

A DESIGNING HEALTH EDUCATION PROGRAM

—Cigarette Smoking and Health for Junior High School—

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Introduction

Most nurses are involved in health education nearly every day of their professional works, although they may not be aware of it. In fact, much of the health education done by nurses is done informally and without "described teaching aims" and "planned teaching Methods". While that kind of incidental health teaching may be appropriate, a structured teaching planning is needed for effective health education.

Because of the goal of the school nurse is health promotion and primary prevention of school populations, they have to view themselves as health educators and participate to practical extent in health education activities. Wold suggests, the school nurse can participate in school health education in many ways.¹⁾

(1) She can teach a student when she/he expresses a need or interest in learning more about a health area such as venereal disease, smoking, or alcohol.

(2) She can participate in the planning of the health education curriculum.

(3) She can be a consultant to classroom teachers in preparation of their health lessons.

1) Wold, Susan J.. School Nursing: A Framework for Practice. St. Louis: The C.V. Mosby Company. 1981, pp. 356—357.

(4) She can be involved directly in classroom teaching, with specific health subjects. It provides the school nurse with the opportunity to meet students and observe them in a nonclinical situation.

This model of health education program is designed for "classroom teaching" concerning smoking education of the junior high school. Wold reviewed many studies of effectiveness of different styles of drug education, and she recommended, "if education for primary prevention of smoking is to have long-term effects, it needs to provide facts as well as values clarification and other attitudinal approaches".²⁾ And Hanlon and McHose also writes, "knowledge of facts alone, however, will not ensure desirable health practices and attitudes in an individual".³⁾ Facts have a important place in health education, but they must not be confused with health education itself. The ineffective "traditional" health education has been like that. Therefore, this teaching model combines factual with attitudinal approaches, including decision-making practice. As Read recommends,⁴⁾ most of information will be gathered by students themselves. Because, in this way, they verify the sources of information and validate the evidence. Group discussion and debate are included in this teaching program, because they will provide students with helpful feedback and criticism to guide their thinking about cigarette smoking.

The students will examine the facts and experiences to which he has been exposed during the teaching-learning process and evaluate them in the light of his own life value, in terms of its worth to him.

The goal of this health education program is "helping students to make responsible decisions based on adequate knowledge". Hopefully, this model of health education program will help the school nurses and classroom teachers who will provide health education for the students of the junior high school.

Smoking is strongly accepted practice of male adult in Korean society. Therefore, we can assume more than half of Korean men smoked.

Cigarette smoking is known to be one of the deadliest threats to health. Researches indicate that cigarette smoking is causally related to many diseases and is responsible for millions of people dying prematurely and others becoming incapacitated as a result of emphysema, heart disease and chronic bronchitis.⁵⁾

Since the smoke from tobacco contains chemical that are habit-forming and many people who smoke find it extremely difficult to stop after a few years, it is likely that many will continue to smoke.⁶⁾ The only sure way to stop smoking is not to smoke. Believing that the students of junior high school who have not begun the cigarette habit are the

2) Ibid., p. 186.

3) Hanlon, John J. and McHose, Elizabeth, *Design for Health*. Philadelphia: LEA & FEBIGER, 1971, p. 316.

4) Read, Donald A., *New Directions In Health Education*. New York: The Macmillan Company, 1971, p. 12.

5) Brecher, Edward M. and the Editors of Consumer Reporters. *Licit and Illicit Drugs*. Boston: Little, Brown and Company, 1972, pp. 232-233. Diehl, Harold S. "Prospective Studies-General Death Rates," *Tobacco and Your Health: The Smoking Controversy*. New York: McGraw-Hill Company, 1969, pp. 25-39.

6) Peele, Stanton and Brodsky, Archie. *Love and Addiction*. Bergenfield, New Jersey: New American Library, 1975, pp. 29, 44, and 63.

most important recipients of educational programs designed to discourage smoking.⁷⁾

The premise for the program is, that students will be better able to avoid smoking habit if they have;

...knowledge about the effect of smoking on the body and mind, and of the serious consequences of cigarette smoking.

...been encouraged through learning activities to assess their attitudes and behavior in relation to smoking.

The program requires five forty-five minute classroom periods.

Goal and Objectives

The goal of the program is to help students recognize the effects of cigarette smoking and prevent the smoking habit

Objectives

Students will:

1. recognize the nature of tobacco.
2. describe the temporary effects of smoking on the body and mind.
3. describe the potential harmful effects of cigarette smoking on the body.
4. interpret the reasons why smoker continue to smoke.
5. evaluate the factors in the environment that influence one's decisions regarding smoking.
6. compare the value of smoking with the possible detrimental effects.

Students would be willing to:

7. avoid starting cigarette smoking that lead to habit-forming.
8. attempt to prevent others from smoking.
9. respect a non-smoker's right.

LESSON ONE

Objectives

Students will:

1. recognize the nature of tobacco.
2. describe the temporary effects of smoking on the body and mind.

Content

Every puff of cigarette smoke contains billions of tiny unburned particles along with gases. As this mixture condenses, it produces the thick, yellow-brown liquid known as tobacco tar. Tobacco tar contains more than 200 chemical compounds, many of which are

7) Diehl, Harold S. *Tobacco and Your Health*. pp. 132—133. Brecher, Edward M., et al. *Licit and Illicit Drugs*. pp. 237—238.

toxic. It contains nicotine and several carcinogenic chemicals (at least 10) along with a variety of irritants.

If the smoke is inhaled immediately into the lungs, 80 to 90% of all of these compounds are retained in the lungs, and 50 to 60% of the carbon monoxide is absorbed into the tissues and blood stream. Carbon monoxide prevents the blood from absorbing oxygen, and also deprives the heart of a sufficient supply of oxygen.

Nicotine is one of the major ingredients in tobacco smoke. Any tobacco-containing cigarettes have sufficient nicotine(0.2 to 2.2 mg per cigarette) to produce definite pharmacological effects. Nicotine acts as a stimulant drug. But the actions are central stimulation and/or tranquilization which vary with the individual, transient hyperpnea(excites respiration), elevation heart rates usually associated with a rise in blood pressure, a constriction of the small blood vessels in the extremities, suppression of appetite, stimulation of peristalsis and, with larger doses, nausea of central origin which may be associated with a vomiting.

The body reaction will vary depending on whether the person is a begining smoker or one who has smoked for a long enough period of time for the body to develop a tolerance to the smoke. For example, the begining smoker may experience a feeling of faintness, rapid pulse, clammy hands, nausea, vomiting and diarrhea. The reactions that the experienced smoker experiences are likely to less noticeable; however, some physiological changes take place: an increase in the pulse rate of about 21 beats per minute from one cigarette (this may last from 10~20 minutes after smoking ends), an increase in blood pressure, and a constriction of the small blood vessels.

People smoking under conditions of "boredom" use nicotine for stimulating purposes, people smoking under conditions of "stress" use nicotine for tranquilizing purposes. Nicotine is addictive. Nicotine produces the craving in tobacco smoking. Nicotine has no known medicine use today. The information above is to be communicated through the following techniques.

Teaching-Learning Activities

Activity	Description	Minutes	Total minutes elapsed
Initiative questions.	The lesson begins with a couple of question (answer by raising hands) to encourage students to realize the actual smoking practice. 1. "How many of you know someone who smokes cigarettes?" 2. "On what occasions do they smoke?"	3	3
Feel free	The instructor asks students to write out any questions they would like to have answered regarding smoking and health. The students were not told any minimum or maximum number of questions to ask. They were advised not to put their names on their papers. They were told	7	10

	that the purpose of this assignment was to help the instructor plan a more meaningful unit on smoking.		
Pretest	Administration of pretest.	15	25
Demonstration	The instructor uses cotton over a smoking machine to show discoloring effect of cigarette smoking.	3	28
Lecture	Following demonstration, the instructor gives a short lecture conveying these informations. 1. Composition of tobacco tar. 2. Effect of carbon monoxide. 3. Transient physical effects of nicotine. 4. Psychological effects of nicotine.	15	43
Homework	The instructor asks students to collect current newspaper and magazine articles related to cigarette smoking, and write the brief summaries and/or their own opinions.	2	45

Materials needed:

1. Cotton and a Cigarette.
2. Pretest inventory.

LESSON TWO

Objectives

3. Students will describe the potential harmful effects of cigarette smoking on the body.

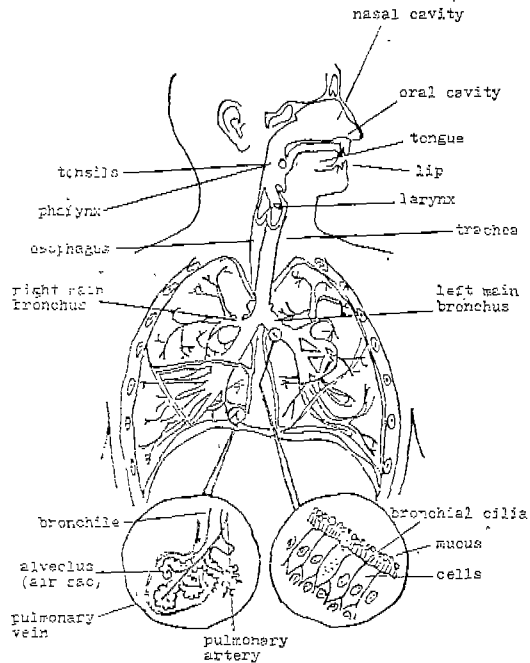
Content

The most important specific health consequence of cigarette smoking is the development of coronary heart disease (80% higher in smokers than nonsmokers). A second major health consequence of smoking is the development of cancer in smokers. The risk of developing lung cancer was found to be 10 times greater for cigarette smokers than for nonsmokers. The risk of developing cancer of the larynx, pharynx, lips, mouth, esophagus, pancreas, and urinary bladder was also found to be significantly higher in cigarette smokers than in nonsmokers.

Cigarette smokers have been shown to have more frequent minor respiratory infections. When cigarette smoke is inhaled, 80 to 90% of the smoke remains in the body and a residue of tar builds up in the air tubes. This residue of tar causes irritation and increased mucus production. Ordinarily, the mucus is swept up and out of the air tubes by tiny, rhythmically moving hairs (cilia). Cigarette smoke paralyzes this motion and eventually destroys the cilia. The mucus and tar slow down, stop, then clog the air tubes. All too often, the end result is chronic bronchitis and emphysema.

Mothers who smoke cigarettes during their pregnancy have been found to have babies

THE RESPIRATORY SYSTEM



Teaching-Learning Activities

Activity	Description	Minutes	Total Minutes Elapsed
Collection of homework	At the beginning of the lesson, the instructor asks students to present their collected articles. (Some of their articles related to benefits and/or effects of cigarette smoking will be posted on the bulletin board.)	3	3
Diagram	The instructor displays the diagram of respiratory system and describes the effects of tobacco smoke on respiratory system and other organs.	12	15
Interview project	<p>Divide the class into three groups. Group A is to develop an interview form to be used with persons who do not smoke to determine what they know about the risks to health from smoking.</p> <p>Group B is to develop a form similar to group A's to be used with smokers.</p> <p>Group C is to develop an interview form to study the reasons people smoke or not smoke. (Hopefully, they may review and discuss the hazards of smoking during this activity.)</p>	25	40

Homework	The instructor helps the each group to complete the interview plan. And asks them to finish the interview until next lesson.	5	45
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with a lower average birth weight than nonsmoking mothers.

U.S. Department of Health, Education, and Welfare. **The Health Consequences of Smoking** 1975)

Material needed;

A diagram of respiratory system.

LESSON THREE

Objectives

Students will;

4. interpret the reason why smoker continue to smoke.
5. evaluate the factors in the environment that influence one's decisions regarding smoking.

Content

Smoking is an accepted practice in korean society; especially for men, smoking is the sign of adulthood. Students have to be given some understanding of how they can be influenced to smoke or not smoke by societal pressures which include mass media (especially T.V. Drama), examples regarding smoking set by parents and peers, etc.

Some of the reasons for begining to smoke that are given by young people of western society include; 1) peer-pressures to smoke since everyone else in the group smokes 2) striving for adult status or image through imitation. 3) curiosity as to finding out first-hand what smoking is all about, 4) defiance of social restrictions.

The habitual use of tobacco is related primarily to psychological and social drives which are reinforced and perpetuated by the pharmacological action of nicotine on the central nervous system. This combination is the basis for habituation to smoking. Some studies indicate that persons unable to satisfy certain basic psychological needs are more likely to become smokers than those who are able to find more constructive outlets. Different people smoke for different reasons, they do so in different situations.

Whatever the reasons, cigarette smoking is an nicotine addiction. If the action of nicotine is blocked, then the extinction of nicotine seeking behavior should occur. Smokers experience physiological withdrawal symptoms such as drowsiness, headache or anxiety.

Teaching-Learning Activities

Activity	Description	Minutes	Total Minutes Elapsed
Tabulation the results of 3 surveys	Two or three members of the each group are asked to review the surveys and prepare reports of those findings.	25(?)	
Open-ended story	<p>While the surveys are reviewed, the instructor or one of the students read the story to class.</p> <p>John, a ninth grader, is new in the school and has found it difficult to break into the cliques that exist in school. One day he who is a member of those cliques asked him to go with him to a party that weekend. Happy over the prospect of becoming a member of this group, he accepted the invitation. When they entered the party, John noticed that there were a number of people smoking cigarette. After a while, Peter offered a cigarette John to smoke. John thought about his loneliness and about cigarette smoking. Then John...</p> <p>The instructor should have students address the problems and solutions openly among students, themselves.</p> <p>Possible questions</p> <ol style="list-style-type: none"> If you were John, would you smoke? Yes. No. It depends. If you did smoke, what might happen? Good fun. Acceptance as "one of the Boys" Punished by parents and/or teacher If you did not smoke, what might happen? Being made fun of. Being called "chicken" loss of friends. Feeling good (self-respect). 	15	15
Good habits Bad habits	<p>Divide the class into four groups.</p> <p>Group A and B make lists of the desirable habits and activities that contribute to an effective adult life. Group C and D make lists of the undesirable habits and activities which may interfere with effective living.</p> <p>Each group present their lists to the class. The instructor writes the lists on the chalkboard for discussion.</p>	8	18
Findings of surveys	<p>When the tabulation has been finished, call the class to compare data and interpret the findings:</p> <ol style="list-style-type: none"> Do smokers understand the risks from smoking? Are smokers or nonsmokers more knowledgeable 	14	45

about the hazards of smoking?

3. Why do some people smoke?

4. Why do some people not smoke?

*** Preparation for next lesson**

Select four debaters (two pro and two con).

Topic: "To smoke or not to smoke"

The instructor provides resource materials or directing debaters to them, planning for the debate well before the event so as to allow the debaters to prepare, and moderating the debate when it is conducted.

LESSON FOUR

Objective

5. Students will compare the values of smoking with the possible detrimental effects.

Content

Since smoking is an accepted practice for men in society, students (male) will consider smoking at one time or another. Students must make their own decisions about whether to smoke or not to smoke cigarettes. All the alternatives, both positive and negative, must be presented to students so that they will make the best decision.

* What are some beneficial effects of smoking?

relaxation

stimulation

acceptance by peer group

social value

sign of adulthood

satisfies curiosity

possible pleasure

* What are some of detrimental effects of smoking?

organic effects

danger of dependency

economic cost high

possible loss of inhibitions

loss of friends

* What are of the viable alternatives to cigarette smoking?

develop and participate activities

examples: camping, fishing, art, music, sports, reading, etc.

acquire appropriate social relationships.

Then the students deal with their own values, their own attitudes toward smoking, and

their own sense of maturity.

“Who makes decision for me?”

“Doing what is right for me?”

Teaching-Learning Activities

Activity	Description	Minutes	Total Minutes Elapsed
Debate	<p>Topic: “To smoke or not to smoke.” Four debaters: two pro and two con. The debate proceeds as below;</p> <ol style="list-style-type: none"> 1. Initial presentation...Four minutes per speaker 2. Rebuttal after all initial presentations have been made...two minutes per speaker 3. Questions from audience...Five minutes 4. Closing statements...two minutes for each debater 5. Class vote to determine winning team 6. Miscellaneous(may discuss or ask students why they vote the certain team) <p>Through this debate activity, hopefully, students in the audience evaluate their own thoughts and beliefs.</p>	<p>16</p> <p>8</p> <p>5</p> <p>8</p> <p>1</p> <p>4</p>	42
Information for next lesson	The instructor gives information that students will create materials for anti-smoking campaign, such as poster, letters to editor of newspapers and/or magazines, composition, poetry, pamphlets, slogan, etc.	3	45

LESSON FIVE

Objectives

Students would be willing to;

7. avoid starting cigarette smoking that lead to habit-forming.
8. attempt to prevent others from smoking.
9. respect a non-smoker's right.

Content

Since the smoke from tobacco contains nicotine that are habit-forming and many people who smoke find it extremely difficult to stop after a certain period, it is likely that many will continue to smoke. Therefore, it is important to discourage smoking for young people who have not begun the cigarette habit.

Furthermore, students have to be encourage to contribute their knowledge for others.

Teaching-Learning Activities

Activity	Description	Minutes	Total Minutes Elapsed
Creation	Students create the materials of anti-smoking. They can plan and work individually or by group. Each student or group can create the material whatever they like to do. ¹⁾	30	30
Posttest	The instructor administers a posttest.	15	45

Evaluation

Students will be administered a written test to evaluate the effectiveness of the program at the beginning of program and the end of program.

The test will be included;

1. 20 multiple-choice questions for assessing knowledge relate to cigarette smoking.
2. 16 questions to measure attitudes and opinions toward cigarette smoking.
3. one question to find out the behavioral intention in a specific situation.

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1 The created materials will be displayed on school and class bulletin board.

INSTRUCTIONS:

Read each question carefully. Decide which response is most appropriate and place a check () in that column on the right. Some of the questions contain terms with which you may not be familiar, so just do as well as you can with your present understanding. Do not ask the instructor to define terms or answer questions relating to specific items. Answer every question to the best of your ability and as honestly as possible.

NAME _____
INSTRUCTOR _____
CLASS _____
DATE _____

Part 1.

1. Which of the following is drug?
 - a. heroin a ()
 - b. LSD b ()
 - c. Tobacco c ()
 - d. all of the above d ()
 - e. a and b only e ()
2. The major effects of smoking are
 - a. on the mind a ()
 - b. on the body b ()
 - c. on both the mind and the body c ()
3. A person who smoke cigarette often continues to smoke it because
 - a. it improves his ability to concentrate a ()
 - b. it helps him to relax b ()
 - c. it creates a sensation which he likes c ()
 - d. it brings on a physical craving d ()
4. Tolerance has developed when
 - a. the body rejects cigarette smoking a ()
 - b. cigarette smoking makes the user sick b ()
 - c. the body gets used to cigarette smoking c ()
 - d. withdrawal symptoms set in d ()
5. When compared to nonsmokers, cigarette smokers tend to have
 - a. a greater life expectancy a ()
 - b. a shorter length of life b ()
 - c. the same length of life c ()
6. Smoking affects the diet by
 - a. leading to an increase in the appetite a ()
 - b. increasing the sensitivity of the taste buds b ()
 - c. decreasing the flow of stomach acid c ()
 - d. decreasing the appetite d ()
7. Approximately how many cigarettes does it take to affect the pulse rate?

- a. one a ()
 b. five b ()
 c. ten c ()
 d. twenty d ()
8. An immediate effect of cigarette smoking is the
 a. dilation of the pupils a ()
 b. increase in body temperature b ()
 c. increase in blood pressure c ()
 d. slowing down of pulse rate d ()
9. Which of the following acts directly as a cleaning and filtering system for the lung?
 a. Bronchi a ()
 b. Cilia b ()
 c. Trachea c ()
 d. Alveoli d ()
10. The ingredient in cigarette smoke that is believed to be the cause of lung cancer is
 a. nicotine a ()
 b. carbon monoxide b ()
 c. tobacco tars c ()
 d. charcoal d ()
11. One of the first effects of smoking is the
 a. paralysis of the cilia a ()
 b. lowering of the blood pressure b ()
 c. tar that accumulates on the lips c ()
 d. heat of the smoke in the lung d ()
12. Nicotine, an ingredient in cigarette smoke, is
 a. stimulating to the nervous system a ()
 b. depressing to the nervous system b ()
 c. both stimulating and depressing c ()
 d. neither stimulating nor depressing d ()
13. Which of the following best describes the effect of nicotine?
 a. It dilates the blood vessels a ()
 b. It constricts the blood vessels b ()
 c. It has no effect on the blood c ()
 d. Little is known on the subject. d ()
14. Cigarette smoking produces all of the following except a(an)
 a. decrease in temperature in the extremities a ()
 b. reduction of the oxygen in the blood b ()
 c. increase the pulse rate c ()
 d. increase the body weight d ()
15. The health hazards of cigarette smoking increase with
 a. the number of cigarette smoked a ()
 b. the number of years a person smokes b ()
 c. the amount of smoke inhaled c ()

- d. all of the above d ()
16. The reason most adult smokers would advise teenagers not to smoking is that
- a. doctors are against smoking a ()
- b. it is unlawful for teen-agers to smoke b ()
- c. it is easier not to start than to give up smoking c ()
17. A person's decisions about cigarette smoking should be based on
- a. what his teachers want him to do a ()
- b. what his friends want him to do b ()
- c. what he knows about smoking and what he wants to do c ()

Read the information concerning the following four teen-agers and then answer questions 18 and 19.

John—majority of his close friends smoke; father smokes.

Peter—a few of his friends smoke; father smokes

Bill—neither father nor mother smoke; friends mainly nonsmokers.

Donald—both father and mother smoke; friends mainly smokers.

18. The two teen-agers most likely to become smokers are
- a. John and Peter a ()
- b. Donald and John b ()
- c. Bill and Peter c ()
- d. Donald and Peter d ()
19. The two teen-agers least likely to become smokers are
- a. Bill and Donald a ()
- b. John and Donald b ()
- c. Peter and John c ()
- d. Peter and Bill d ()

Part II

1. The decision to smoke or not to smoke is a personal decision which each individual must make for himself. agree ()
disagree ()
not sure ()
2. If you don't smoke, it is risky to associate with those who do because they might influence you to begin. agree ()
disagree ()
not sure ()
3. People who are curious about smoking should satisfy their curiosity by trying cigarette. agree ()
disagree ()
not sure ()
4. Most teen-agers are embarrassed to refuse when pressured to smoke by their peers. agree ()
disagree ()
not sure ()
5. If a person has will power, he can try the cigarette smoking and be able to stop when he wants. agree ()
disagree ()
not sure ()
6. Smoking as much as adults is a sign of being grown up. agree ()
disagree ()

7. Smoking can help teen-agers resolve the conflicts of "growing up." not sure ()
agree ()
disagree ()
8. Smoking cigarette to reduce tension is a good idea. not sure ()
agree ()
disagree ()
9. I would call a person who choose not to smoke "antisocial." agree ()
disagree ()
not sure ()
10. If other people smoke, it is best for you to smoke cigarette too, so as not to appear different. agree ()
disagree ()
not sure ()
11. I would not offer someone a cigarette if I knew he did not smoke. agree ()
disagree ()
not sure ()
12. Lack of parental discipline is a major cause of cigarette smoking. agree ()
disagree ()
not sure ()
13. Too strict parental discipline is a major cause of cigarette smoking. agree ()
disagree ()
not sure ()
14. It is OK to smoke if it helps you feel more relaxed. agree ()
disagree ()
not sure ()
15. I would not be interested in discussing smoking in the junior high school classes because it is an adult problem. agree ()
disagree ()
not sure ()
16. I feel that it would be a good idea for most people to look at themselves and see if smoking is hurting them in any way. agree ()
disagree ()
not sure ()
17. Giving students information about smoking will
- a) have no effect on their decision to smoke or not to smoke cigarettes agree ()
disagree ()
not sure ()
 - b) make students curious who never thought about smoking before agree ()
disagree ()
not sure ()
 - c) encourage smoking agree ()
disagree ()
not sure ()
 - d) help stop smoking agree ()
disagree ()

18. What would you do if a friend of yours offered a cigarette to you?

(write answer below)

<국문초록>

중학생의 보건교육 프로그램의 설계

이 경 자

(연세대학교 대학원 간호학과 박사과정)

간호원은 비록 그가 양호교사가 아니라고 하더라도 그가 처한 위치에서 거의 매일 건강교육을 실시하고 있다고 할 수 있다. 그러한 비정규적 교육은 상황에 따라 간호활동의 대상자들에게 수시로 별 준비없이 실시 한 경우도 있겠으나 효율적인 결과를 얻을 수 있는 체계적인 보건교육은 구체적인 학습목적과 교육과정이 교육적으로 미리 계획되어 있어야만 가능하다고 할 것이다.

양호교사의 기본적인 역할이 학교구성원들의 건강증진과 질병예방에 있으며 효율적인 건강교육을 통하여 이러한 목적을 달성한다고 할 때, 양호교사는 자신을 그 학교공동체의 주된 건강교육자로 이해하고 학교에서 이루어지는 모든 보건교육 과정에 적극적인 참여를 하여야만 한다. 그러한 역할중의 하나는 보건에 관한 수업을 실시하는 학과목 교사나 담임교사들이 건강교육에 관련한 협의를 양호교사에게 요청하도록 적극적인 건강교육환경을 학교내에 조성하여야 하는 일과 중요한 건강주제에 대하여서는 양호교사가 직접 수업을 교실에서 이끌어야 하는 것일 것이다.

이 논문에서 다룬 보건교육 교안연구는 양호교사에게 또 건강에 관한 주제를 가지고 수업을 하는 일반교사에게 중학생의 건강교육 과정의 한 모델로써 사용하는데 도움이 될 것으로 본다. 건강교육 프로그램을 질병예방, 건강증진에 초점을 두어 설계한다고 할때 건강교육의 주된 방향은 대상자 하나하나의 생활에서 건강을 위한 바람직한 행위를 생활화 하도록 하는 것이다. 이 목적을 학교에서 달성하기 위해서는 건강교육 프로그램을 통하여 학생들에게 건강에 대한 지식을 전달하고, 그 지식 위에 건강을 위한 바람직한 행위를 하도록 동기를 부여하며 그러한 행위를 지속하도록 보장하는 것이 필요하다고 할 것이다. 사람들은 건강에 대한 지식이나 정보를 가지게 되면, 행위는 그것에 상응하여 바람직 하게 행할 것이라고 가정하기가 쉽다. 그리하여 건강에 대한 정보를 주는 것 만으로 건강교육을 했다고 간주하기도 한다. 그러나 실제로 건강을 위한 정보를 받고 지식을 가졌다 하더라도 바람직한 행위를 실천하지 않거나, 습관된 탄건강 행위를 바꾸지 않는 경우가 많다. 그러므로 건강한 행위를 실천하기 위해서는 그에 대한 가치관이나 태도가 먼저 분명하게 세워져야 한다. 학생들의 경우에도 그 가치관이 확립되어야 하겠으므로 이를 위한 효과적인 교육방법이 제시된 교육안 모델이 있어야 할 것이다. 즉 건강문제에 대한 태도의 확립과 그에 따른 올바른 행위를 실천하도록 하기 위하여 구체적으로 치밀하게 계획된 건강교육 안이 연두 되어지는 것이 건강교육의 가장 중요한 과제중의 하나이다.

이 연구에서 제시하는 건강교육 프로그램에서는 많은 부분의 정보가 학생들 스스로에 의해서 수집되도록 하였다. 그렇게 함으로써 그들이 흡연에 관한 사실들을 스스로 명백하게 파악할 수 있었기 때문이다. 또한 소그룹 토의와 논쟁의 방법을 통해서 학생들이 흡연에 대해서 자신들이 생각하

고 있는 것을 검토하여 올바른 판단을 하도록 하는 기회를 가질 수 있도록 하였다.

이 보건교육 프로그램의 제시목적은 중학생들에게 건강에 미치는 흡연의 영향에 대해서 알게하고 이 교육과정을 통해서 흡연에 대한 학생들 자신이 스스로 자기자신의 태도나 행위를 평가하는 기회를 주어 흡연을 방지하는데 교육적인 목표를 둔 양호교사 및 일반교사의 건강교육 실시에 도움이 되고자 함에 있다. 흡연이 건강에 미치는 해로운 영향은 많은 실험연구에서 제시되고 있으며 담배에 포함되어 있는 니코틴이 습관성을 조장하는 성분이어서 일단 니코틴 중독이 되면 건강의 해로움을 인식한다 하여도 습관적인 흡연을 중지하기가 매우 어렵게 된다. 그러므로 아직 흡연을 시작하지 않았을 중학생 연령에 대하여 흡연에 관한 보건교육을 실시함이 중요하다고 본다.

이 보건교육과정은 45분 수업이 5번에 걸쳐 실시하도록 설계되어 있다.

첫번째 수업...담배의 성분과 흡연의 즉각적 영향

학습목표: (I) 학생들이 담배의 성분이 무엇인지 인식하게 될 것이다.

(II) 학생들이 심신에 나타나는 흡연의 즉각적 영향에 대해서 알게 될 것이다.

학습기회: 담배에 대한 학생들의 질문을 백지에 익명으로 적어냄
시범학습

15분간의 강의

속제설명...흡연에 관한 신문 잡지의 기사 수집.

두번째 수업...담배의 장기적인 해독

학습목표: (III) 학생들이 스스로 흡연이 장기적으로 어떤 해로운 영향을 미치는가를 평가하게 될 것이다.

학습기회: 속제수집 하여 담배의 영향에 대한 기사를 해석하게 함.

호흡기관 도해와 흡연의 해로운 영향은 설명.

학생들에 의한 인터뷰 조사지 작성

속제설명—인터뷰

세번째 수업...니코틴 중독의 원인

학습목표: (IV) 왜 흡연자들이 담배 더우는 것을 쉽게 중단할 수 없는가를 학생들이 설명할 것이다.

(V) 흡연을 시작하는데 영향을 주는 환경적 요소들을 학생들이 평가할 것이다.

학습기회: 상황대적 토론...흡연권유

소그룹 토의...좋은 취미와 해로운 취미.

인터뷰 결과 분석과 토의...흡연자들과 금연자들의 비교

다음 학습의 준비...4명의 토론자 선택하여 지도함.

네번째 수업...흡연으로 인하여 얻어지는 좋은 점과 나쁜 점

학습목표: (VI) 학생들이 흡연을 하므로써 얻어지는 이익과 손해를 비교하여 결정할 것이다.

학습기회: 논쟁...“흡연하는 것이 좋다” — “금연하는 것이 좋다”.

다음 학습 준비 설명...흡연을 반대하는 캠페인을 위한 창작 준비

다섯번째 수업...금연 캠페인

학습목표: (VII) 강한 습관성은 지닌 흡연을 학생들은 시작하지 않을 것이다.

(VIII) 다른 사람이 흡연하는 것을 못 하도록 증응할 것이다.

(IX) 금연자의 권리를 존중할 것이다.

학습기회: 흡연 반대하는 내용의 창작(예: 글짓기, 포스터 그리고, 신문기사 작성 등)을 게

인 또는 그룹으로 하도록 한다.

학습평가 : 프로그램 시작하기 전과, 프로그램 끝난 후에 두번에 걸쳐 똑 같은 시험문제로써 테스트하여 프로그램의 단기적인 효과를 측정한다. 시험문제는 다음과 같은 내용이 포함된다.

- (1) 흡연에 대한 지식을 평가하는 선다형 문제
- (2) 흡연에 대한 태도와 견해를 측정하는 선다형 문제
- (3) 흡연에 대한 행위 결정을 알아내는 문제