Health and Nutrition Education in Czech Republic (Poster)

Jana Koptíková

Charles University in Prague, Czech Republic, janakoptikova@gmail.com

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Health and Nutrition Education in Czech Republic
Jana Koptíková, Visiting Scholar

ABSTRACT

The average one-year health expenditure per capita in the European member states has doubled in the last 15 years. Prevention is less expensive than treatment, and changes in diet and lifestyle remain the most effective way to reduce the financial health care costs. However, European health systems are primarily treatment systems, not preventive systems. Improper diet and lack of physical activity are the most critical factors contributing to the overweight and obesity problem. Prevention is a key to healthy lifestyle. These factors contribute the most to the development of chronic non-communicable diseases. These diseases kill more than 36 million people worldwide annually, with more than 9,000,000 deaths occurring before the sixtieth year of life. In 2008, the Czech Republic government responded to the deteriorating financial health care situation by installing fees for medical services. In 2004, the Czech Republic Government utilized preventive services by introducing the new educational field of Health Education to the public school curriculum for pre-school, primary, and secondary education. The fundamental role of the Health Education Curriculum is performed through primary education, which is required stage of education for Czech students. Nutrition Education is a necessary tool in shaping lifelong positive behaviors of students, leading to actively promoting and maintaining health. Nutrition Education is delivered through the Expected Outcomes and Prescribed Curriculum, which are mandatory for the implementation in Czech schools. Czech educators gained the freedom as well as responsibility to determine how to meet the prescribed curriculum.

METHODS

This study’s primary focus is to analyze The Framework Educational Program for primary education (FEP PE) in Czech Republic focusing on Nutrition Education. FEP PE is a key tool for educators in class preparation and realization of Health Education and Nutrition Education. Czech educators became independent to compile the prescribed curriculum for all lectures, but as they gained the freedom, they became more responsible for the design of lectures that would meet the prescribed curriculum.

RESULTS: EXAMPLE OF NUTRITION EDUCATION CURRICULUM

<table>
<thead>
<tr>
<th>The Educational area</th>
<th>CURRICULUM LINKS</th>
<th>EXPECTED OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMAN AND HIS/HER WORLD</td>
<td>health care, healthy nutrition - daily routines, fluid intake, exercise regime, healthy diet</td>
<td>student: - applies essential skills and habits related to health promotion and prevention</td>
</tr>
<tr>
<td>HUMAN AND HEALTH</td>
<td>plants, mushrooms and animals - signs of life, lifestyle, nutrition, body structure of familiar animals; the importance of plants, mushrooms and animals for people</td>
<td>student: - understands the relationship between the diet and eating habits and the development of lifestyle diseases and applies healthy eating habits as much as possible</td>
</tr>
<tr>
<td>HUMAN AND SOCIETY</td>
<td>new Europe political organization and role of U.S. in the world - the formation of Czechoslovakia, its economic and political development, social and national problems</td>
<td>student: - explains the importance of agriculture for humans, as well as animal husbandry and processing of metals</td>
</tr>
</tbody>
</table>

CONCLUSIONS

The Nutrition Education Curriculum undertakes each educator to meet the requirements, but lacks to provide sufficient educational materials, which would help to implement the right tools to reach goals of education. Nutrition Education as a new national curriculum for grammar schools in Czech Republic calls for specific suggestions of what to teach and how to teach. It would help to fulfill prescribed subject matter of curriculum properly, broader Nutrition Education by incorporating of missing topics and promote proper diet effectively.

REFERENCES


Author
Mgr. Jana Koptíková, Health Education - jankoptikova@gmail.com Charles University in Prague, Faculty of Education, Czech Republic University of Nebraska – Lincoln, Department of Nutrition and Health Sciences