives of Squirrel Cleansy". (page 23, see detailed Program Schedule, part belonging to topic III, *page 40*).

TOPIC IV. SMOKING

Introduction

The health education function of the family is only one element of the range of impacts that reach the child day after day. His/her development, socialization is significantly influenced by the exemplary behavior of his social environment. The model offered by the adults will sink deeply into their behavior repertory.

Experience shows that the attitude towards smoking is facilitated by the statement transmitted by the family (that is: does not disapprove, disapproves, strongly disapproves smoking).

Therefore it is essential to survey the attitude of the parents towards smoking even before the start of the program.

Use the day elaborating these topics to clarify and organize the concepts collected with the use of the "cherry poster" (see page 35). While carrying out the individual tasks, summarize the smoking-related elements of the previous three topics (sensation, personality, healthy lifestyle).

Concepts: see Table

Smoking	Concepts
a) effect on physique	illnesses, lung, yellow teeth, coughing
b) passive smoking	air filled with tobacco smoke
c) harmful passion	will, intention, habit
d) smoker	unpleasant company
e) environment pollution	littering, cigarette butt, matches, ash, air pollution

Activities



a, Place a giant white cardboard or packaging paper on the floor. Make a child lie down on it and draw on it the contours of his body. By "holding the air in" indicate that somewhere in our body we can temporary store the air. Draw the path of the air (mouth, windpipe, lung).

Recommendations for execution

Take a deep breath and exhale it, perhaps complemented with "air-balloon blowing". Observe separately the breathing through the mouth and the nose, and the heaving of the chest.

Connections with smoking

After the contours of the child's body and the respiratory organs are drawn, draw a cigarette with smoke coming out of it at the same height as "the head of the child's figure" but at the farthest possible distance. Draw the path of the smoke to the lung and place a black patch cut-out from paper with the size of half of the lung, onto the lung in the drawing. The path of the inhaled smoke is the same as that of the air. Examine its impact on the different organs: – mouth, – teeth (yellow), lung, bronchi (smoke is deposited). Its consequences: – illness, coughing, oppression in breathing. After the discussion of the health damaging effect, remove the black patch. You can say for example that the child takes an excursion and ventilates his lungs.

Tools: see Program Schedule, page 42

füst: smoke

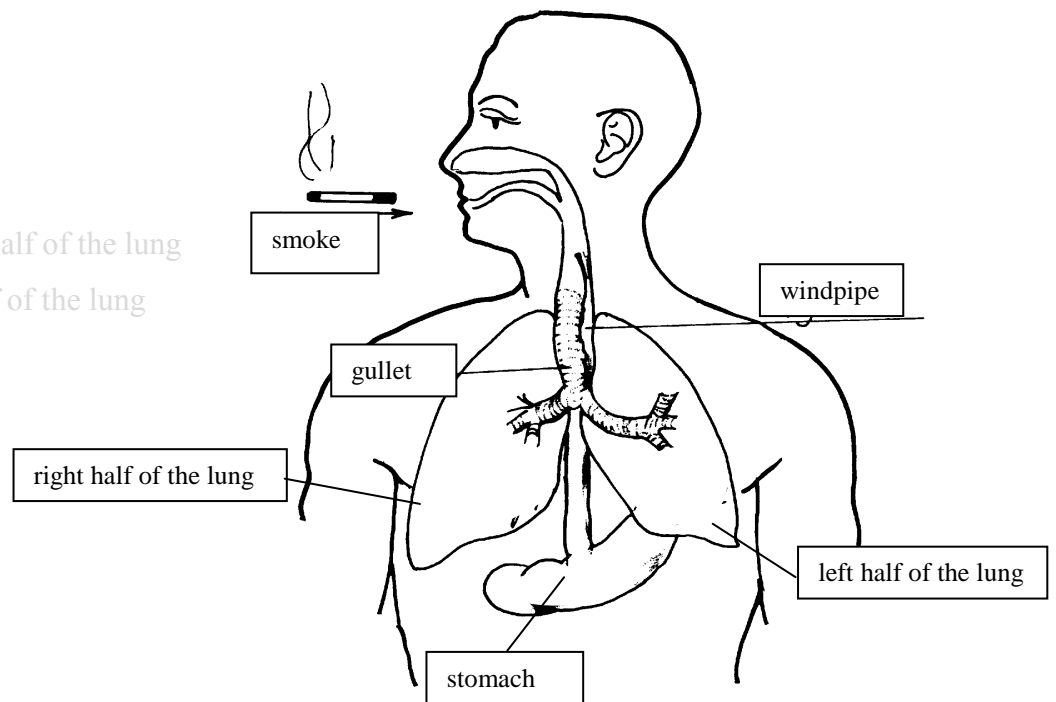
légső: windpipe

nyelőcső: gullet

jobb tüdő fél: right half of the lung

bal tüdő fél: left half of the lung

gyomor: stomach





b, Smoking a cigarette using a smoke suction pump.

Use of the device: Our experience (based on the previous trials) shows that it is useful for the kindergarten teacher to practice the use of the device prior to the presentation, since this should be done quickly in front of the children so that their attention is not drawn too much to the operation of the device, because this is not important here.

Use of the smoke suction pump:

1. unscrew the tube
2. place a pea-size cotton-wool into the tube, before doing so, show that it is white and clean
3. screw the tube together
4. place a cigarette into the tube end
5. light the cigarette
6. "smoking" of the cigarette :
 - press together the rubber pump
 - keep it pressed while with your other hand cover the hole on the tube
 - let go the pump
 - let go the hole
 - repeat.

7. unscrew the tube

8. remove the cotton-wool from the tube using a pair of tweezers or a screwer

9. pass the cotton-wool around on a piece of paper or on a small tray (lid of a fruit-jar)

10. quickly cover and remove the device, the cigarette but and ash

Show and give the cotton-wool into the children's hands so they can examine how black and smelly it is.

Do not leave anything in view, take quickly away the "smoke sucking device" (package it in paper, or in a box), so that it will not distract the children's attention. Indicate to them that the poisonous material found in the cigarette will deposit in our lung the same way.

Tools: see Program Schedule, page 42



c, Study of the plants planted in the preparatory phase of the program.

Recommendations for execution

Collect the elements required for the natural growth of plants (air, water, light). Examine the effect on the plant of each missing component.

Connections with smoking

For a plant to live without air is the same as for people to inhale constantly air polluted by factories or cars, or tobacco smoke.

Have a chat about air pollution.

(Contrasting the use of cars and buses with that of public transport means using electricity – trolley-buses, trams.)

How do smokers pollute their environment?

- with the tobacco smoke they disturb non-smokers (passive smokers)
- they scatter the butts and ashes. In Hungary these discarded butts would fill in a year 375 railway cars.

The program creates an opportunity to start the process of being conscious of the harmful effects of smoking. It helps children that they do not become a sufferer of passive smoking but to be able to fight against it actively. The program throws light on the existing concepts, adds new concepts while putting them into a different context. It draws the parents' attention to the fact that it is the responsibility of the child's social environment to protect the growing up generation from the destructive behaviors such as alcoholism, smoking and drug use.

Tools: see Program Schedule, page 42.

TALE

Elaborating the tale "The Four Lives of Squirrel Cleansy". (page 23, see Program Schedule, part belonging to topic IV, page 42).

Some smart kids may notice the contradiction between the text of the tale (page 33) and the related picture (page 32). Due to copyright reasons we are unable to make any corrections.