

# Smoking or Health Complementary Health Promotion Program for Kindergartens

a Manual for kindergarten teachers

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To be used only as a study, teaching, prevention, health education and health protection tool as part of the Smoking or Health Complementary Program for Kindergartens. Compiled under the professional supervision of NIHD (previously OEFK, NEFI and NEVI) and SHHF.

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## **Recommendation**

*Today, besides alcohol, smoking is perhaps the greatest health risk which shortens life expectancy by at least a decade and causes significant excess mortality. In Hungary it is especially destructive, much more than in many other countries.*

*We have known for a long time that something should be done, but unfortunately this is quite difficult. It is difficult to change old customs and to help people quit smoking. What would be needed is prevention, it should be achieved that smoking does not become a habit, and if possible young people should not even experiment with it. Since in present day societies cigarettes are the symbol of adulthood and western living standards, the psychological pleasure of lighting up a cigarette is presented very vividly in films and television plays, but of course children can observe it also in their own environment, the behavior model of smoking is very suggestive, it has a strong effect on young people. Especially peer group influence is strong if in the group the "trendy", more mature, more adult-looking kids "already" smoke. Unfortunately against the tempting psychological influences offered by life any informatory word or warning amounts to little, therefore the chances for success for health promotion and tobacco control in schools also decrease.*

*This is the reason why the attention of professionals turns more and more to an even earlier period of life, to kindergarten age, when the intellect of young children opens up, when they observe the relations of the world in a new manner and become conscious of smoking but it does not concern them directly yet, it does not occur to them that they could also try it. At this age smoking behavior can be "dealt with", the risks involved can be told, especially if in conformity with their age the elements of fairy-tales and games are also used for this purpose.*

*The Reader holds in his/her hands an aid of this early preventive trial, and becomes part of a large experiment since this is the first opportunity in the country to try the new methods of anti-smoking education on a larger group of children. It is sure that many changes and refinements will have to be made in the methods and approaches, and it is also sure that life itself with its "bad examples" will still be stronger for many growing up kids (especially for boys for whom the peer group introduces and popularizes smoking to adolescence as an especially "manly" behavior) than the early educational influences, but it is also probable that the effects of the kindergarten will save many children from becoming addicted to this harmful passion.*

*Therefore we recommend this initiative to the Reader's attention and support.*

*dr. Béla Buda*

## *Introduction*

Hungary, as compared to any other country in the world, is unfortunately in the "top of the field" regarding the prevalence of addictions (smoking, alcohol, drugs) and this is especially true for smoking. As far as total tobacco consumption and per capita cigarette consumption is concerned, a very unfavorable tendency can be noticed which, even with immediate action, would change to a favorable direction only after a period of 5 to 10 years. It is absolutely necessary to develop programs on smoking prevention or smoking cessation that would help moving to the right direction. The most important aim is that these programs should find the right tone that can influence the people concerned.

What is needed primarily is not the counter-propaganda that bores people to death, keep frightening them and produce a negative effect that condemns the victims, but the search for methods aimed at achieving a change in behavior that allow free choice and comes from internal conviction.

By looking at the statistics on smoking one can observe that nearly 70% of smokers started smoking at the age of between thirteen and twenty five. The negative effect of peer groups play an important role in taking up smoking. From the beginning of the 1980's programs have been developed all over the world to counter the negative impact of peer groups. The question might be raised with reason: should not we start prevention earlier – in kindergarten age?

A child of kindergarten age is an active recipient of the world. Not a single child can avoid receiving the stimuli surrounding him. He discovers the world, asks, replies, observes, tests and continuously experiences. He gets the mastery of the various behavior patterns by imitation irrespective of the fact whether they represent positive or negative values. Thus he reproduces the models produced by others and by doing so he acquires new behavioral patterns. The reach of imitation is greater than it seems, because there is also the so called delayed imitation when the person is seemingly passive, later however follows the obtained model. Imitation is especially intensified by rewarding reinforcement.

Such models may appear not only in reality but also in image forms, therefore, it is worth to investigate what kind of identification models are offered to children by the heroes of television serials and by advertising. Against these direct and indirect negative effects counterpoles have to be provided. The subject and source of imitation is determined to a great extent by what children can see and learn at home and by the persons they meet most frequently and to whom they are bound emotionally. Since the common motif in every identification is the emotional relationship, therefore it is important that a small child should meet in his direct environment behavior models that reject smoking and/or that these models consider smoking as repulsive.

Based on the above we have the right to say that the formation of opinion and values on smoking is opportune already in kindergarten age.

Health promotion appears in the family and in the kindergarten both in direct and indirect forms. The basic behavioral models are imprinted, of course also the smoking-related ones. One of the most efficient form of prevention is that children get hold of information on the basis of which an attitude that disapproves smoking can develop. An essential condition of developing a healthy lifestyle is that the child should know those harmful effects which later he can take into consideration against the influences that encourage smoking.

The most important consideration in developing the Program was to produce, by taking the children's age-group characteristics into account, a kindergarten training material by means of which smoking-related information can be conveyed and behavior can be formed successfully. The Program at the same time is a "vehicle" between the children, the kindergarten teacher, the district nurse and the parents.

The program has been designed for the age-group characteristics of 5 to 6-year old children. When built into their own kindergarten teaching program, the continuous use of the program facilitates the intensification of knowledge. The program includes the topics of sensation, personality, healthy lifestyle and smoking. These topics are elaborated by the chapters of the tale (The Four Lives of Squirrel Cleansy) and by the individual series of tasks. The series of tasks are the collection of games and activities that can be specifically related to smoking. The utilization of the program requires the mutual co-operation of the kindergarten teacher, the children and the parents.

It is recommended that the kindergarten teacher should have at least one week preparation time prior to the start of the program. One of the tasks of the kindergarten teacher is to survey the knowledge of children before and after the program. This helps the kindergarten teacher to select from the daily offers in the Manual those games and exercises which he/she considers as the best suited for the group.

### **THE COMPLEMENTARY PROGRAM'S**

**OBJECTIVE:**      **To protect the health of kindergarten-age children.**

**TASKS:**

- **To survey personal knowledge on smoking**
- **To hand over topical information on the level corresponding to age-group characteristics**
- **To form a smoking attitude that facilitates the selection of healthy lifestyle.**
- **To make an effort to develop an active behavior against the compulsion of passive smoking.**

The child's knowledge can increase through the elaboration of the program's topics, the clarification of the concepts relating to them, and the exploration of the factors of cause and effect, and this can greatly and positively influence his/her behavior in the future.

For the child, owing to the newly obtained knowledge, not to get into a conflict that seems unworkable and insolvable for him/her, it is very important that the parents are also informed about the information given to the children, however, the aim is not to make parents quit smoking. An essential part of the preparation is the actual involvement of parents into the process; they should also know the details of the process and effectiveness is greatly increased if they also accept it. To this end it would be useful to organize a parent-teacher meeting, or the kindergarten teacher could use the opportunity during the visits to the family to familiarize parents with this subject. It would be useful to survey during these meetings whether the parents smoke or not, and if they do whether they smoke in the presence of the child.

It is important for the kindergarten teacher to treat this personal information confidentially. He/she should make an effort to pay the same attention to every child and should not, not even by chance, give prominence to or discriminate the children of parents who smoke.

## Thoughts regarding the tale

The tale is constructed the same way as the thinking of children and as the children get to know the world: this is why it is so convincing for them. The tale views the world the same way as the children. By telling the children the events of everyday life, their experiences are tied to words and are made more suitable for expressing them. This way they can be recalled easier, are more mobile and can be better incorporated into conversations and games. This way children are also thought to keep memories and to recall and utilize memory images.

While listening to the tale, children enter into a different consciousness level. This system concentrates their experience, embodies their knowledge and mirrors the outside world. Some of the parents think that children should get acquainted only with the sunny side of life. However, they should be told the problematic nature of the dark side too, so that they cannot be defeated by the difficulties, and from the tale they can experience in a diversified manner the methods of approaches and their consequences. In the tale, just as in real life, it is not the punishment or the fear from it will discourage people most effectively from the negative actions, but the conviction that it is not worth. The child identifying himself with the hero in his imagination endures the ordeals together with the hero and triumphs together with him. The tale simplifies every situation. The characters in the tale are not ambivalent, they are not good and bad at the same time. The personage of the hero attracts the listener, "he/she wants to resemble him" so he enters fully into the spirit of the hero's role. If this hero has good qualities, then the child wants to be good too.

Children today unfortunately grow up less and less in the safety of a large family or of a well integrated community. Therefore it is important today that the way we can overcome our loneliness and weakness is if we succeed in developing real interpersonal relationships. During the program the harmony of the child-parent relationship, the child's image of the parent is obviously influenced by the fact that the parent smokes. With this in mind was the tale written in such a way that not a character who is close to the children, like Squirrel Cleansy or the Man With The Huge Hat, smokes, but the thieves.

The necessary elements of a good tale are: the hero recovers from a deep despair, escapes from some great danger, and the most important is consolation which is accompanied by a sudden favorable turn in fortune.

After the fantastic or terrible adventures a turn in fortune occurs, during which everything changes for the better and with the punishment of the evil moral unity of the highest degree will be created ethically.

The backbone of the program is the tale titled "The Four Lives of Squirrel Cleansy". It contains several elements corresponding to those traits of thought and attitudes that are characteristic to the early phase of mental development.

The recurrence of the episodes, the repeated encounter with the verbal phrases is, just like in the games, a source of joy here too. The child finds pleasure in acquiring information and this is an essential condition in this age. He can get know the world in a symbolic form, can enter into the heroes' situation, can take on their characteristics and perform their actions. This way models that can be followed and those that can be rejected can evolve.

The tale presents behavioral models that makes it possible for the child to get in contact at his own knowledge level with the topic of smoking.

The tale "The Four Lives of Squirrel Cleansy" contains the concepts of the four topics that can be elaborated during the program such as sensation, personality, healthy lifestyle, smoking.

### **Recommendation for the elaboration of the tale**

- the daily elaboration of the tale makes it possible to introduce the various topics and to organize them into a unit
- projection of slides: harmonizing the turning points of the action with the slides
- the pictures belonging to the individual chapters of the tale should be located in a well visible place
- after the elaboration of the tale the children can color the photocopies made from the coloring pictures of the Manual
- during the elaboration of the topic on personality, behavioral models of the tale are to be enacted, discussed, clarified and recorded
- enacting and making a puppet show of the tale in order to experience it several times, understand it better and memorize it deeper.

In order to communicate the tale interestingly, it is necessary to know in detail its important turns. Telling the tale in a suggestive, exciting and clear manner is important. In order to utilize fully the interpersonal meaning contained in the tale, it is better to tell it than to read it. This way the kindergarten teacher can have a permanent contact with the children and can adapt herself to the changing situations.



With the proper placement of the children (for example they should not sit close to the projector rays) it will be possible to achieve that the tale will grab the children's attention and everything that would distract their attention will be eliminated.

### **Recommendation for the elaboration of the topics**

The cognitive processes of children are characterized by their incomplete experience and their unconnected imperfect knowledge of the world. 5-6-year old children already have realistic knowledge that is more or less corresponds to reality. They have a remarkable body of knowledge and they can mobilize it too. The child's knowledge is enriched by the world around him, in kindergarten-age orientation is controlled much more by the understanding of meanings saturated with emotions and fed by his/her position, experiences and observations. He/she can obtain the most amount of information by means of the "current experience" using individual sensory experience.

Smoking-related knowledge can also be widened more efficiently when the topics of sensation, personality, health education, and smoking take on a playful form corresponding to the age group characteristic of the child.

The adaptation of the topics allows the clarification of concepts that can be brought into connection with smoking and the exploration of the factors of cause and effect which may greatly influence future behavior. The child acquires knowledge such as unpleasant sensations, health damaging effects, "disturbance" of other people and taking up smoking. This is an inevitable part of prevention.

During the smoking-related games the child can live through situations and roles that he/she has not yet experienced earlier. This warrants that the playing session should be followed by a discussion session which should be treated as very important. The group members and the kindergarten teacher will make remarks not only about their own activity but also about the activity of their mates. Both for controlling and improving the efficiency of the program it would be useful to survey, at the start and at the end of the program, the knowledge, attitude and motivational background of the children on smoking which urges them to follow the behavior patterns of smokers. One of the most useful methods to assess the children's thinking and the emotional experience is the drawing, into which the child can exteriorize his/her anxieties and tensions.

The analysis of the children' free drawings on smoking makes it easier for the kindergarten teacher to prepare and to select, from the series of games, the tasks best suited to the knowledge of the group.

**The Manual has the following structure to help the elaboration of the topics**

NAME OF THE TOPIC

INTRODUCTION TO THE GIVEN TOPIC

CONCEPTS FOR THE GIVEN TOPIC

ACTIVITIES

- **Recommendations for organizing the activities**
- **Connections with smoking**
- **Required tools**

TALE

*Forms needed for coloring are on page 46.*

## 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

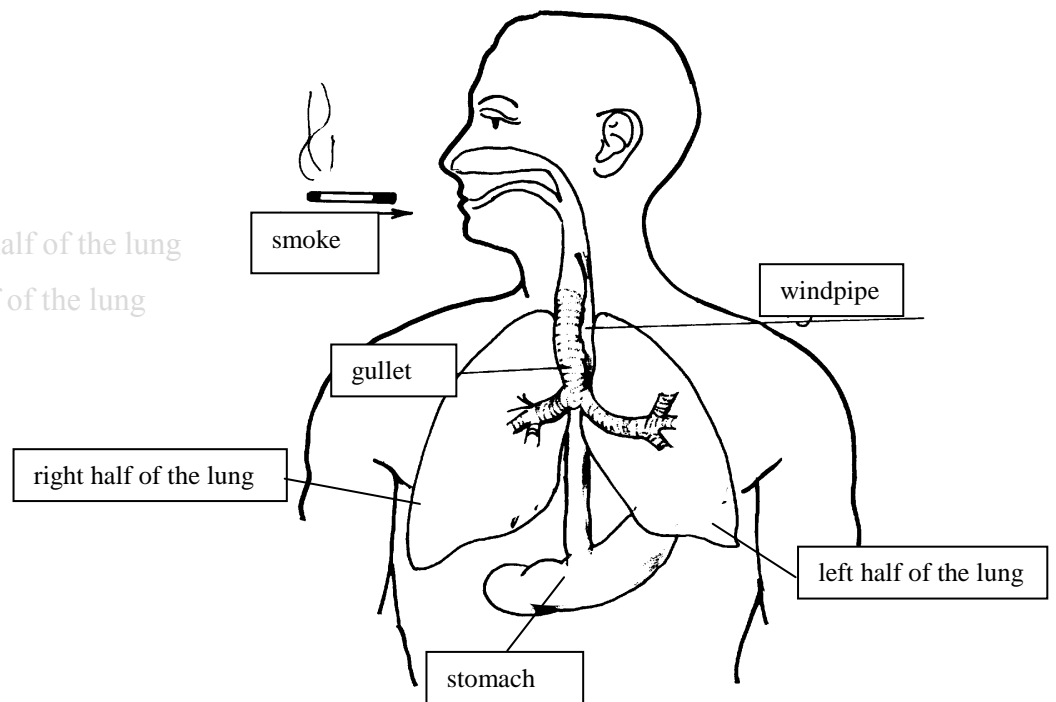
légső: windpipe

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.

## The Four Lives of Squirrel Cleansy

written by: István Csukás

drawings by: Zsuzsa Füzesi, graphic artist

**NAMES OF THE CHARACTERS IN THE TALE:** Squirrel Cleansy, the Healing Man with the Huge Hat, Magpie, Rabbit, Hedgehog, Thieves.

Once upon a time there was a large forest, on the edge of the large forest there was a big tree, in the big tree there was a hollow and in the hollow lived Squirrel Cleansy. Her fur was shiny and that was no wonder because she used to cleanse it all the time and that is why everybody called her Squirrel Cleansy.

One day Squirrel Cleansy remained alone in the hollow, her brothers, sisters and parents have already set off into the forest to find some hazel-nuts, pine cones and other fine squirrel treats. Squirrel Cleansy shouted to them that I will go soon but first I will cleanse my fur.



As she was cleansing and polishing her fur, all of a sudden a huge storm broke out! The wind roared, the rain poured, the trees swayed and cracked, and the raindrops were pattering on the leaves. It was thundering and huge lightnings flashed out from the clouds.

Cleansy crouched shivering in the depth of the hollow, she did not even dare to poke her nose out, covered her ears and closed her eyes too.

A huge lightning struck the tree! The tree **caught fire and burned smouldering**.

The **smoke** poured into the hollow, Cleansy **coughed** gasping for air.

"This is no joke!" she thought. "In this smoke one can easily choke!"



Her **head was dizzy**, her **stomach turned**, her **lungs** struggled **tensely** with the **smoke**, that is to say she really felt horrible. In the great heat her **skin started to dry out** and so did her **throat** too.

"Flee Squirrel Cleansy! Flee to the fresh air," she encouraged herself and climbed out of the hollow. The trunk of the tree **glowed, it burned** her foot while she staggered down the tree. The ground was covered with **hot ashes**, she jumped up and down as she run out of the forest.

When she was out from the burning forest, she sat down at the bank of a little brook to have a rest. In the brook the water gurgled quietly and as she took a big breath, Squirrel Cleansy noticed that she was thirsty. She laid down on the water of the brook and drank the cool, clean water in huge gulps. "This was good," she heaved a sigh of satisfaction. Then she discovered that she was hungry and that was no wonder because in the great **fire** and in the flight she missed her breakfast.





With a searching eye she was looking around in the grass for something to eat. Stepping here and jumping there, she found nothing suitable for a squirrel. "Never mind," she thought, "if there is no nuts and no cones, I will find something else!" She rummaged on the ground and found a red berry. She smelt it, tasted it by biting a small piece of it and found that it had quite a good taste and swallowed the red berry. She continued her search and found a white root. "Ahem, I will try this one too!" she said, and bit into the white root. The root was **bitter** and Cleansy spit it out. "This is not good! **Bitter.**"

As she was searching and tasting and sampling, she arrived to the edge of a meadow. A small house stood on the edge of the meadow. Squirrel Cleansy looked at it with curiosity to see who lived in there. "The best will be if I approach it cautiously. Then I will cautiously peek in."

So she did, she approached the little house cautiously and peeped through the door cautiously. She was dumbfounded with astonishment because in the middle of the small house a man with a huge hat was sitting, and around him there was a magpie, a rabbit and a hedgehog! The man with the huge hat started speaking with a smile.

"Come on in, come on in don't be afraid!"

Squirrel Cleansy entered the house then asked with hesitation.

"Who are you?"

"I am the healing man!" was the answer. "And they are my patients and friends: the magpie, the rabbit and the hedgehog."

Squirrel Cleansy just noticed that the magpie's wing was hanging down a bit, the rabbit had a stiff leg and the hedgehog's nose was swollen.



"I see," mumbled Squirrel Cleansy. He is the magpie, he is the rabbit and he is the hedgehog.

Then timidly she asked the man with the huge hat.

"And who am I? Tell me if you are so clever!"

The man with the huge hat kept nodding his hat and smiled.

"I tell you. It is very important for everyone to know about herself who she is! Very important! Because if she knows about herself who she is, then she will find her place in the world. And who finds her place in the world will also find happiness, that is to say will be happy!"

Squirrel Cleansy interrupted him rather impatiently.

"Tell me quickly who I am."

The man with the huge hat puckered up his brow.

"I am telling you, telling you. As I look at you, you are a frightened squirrel kid. As if you have just escaped from some great danger. And as if you sprained your leg a bit. No worries, I will heal it right away. Come closer, don't be afraid!"

Squirrel Cleansy moved closer. The healing man wrapped Cleansy's sprained leg up with a white shawl.

"This is it! This will hold it and keep it **warm**. And now eat some fine nuts. You like nuts, don't you?"

Squirrel Cleansy nodded her head rapidly indicating that she liked nuts very much! The man with the huge hat gave her nuts in a small basket. Squirrel Cleansy was crunching them happily.

The magpie watched her curiously with his shiny eyes.

"Where did you flee from?"

"From the forest, from the **fire**!" said Squirrel Cleansy between two crunches.

"Oh!" said the rabbit frightened. "What was the **fire** like?"

"Hot. And **smoky**, and sooty," replied Squirrel Cleansy.

"And you were not scared?" asked the hedgehog.

"Oh yes! I was scared a lot," acknowledged Squirrel Cleansy.

"And what did you do?" continued the hedgehog.

"I was scared. I ran and **coughed** in the meantime." Squirrel Cleansy looked at them smiling. "But now I am not scared. And I don't run. And don't **cough**. Because I am here among you! And I also know who I am! And I also know that I am not alone. And this is very good!"

They laughed at each other happily like good old friends! The man with the huge hat looked at the small company with satisfaction, he knew it well that laughter and joy is the sure sign of healing! Because he who laughs, thinks less of sickness and he who thinks less of **sickness** is half-cured already!

He said aloud.

"Now everybody should find the place where he will go to sleep! I go away for awhile."

As the man with the huge hat went away, Squirrel Cleansy looked around in the little house. She saw a flat wicker-basket. She went there and said.

"This will be just right. This will be my sleeping place."

She heard angry squealing behind her back.

"No good! This is not your place. This is my place," said the rabbit squealing. "I was here first and I selected it before you!"



Squirrel Cleansy looked back at him in a friendly way.

"If it is **yours** than it is **yours**. I find another place."

She searched and searched and found an old straw-hat.

"This will be just right." she said "This will be my sleeping place."

She heard angry chattering behind her back.

"No good! This is my place!"

The magpie chattered and sat quickly into the straw-hat.

Squirrel Cleansy wagged her head and said.

"If it is **your place** than it is your place. I find another one."

She searched and searched and found a box full of paper.

"This will be just right!" she said. "It is nice and soft."

She heard angry snorting behind her back.

"No good! This soft is **mine!**" said the hedgehog snorting and climbed quickly into the box.

"So where can I sleep?" sighed sadly Squirrel Cleansy.

The rabbit looked at her from the wicker-basket, the magpie from the straw-hat and the hedgehog from the box. First the rabbit began to speak.

"Really, where should she sleep? Everybody has a place only she has none!"

"Pull out the cupboard-drawer!" recommended the magpie.



"Come here, I give you half of the paper! Line the drawer with it," said the hedgehog.

Squirrel Cleansy was cheerful again as if the sorrow had been blown away! Why, they like her here! And everybody wants to help!

"Thank you," she whispered. "The drawer will be a very good place! And **only mine!** It is like a hollow in a tree."

"And you can also pull it or push it over yourself if you want to be **alone!**" cried out merrily the magpie.

They smiled at each other and slowly went to sleep. It was quiet, only snorting, squealing and chattering could be heard.

They lived on like this in the little house in friendship and affection!

Everybody had his own place, but they also felt that the little house is their **common place**, that is it belongs **to all of them!** The healing man watched them with satisfaction as they **helped each other in moving** and in healing. The rabbit and Squirrel Cleansy used to teach the magpie how to fly. They did it in a way that the rabbit perched himself on the chair and Squirrel Cleansy handed up the magpie to him. The rabbit then put him on the table.



"Go! Fly now!" they urged the magpie.

The magpie flew from the table to the ground wobbling.

"I can fly!" he chattered proudly.

"And my legs are getting stronger in the meantime!" squealed the rabbit.

"And **mine** are getting stronger too!" boasted Squirrel Cleansy. "As strong as iron!"

"And all of us are breathing in the **fresh air!**" grinned the hedgehog.

Giggling and laughing, they told what other good things can be done with **fresh air**. It was as if they had invented a new game.

"Do not breathe in **smoke** but fresh air!" began the hedgehog all over again.

"**Smoke** poisons the **lung!**" said the rabbit.

"He who moves is not **sick** anymore!" chattered the magpie.

"All the children are **healthy!**" concluded Squirrel Cleansy.

When they reached the end, they looked at each other in amazement.

"This is like a poem!" stated the rabbit.

"What poem?" asked the magpie.

"The healing poem!" said the hedgehog wisely.

Time has passed, and every morning they recited the healing poem and maybe because of this, all of them were healed completely. The magpie could fly, the rabbit could jump, Squirrel Cleansy could climb the tree and the hedgehog's swollen nose subsided!

One morning however something very wrong happened! The healing man left the house, walked the roads to see where he can find sick animals.

As soon as he left two wicked-faced bearded thieves came by stealthy steps to the little house. They looked through the window and saw that the man with the hat was not at home. With an ugly laughter they sneaked through the door. Squirrel Cleansy could not even recover her wits when they caught her quickly and pushed her into a crate. Just as quickly they caught the magpie, the rabbit and the hedgehog and shoved them into the crate. One of the shaggy man closed the top of the crate and by holding the crate on two sides they bolted.

The thieves' house was in a bushy place, it was a dirty and untidy wooden house. In the wooden house they opened the crate, but first they locked the door, and the animals climbed out. Right away they got a whiff of the **foul smell, the stale tobacco smoke**, the house was full of **cigarette butts, ash**, dust and dirt. Since the thieves bad habit was to smoke all the time, they blew **smoke** like smokestacks, and their teeth were ugly yellow! Even now cigarettes were hanging in their mouths, their clothes and even their skin stank of tobacco smoke.

"Ha ha!" roared the skinnier thief. "Do you want a drag? A puff? Go on!"

And he handed the burning cigarette to them.

Squirrel Cleansy stepped back horrified, the others also turned up their noses.



"Wait with the fag, training will come later!" said the fat thief. "First I tell you why you are here. First of all you are captives, that is prisoners! And you are here because we will make artists of you. Specifically we will make smoking artists of you. Ha ha! This will be a world-wide hit! The cigarette-smoking rabbit! The cigarette-smoking squirrel! The fag-smoking hedgehog! The fag-smoking magpie. Ha ha! A gigantic performance! We start training right away."

He took out a cigarette and lit it.

"Open your mouth!" he said to Squirrel Cleansy.

Squirrel Cleansy shook her head, that she will not open it.

The fat thief viciously grabbed Squirrel Cleansy's head, pressed it behind her ears, so she opened her mouth from the pain. The fat thief quickly pushed the cigarette into her mouth.

"Pull at it!" and pressed her head again.

Squirrel Cleansy was choking from the **smoke, coughed**, and tears came into her eyes.

The fat thief waved his hand.

"We will continue tomorrow! We have time. Let's go look around in the village what else is there to steal."

And they went out of the house and locked the door.

It was silence, the animals were listening.

"They are gone!" whispered the magpie.

"We should go too!" cried the hedgehog.

"Let's escape!" declared the rabbit.

"We will escape!" stated Squirrel Cleansy.

"But how will we escape? They locked the door!" said the hedgehog sadly.

Squirrel Cleansy went around the room but there was no opening anywhere, there was no hole! She stopped and smiled triumphantly.

"I got it!" she cried out. "We dig a tunnel! There, next to the wall."

They get down to it, they dug, scratched, scooped and shovelled, the tunnel got longer and longer and suddenly they were out from the house!

"We are free!" shouted Squirrel Cleansy. And she drew a colossal breath from the **fresh air**. The others followed her and ventilated the cigarette smoke from their **lungs**. When their **lungs** were full of **fresh air**, the rabbit started to speak.



"Where should we go?"

"Into the forest!" said Squirrel Cleansy. "Follow me I will show the way!"

They went and went until they reached the edge of the forest. Squirrel Cleansy was happy to see that the forest has turned green again!



"I am here!" she whispered. "I came back! I gained a lot of experience! Although I am still little, but I still had four lives. That's right! First it was the **fire**. Then I learned who I am. Then I was ill. Then I was suffocating in the **smoke**. But all's well that ends well!"

The other were listening Squirrel Cleansy with astonishment.

"Well, how clever!" gaped the magpie in astonishment.

"Did I also have four lives?" asked the hedgehog.

"You also had! We were together in the bad! We will be together in the good!" smiled Squirrel Cleansy at him.

And taking a colossal breath from the delicious forest air, they marched chattering, and squealing, snorting and gasping into the green forest.

*The End*

## **EPILOGUE**

Challenge for smoking kindergarten teachers participating in the Smoking Prevention Program

Always keeping in view the fact that each person has the right to decide by himself on his way of life and to select his life habits at his own responsibility, we have to tell that the Program's success is greatly endangered if the kindergarten teacher managing the program smokes in the presence of children. The kindergarten teacher who both emotionally and physically is so close to the children, stands before the children as an identification model, an example and as a transmitter of values. Whatever we do in the group-room regarding social influencing, we lose our credibility if after this the child sees a smoking kindergarten teacher in the school-yard. Since the aim of the Program is only prevention and not the changing of the smoking habits of parents and kindergarten teachers, it is the personal and responsible decision of those working with the Program to influence with the help of the Program the development of the children's future healthy lifestyle.

During the description of the program we have emphasized that the drawings on smoking made by the children before the start and after the completion of the Program should be compared. It would help the analysis of the success and the improvement of the Program if these drawings could be used by the compilers of the Program during their future research. Please send your opinion, ideas and the drawings of the children to the following address:

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Address: 1096 Budapest, Nagyvárad tér 2.  
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**<http://www.dohanyzasvagyegeszseg.hu>**

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**[nihpto hp@c3.hu](mailto:nihpto hp@c3.hu)**

*Thank you. The compilers of the Program.*

Ferenc Móra said:

"The secret of extending life is not to shorten it".

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**Short Program Schedule (in detail see from page 37)**

| <b>day</b> | <b>activity by the children</b>   | <b>activity by the kindergarten teacher</b>  | <b>tools</b>  |
|------------|---|--|---|
| 1-12       |   | Organizing a parent-teacher meeting, providing information on the Program, requesting opinions, preparing the parents  | - Manual,<br>- program box<br>- child-package   |
|            | They plant seeds (wheat, barley, beans). One of the plants should get no air during its growth. An other should develop under "ideal" conditions. |  | - different seeds<br>- soil<br>- fruit-jar<br>- black plastic bag<br>- small hose for watering<br>- forceps for closing the hose                              |
|            |   | Selecting, from the offer daily activities, two activities for each day during the last four days, and adapting to the given group the material to be elaborated, obtaining and preparing the tools required for the sessions. Designing the activities. | - Manual  |
|            |   | Elaborating the tale "The four lives of Squirrel Cleansy", making photocopies for each child of the coloring pictures of the tale and the cherry form.   | - Manual  |
| 13         | The children color the photocopied picture belonging to the tale  | Preparation<br>Placing the cherry poster on the wall of the group's dressing room<br>Elaborating the tale (first story telling)<br><br>Elaborating the topic of sensation  | - cherry poster,<br>- drawing-pin<br>- slide projector<br>- slides,<br>- Manual,<br><br>- photocopied pictures (first and second picture)<br>- color pencils, |

|    |   |  |  |
|----|---|--|--|
| 14 | The children color the third and fourth photocopied picture   | <p>Telling the tale again, projecting the slides (perhaps with the participation of the children)</p> <p>Elaborating the topic of personality</p>              | <ul style="list-style-type: none"> <li>- photocopied pictures (third and fourth)</li> <li>- color pencils</li> <li>- slide projector</li> <li>- slides,</li> <li>- Manual</li> </ul> |
| 15 | The children color the fifth and sixth photocopied picture    | <p>Projecting the slides belonging to the tale, recalling the tale with the participation of the children</p> <p>Elaborating the topic of health promotion</p> | <ul style="list-style-type: none"> <li>- slide projector, slides,</li> <li>- Manual,</li> <li>- photocopied pictures(fifth and sixth),</li> <li>- color pencils,</li> </ul>          |
| 16 | The children color the seventh and eighth photocopied picture | <p>Elaboration of the tale with puppets or by dramatizing it for the stage</p> <p>Elaboration of the topic of smoking</p>                                      | <ul style="list-style-type: none"> <li>- slide projector, slides,</li> <li>- Manual,</li> <li>- photocopied pictures (seventh and eighth)</li> <li>- color pencils</li> </ul>        |

## Detailed Program Schedule for days 13 to 16

### Topic 1

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   |

| day | activity by the children  | activity by the teacher  | tools   |
|-----|---|--|---|
| 13  | <p>The children color the first and second photocopied pictures belonging to the tale and take them home to show it.</p> <p>Activities that can be selected for this day:</p> <p>a) The children sit in a circle. One of them is given a candlestick with a burning candle, which they carefully pass around, during this time they observe the process and consequences of burning. When the flame went around, the last child blows it out and places it in the middle of the circle. Prior to the play the things to pay attention to and to observe should be discussed: flame, heat, glowing ember, smoke, responsibility for our mates.</p> <p>b) What did you hear? When can we hear this sound? Whose voice can it be? What do you think how the owner of the voice would look like? Recognizing various voices by hearing them.</p> <p>c) Recognizing tastes and smells blindfolded. Setting up the "magic shop"</p> <p>What do I experience with it? Seeing blindfolded, smelling with the nose covered, listening with the ears covered.</p> | <p>Telling the tale and projecting the slides.</p> <p>Placing the colored pictures of the tale at a place exposed to view.</p> | <ul style="list-style-type: none"> <li>- Manual,</li> <li>- slide projector,</li> <li>- slides,</li> <li>- color pictures,</li> <li>- color pencil</li> <li>- photocopied pictures</li> <li>- candle,</li> <li>- candlestick,</li> <li>- matches,</li> <li>- cassette,</li> <li>- cassette player,</li> <li>- headband</li> <li>- vinegar</li> <li>- sugar</li> <li>- lemon</li> <li>- salt</li> <li>- tobacco</li> </ul> |



## topic 2

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 |

| day | activity by the children   | activity by the kindergarten teacher  | tools  |
|-----|--|---|--|
| 14  | <p>The children color the photocopied picture belonging to the tale and take it home to show it.</p> <p>Activities that can be selected for this day:<br/>           a) Dramatic play, playing of roles, situations.<br/>           Ownership: my toy, group-room, common toys<br/>           How do you express your feelings? Friendship, love, curiosity, etc.<br/>           b) The children are lying on their backs in a circle. One of them takes around a smoke-ball or water in a cup and steps over the others lying on the floor.</p> | <p>Projecting the slides belonging to the tale, telling the tale again.</p> | <ul style="list-style-type: none"> <li>- Manual,</li> <li>- slide projector,</li> <li>- slides,</li> <br/> <li>- color pictures</li> <li>-color pencil</li> <li>- photocopied pictures</li> <br/> <li>- clothes for the different roles</li> <li>- headbands with animal signs</li> <li>- own toy brought from home</li> <br/> <li>- plastic cup,</li> <li>- smoke-ball</li> </ul> |

### topic 3

Health condition

Concepts

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

| day | activity by the children  | activity by the kindergarten teacher  | tools   |
|-----|---|---|---|
| 15  | <p>The children color the fifth and sixth photocopied pictures belonging to the tale and take them home to show it.</p> <p>Activities that can be selected for this day:</p> <p>a) Making a poster on health promotion</p> <p>b) Playing "doctors". What does the doctor do and why, how?</p> <p>c) Free discussion on the cherry poster.<br/>The cherry sheets are to be cut into four parts and colored.</p> <p>The children take home the sticker, and after discussing it with and obtaining permit from the parents, stick it on the door of their own room, or on their cupboard or bed (as describe on page 20).</p> | <p>Elaborating the tale from the slides with the participation of the children.</p> <p>Together with the children, placing the cherry poster in the group-room.</p> <p>Distributing the cherry sticker, 1 sticker per child</p> | <ul style="list-style-type: none"> <li>- Manual,</li> <li>- slide projector,</li> <li>- slides,</li> <li>- color pictures</li> <li>- photocopied pictures</li> <li>- pictures cut out from newspapers, magazines</li> <li>- white coat</li> <li>- medical dressing material, etc.</li> <li>- cherry poster,</li> <li>- photocopied cherry pictures,</li> <li>- color pencils</li> <li>- paint,</li> <li>- pair of scissors,</li> <li>- 1 cherry sticker per child,</li> </ul> |

## topic 4

Smoking

Concepts

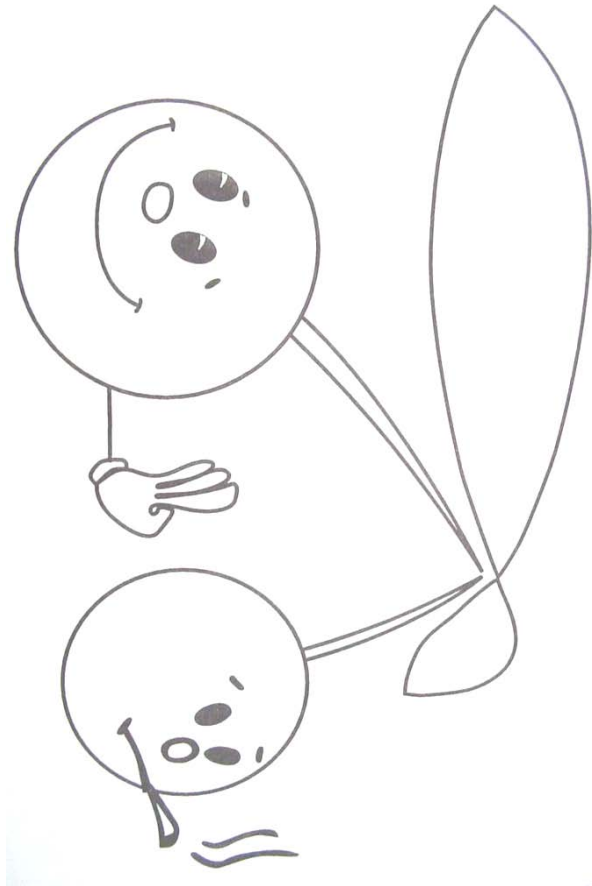
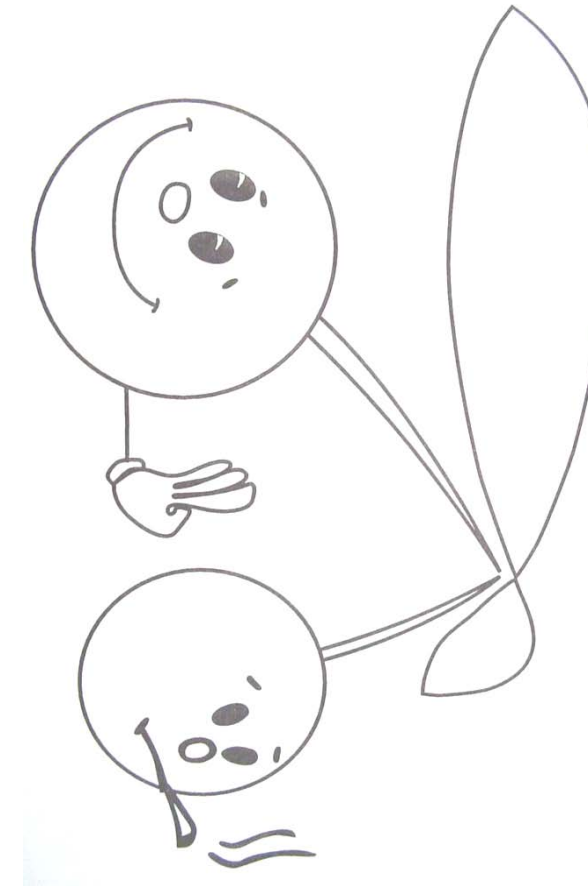
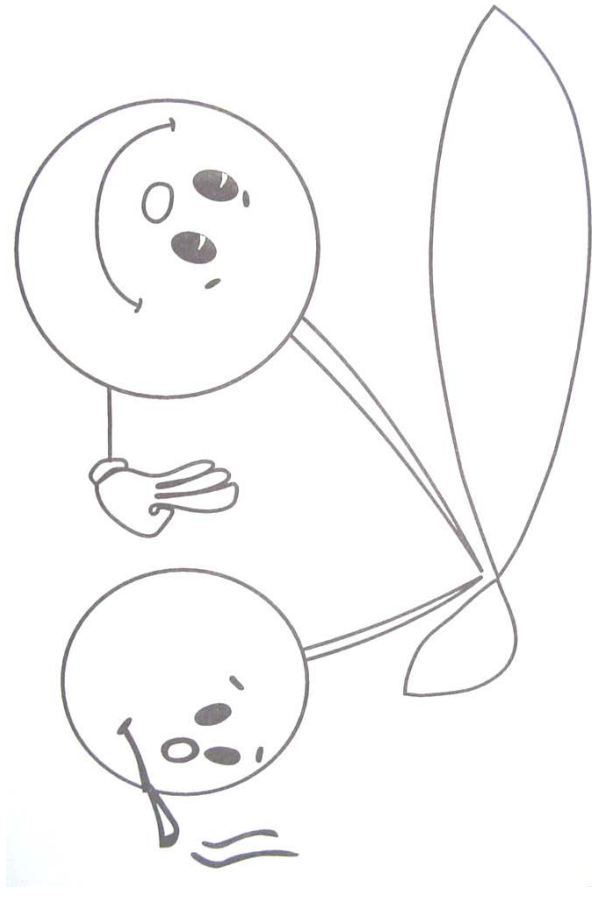
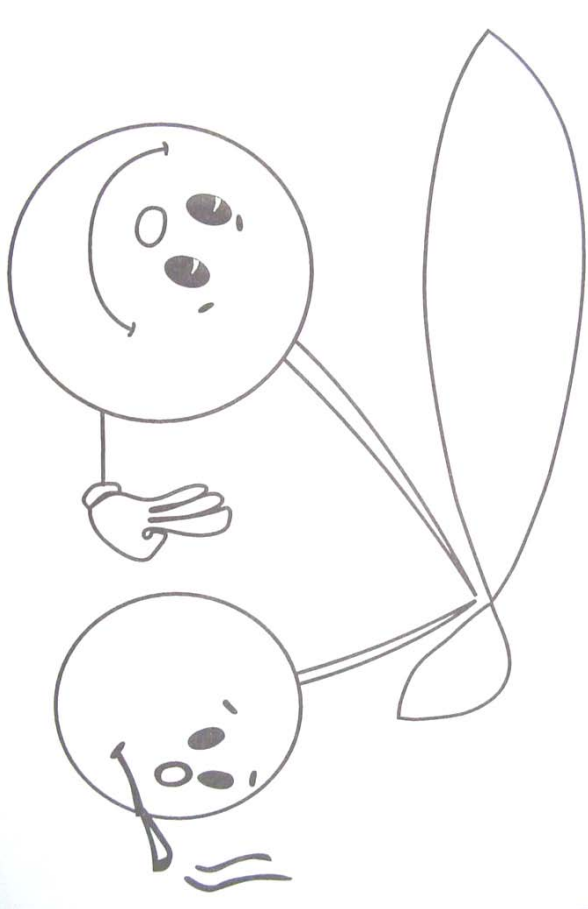
|                          |  |
|--------------------------|--|
| a) effect on physique    | illnesses, lung, yellow teeth, coughing                |
| b) passive smoking       | air filled with tobacco smoke                          |
| c) harmful passion       | will, intention, habit             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



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**Cherry Form**



## Figure showing the air passages

füst: smoke

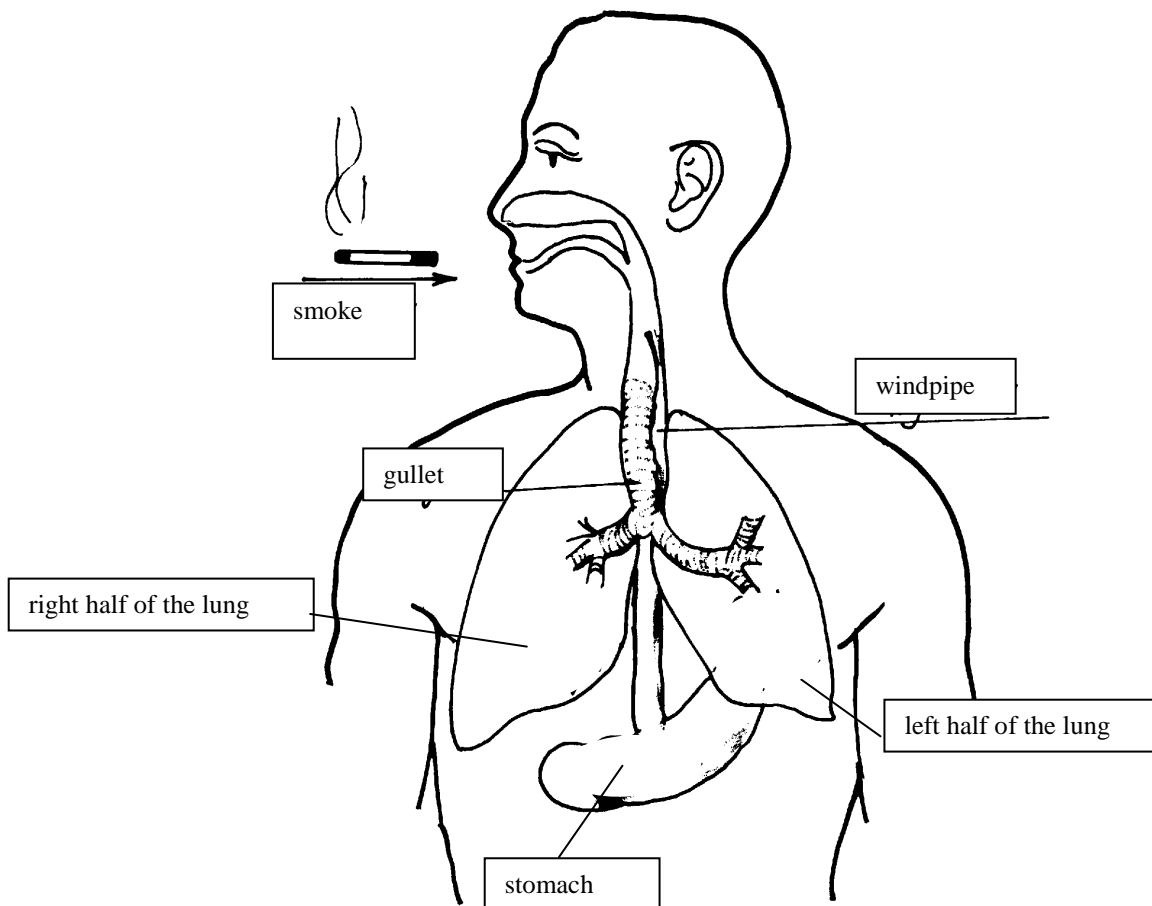
légcső: windpipe

nyelőcső: gullet

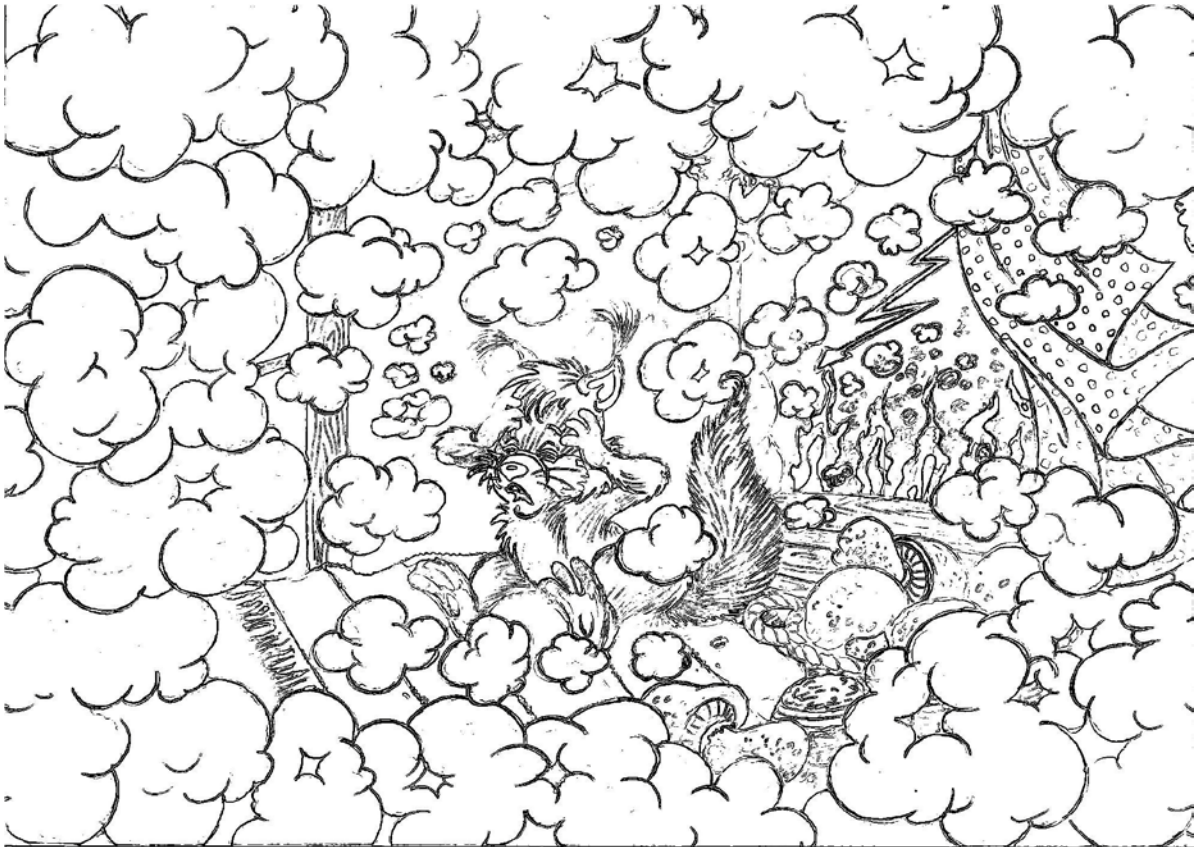
jobb tüdő fél: right half of the lung

bal tüdő fél: left half of the lung

gyomor: stomach



Pictures from the tale for coloring















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## CD

1. *Sound-collecting Peter*
2. a dog barks
3. two dogs bark, growl
4. dogs bark
5. cat miaows
6. hen clucks
7. hen clucks, chicken pip
8. rooster crows
9. duck quacks
10. pig grunts, blows
11. bee buzzes
12. birds whistle in the forest
13. lamb bleats
14. horse approaches galloping and neighs
15. a cow moos
16. cows moo
17. lion growls
18. monkey screams, gibbers
19. elephant trumpets
20. two women talk
21. mum talks with her small child
22. mum talks with dad
23. two women laugh
24. telephone buttons are pushed, calling somebody, the line is busy
25. someone types with a typewriter
26. heart-beat
27. cough
28. sneeze
29. a glass breaks
30. steps on hard ground
31. applause
32. shouting, whistling at a concert
33. piano
34. organ
35. violin
36. trumpet
37. flute
38. drum
39. cymbal
40. car alarm
41. starting a car engine, does not start
42. starting a car engine, starts, drives away
43. car blows the horn, approaches, passes by
44. car breaks, wheels squeak, car collides, hub cap rolls away
45. ambulance siren
46. car blows the horn
47. railway station, sound of steps, loudspeaker, checking of the train's air brakes
48. train approaches, passes by
49. jet lands, wheel squeaks, aircraft engine stops
50. propeller airplane approaches, passes by
51. ship's horn wails
52. in the harbor the sound of ship's bells and horns can be heard because of fog
53. the engine of a motor-boat starts up, water splashes, motor-boat goes swims away
54. wind blows, howls
55. it is lightning, thunder
56. rain falls, thunder
57. wind howls, thunder, rain
58. *birds sing*
59. *Sound-collecting Peter*
60. *Miscellaneous*