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POVEZAVA MED PREHRANJEVALNIMI NAVADAMI IN KOLIČINO ŠPORTNE AKTIVNOSTI MED DIJAKI SPLOŠNIH IN ŠPORTNIH ODDELKOV NA GIMNAZIJI ŠKOFJA LOKA

POVZETEK

Zdrava, uravnotežena prehrana in gibanje sta bistvena za normalen psihofizični razvoj mladostnika. V prispevku bodo predstavljeni rezultati ankete s pomočjo katere sem ugotavljal povezavo med količino športne aktivnosti in prehranskimi navadami dijakov splošnih oddelkov in dijakov športnih oddelkov Gimnazije Škofja Loka. V anketi je bilo vključenih 213 dijakov od 1 do 4 letnika. Glavno raziskovalno vprašanje je bilo ugotoviti ali se dijaki zavedajo pomena zdrave prehrane in ali so dijaki športniki bolj ozaveščeni oz. se prehranjujejo bolj zdravo. Rezultati ankete so pokazali, da dijaki o vrsti in načinu prehranjevanja vedo premalo in ji posledično tudi ne posvečajo dovolj pozornosti. Ta opažanja veljajo tako za dijake splošnih kot športnih oddelkov v katerega se vpisujejo dijaki, ki se aktivno ukvarjajo s športom. Na podlagi pridobljenih rezultatov ankete bom lahko pripravili načrt ozaveščanja dijakov o pomenu uravnotežene prehrane in gibalno aktivnega načina življenja.

KLJUČNE BESEDE: mladostniki, uravnotežena prehrana, športniki, gibanje.

LINK BETWEEN DIETARY HABITS AND AMOUNT OF SPORT ACTIVITY AMONG THE STUDENTS OF GENERAL AND SPORTS DEPARTMENTS AT ŠKOFJA LOKA HIGH SCHOOL

ABSTRACT

A healthy, balanced diet and exercise is essential for normal psycho-physical development of adolescents. This paper will present the results of a survey I conducted to determine the link between the amount of sport activity and the dietary habits of general and sports department students of Škofja Loka High School. The survey includes 213 students, ranging from freshmen to seniors. The main point of the research was finding out if the students are aware of the importance of a healthy diet and whether the students who are athletes have a better understanding of this or eat healthier. The results of the survey show that students know too little about nutrition, and as a result, do not pay enough attention to it. These observations apply to both the general department as well as the sports department, even though the latter is comprised only of students who lead a very active life sports-wise. Based on the results of the survey, I will be able to develop a plan as to how to raise awareness among students about the importance of a balanced diet and a physically active lifestyle.

KEYWORDS: youth, balanced diet, sportsmen, movement.

TRADICIONALNA HRANA V PROJEKTU MOJA SLOVENIJA V POVEZAVI Z NTC-SISTEMOM UČENJA

POVZETEK

Hrana je pomemben del življenja v vrtcu, saj večino dnevnih potreb otroci zaužijejo prav pri obrokih v vrtcu. Ravno zato je pomembna prehranska vzgoja, ponudba raznolikih obrokov ter ponudba tradicionalnih slovenskih obrokov, ki ohranjajo tradicijo živo. Seveda pa je pomembno, da hrano ponudimo tudi ob primernem letnem času oz. da je sezonska. Sistem učenja NTC (Nikola Tesla Centar) omogoča, da se otrok uči z drugačnim pristopom, ki spodbuja razvoj nevronskih poti in povezav, razvoj miselnih procesov ter razvoj funkcionalnega razmišljanja. Vse to pa omogoča, da pridobljeno znanje zadrži in ga logično povezuje med seboj. V šolskem letu 2021/2022 smo v oddelku štiriindvajsetih otrok starih 5–6 let izvajali celoletni projekt Moja Slovenija, kjer smo preko NTC-sistema učenja spoznavali slovenske pokrajine, ob tem pa tudi lokalno tradicionalno hrano, značilno za ta področja. Otroci so ob uspešno opravljeni NTC-uganki v vrtcu z vzgojiteljicama pripravili tradicionalni obrok iz vsake pokrajine. Ob zaključku projekta sem ugotovila, da so otroci zaradi načina podajanja znanja (NTC-sistem), zaradi lastne aktivne udeležbe in velikega zanimanja za lastno kulturo pridobili ogromno znanj in spretnosti.

KLJUČNE BESEDE: prehrana, tradicionalna hrana, lokalna hrana, Slovenija, NTC-sistem učenja.

TRADITIONAL FOOD THROUGH PROJECT THE MY SLOVENIA IN CONNECTION WITH THE NTC LEARNING SYSTEM

ABSTRACT

Food is an important part of life in kindergarten, as children eat most of their daily meals in kindergarten. This is precisely why nutritional education, the offer of diverse meals and the offer of traditional Slovenian meals that keep tradition alive are important. Of course, it is necessary to offer food at the appropriate time of the year, or that it is seasonal. The NTC (Nikola Tesla Centre) system of learning in a child enables the child to learn through a different approach that encourages the development of neural pathways and connections, the development of thought processes and the development of functional thinking. All this allows him to retain the acquired knowledge and logically connect it with each other. In the school year 2021/2022, in the section of twenty-four children aged 5-6 years, we had a year-long project called My Slovenia, where through the NTC learning system, we got to know the regions of Slovenia, as well as the local traditional food, typical of these areas. After successfully completing the NTC puzzle, the children prepared a traditional meal from each province with the teachers in the kindergarten. At the same time, the children acquired a lot of knowledge and skills. At the end of the project, I realized that the children gained a lot of knowledge and skills due to the method of knowledge transfer (NTC system), due to their active participation and great interest in their own culture.

KEYWORDS: nutrition, traditional food, local food, Slovenia, NTC learning system.

ODNOS UČENCEV PREDMETNE STOPNJE OSNOVNE ŠOLE GORNJA RADGONA DO ZDRAVE PREHRANE V ŠOLI

POVZETEK

V prispevku je bil obravnavan odnos učencev predmetne stopnje osnovne šole do zdrave prehrane v osnovni šoli. V anketi, s katero je bila opravljena raziskava, je sodelovalo 117 udeležencev. Anketiranci so bili razvrščeni v tri skupine glede na kraj bivanja oz. okolje, v katerem živijo. Ločene so bile spremenljivke vas, mesto in manjše mesto, zaradi česar sem se lahko usmerila tudi v raziskavo vpliva okolja na odnos in zavedanje o zdravi prehrani in njenem pomenu. Učence sem spraševala o tem, katerih obrokov v šoli se poslužujejo, kako so z njimi zadovoljni in kako zdravi se jim zdijo. Opredeljevali so se o tem, kakšne tipe obrokov imajo najraje ter kaj bi na jedilniku dodali ali odvzeli. V sklopu ankete so anketiranci tudi navajali, katera zdrava živila je šola uvedla na jedilnik kot zamenjavo za manj zdrava živila. Vprašala sem jih, ali poznajo shemo šolskega sadja in zelenjave ter kolikokrat na teden jim je ob obrokih dejansko na voljo sveže sadje in zelenjava. Morali so zavzeti tudi osebno stališče do zdrave prehrane v šoli ter se in se opredeliti glede vprašanja, ali bi si je želeli več ali pa celo manj. Splošne ugotovitve raziskave so pokazale, da je bil delež tistih, ki bi si v šoli želeli še več zdrave hrane v primerjavi s tistimi, ki jim je za to vseeno in tistimi, ki se jim že trenutna šolska prehrana zdi preveč zdrava, relativno enak.

KLJUČNE BESEDE: prehrana osnovnošolcev, zdrava prehrana, odnos do zdrave prehrane, zdrava živila.

ATTITUDE OF ELEMENTARY SCHOOL GORNJA RADGONA SUBJECT LEVEL STUDENTS TOWARDS HEALTHY DIET IN SCHOOL

SUMMARY

The article discussed the attitude of elementary school subject level students to healthy nutrition in elementary school. 117 participants took part in the survey with which the research was conducted. Respondents were classified into three groups according to place of residence or the environment in which they live. The variables, village, town, small town / periphery, were separated respectively, which allowed me to focus on research into the influence of the environment on the attitude and awareness of healthy eating and its importance. I asked the students about which meals they eat at school, how satisfied they are with them and how healthy they think they are. They defined what types of meals they prefer and what they would add or take away from the menu. As part of the survey, respondents also indicated which healthy foods their school introduced on the menu as a replacement for less healthy foods. I also asked them if they knew about the school's fruit and vegetable scheme and how many times a week fresh fruit and vegetables are actually available to them at meals. They also had to take a personal position on healthy eating at school and decide whether they would like more or less of it. The general findings of the research showed that the proportion of those who would like even healthier food at school compared to those who do not care about it and those who already think the current school diet seems too healthy is relatively the same.

KEYWORDS: nutrition of elementary school students, healthy diet, attitude to nutrition, healthy foods.

IZVAJANJE VAJ ČUJEČNOSTI V 3. IN 6. RAZREDU V OSNOVNI ŠOLI TABOR I MARIBOR

POVZETEK

Otroci so po naravi vedoželjni in radovedni. Z veseljem se učijo novih stvari, živijo za trenutek in so lahko tudi izjemno pozorni. Prav tako so lahko prezaposleni. Takrat so raztreseni, utrujeni in nemirni. Številni otroci počnejo preveč stvari in imajo premalo časa za proste, neorganizirane aktivnosti. Poleg tega se morajo še marsikaj naučiti in si zapomniti, in naenkrat je vsega skupaj preveč. Venomer so v pogonu. Z izvajanjem čuječe prisotnosti in zavedanja se naučijo, kako se za trenutek ustaviti, zadihati in najti tisto, kar v določenem trenutku potrebujejo. To jim omogoča, da prepoznajo svoje vzgibe in se naučijo sprejeti, da niso vse stvari v življenju prijetne. Naučijo se usmeriti pozornost v vse, kar počnejo. Naučijo se, da jim ni treba ničesar skrivati, in začnejo gojiti razumevanje do svojega notranjega sveta in ostalih ljudi. V letošnjem šolskem letu 2022/23 sem se vaj čuječnosti lotila v 3. in 6. razredu. V 3. razredu so jih otroci spoznavali prek različnih iger in vaj dihanja. V 6. razredu sem se jih prav tako lotila z dihanjem in gibanjem. Učenci v obeh razredih so zelo različni, nekateri so klepetavi, raztreseni, ne slišijo navodil, težko jih je umiriti, imajo težave s koncentracijo. Po dveh mesecih izvajanja vaj lahko rečem, da smo dosegli minimalne rezultate. Glede na to, da se učenci prvič srečujejo s čuječnostjo, je to tudi pričakovano.

KLJUČNE BESEDE: čuječnost, meditacija, dihalne vaje, pozornost, otroci.

MINDFULNESS EXERCISES IN THE THIRD AND SIXTH GRADE AT TABOR I MARIBOR PRIMARY SCHOOL

ABSTRACT

Curiosity is part of children's nature. They like learning new things, they live for the moment and can be extremely attentive. But they can also be overloaded. And these situations make them less focused, tired and restless. Many kids do too many things and have too little free time to spend in an unorganized way. Besides, they should learn and memorize loads of information which often becomes too much. Kids are always active. Doing mindfulness exercises, being present and aware, children learn to stop for a moment, take a breath and find what they currently need. It helps them recognize their inspiration and learn to accept the fact, that not all the things in life are pleasant. They learn to focus on everything they do. Children learn they do not need to hide things, they start to understand their inner world and other people. I practised mindfulness in current school year with third- and sixth-graders. The younger group did it through play and breathing exercises. The older ones did breathing as well and movement exercises. Pupils in both grades are quite different. Some talk a lot, some are scatterbrained, some do not hear instructions, some can not be calmed down, some are inattentive. After two months of practising I can say we have achieved minimum results. Since these children have come across mindfulness for the first time, these results were to be expected.

KEYWORDS: mindfulness, meditation, breathing exercises, attention, children.

ZADOVOLJSTVO OTROK IN MLADOSTNIKOV S PONUDBO KOSILA V STROKOVNEM CENTRU MLADINSKI DOM MARIBOR

POVZETEK

Vzgojitelji imamo pomembno vlogo pri spodbujanju otrok in mladostnikov k čimbolj zdravemu načinu življenja, kamor sodi tudi ustrezno prehranjevanje. Redne prehranjevalne navade imajo velik pomen v obdobju odraščanja. Pri svojem delu opažam slabe prehranjevalne navade otrok in mladostnikov in preveč zavržene hrane. Vzgojitelji imamo kar nekaj ustnih pripomb na sestavo jedilnika kosila. Sprašujemo se, kako lahko zmanjšamo zavržke hrane v naši ustanovi in s tem prispevamo k boljšemu odnosu do hrane in okolja. Prehranjevalne navade, okusi, potrebe in želje otrok in mladostnikov so različne, zato sem želel preveriti kako so zadovoljni s kosilom v naši ustanovi. V mesecu oktobru 2022 sem izvedel anketo prehranjevalnih navadah in o zadovoljstvu otrok in mladostnikov s ponudbo kosila. V raziskavi je sodelovalo 43 otrok in mladostnikov, ki jedo kosilo v naši ustanovi. Odziv otrok in mladostnikov je bil različen, tako raznolik, kot so njihove želje o ponudbi hrane. Anketa je pokazala, da je manj kot polovica otrok in mladostnikov zadovoljna z jedilnikom in kosilom. Manj kot polovica otrok in mladostnikov poje celoten obrok kosila in manj kot polovica ocenjuje jedi kosila kot okusne. Rezultati ankete, vključno z vsemi izraženimi mnenji, pobudami, pripombami oziroma pohvalami, nam bodo v pomoč pri ponudbi kosila v prihodnosti. Glede na rezultate ankete menim, da je potrebno z manjšimi popravki in posluhom do otrok in mladostnikov narediti spremembe, ki bodo prinesle večje zadovoljstvo, primeren odnos do hrane in zdrav način prehranjevanja otrok in mladostnikov v Strokovnem centru Mladinski dom Maribor.

KLJUČNE BESEDE: otroci in mladostniki, prehranjevalne navade, kosilo, zavržki hrane.

SATISFACTION OF CHILDREN AND ADOLESCENTS WITH THE LUNCH OFFER IN THE STROKOVNI CENTER MLADINSKI DOM MARIBOR

ABSTRACT

As educators, we have an important role in encouraging children and adolescents to live as healthy a lifestyle as possible, which also includes proper nutrition. Regular eating habits are of great importance during the period of growing up. In my work, I notice bad eating habits of children and adolescents and too much wasted food. Educators have quite a few verbal comments on the composition of the lunch menu. We wonder how we can reduce food waste in our institution and thereby contribute to a better attitude towards food and the environment. The eating habits, tastes, needs and wishes of children and adolescents are different, so I wanted to check how satisfied they are with lunch at our institution. In the month of October 2022, I conducted a survey of eating habits and the satisfaction of children and adolescents with the lunch offer. 43 children and adolescents who eat lunch at our institution took part in the research. The response of children and adolescents was different, as varied as their preferences for food. The survey showed that less than half of children and adolescents are satisfied with the menu and lunch. Less than half of children and adolescents eat the entire lunch meal and less than half rate the lunch dishes as tasty. The results of the survey, including all expressed opinions, initiatives, comments and praises, will help us with the lunch offer in the future. Based on the results of the survey, I believe that it is necessary to make changes with minor corrections and listening to children and adolescents, which will bring greater satisfaction, an appropriate attitude to food and a healthy way of eating for children and adolescents in the Strokovni center Mladinski dom Maribor.

KEYWORDS: children and adolescents, eating habits, lunch, food waste.

DOŽIVLJANJE LITERARNEGA DELA ANGEL POZABE V NARAVI KOT TEMELJ INTERPRETACIJE

POVZETEK

Pouk slovenščine je v četrtem letniku gimnazije usmerjen v obravnavo maturitetnega sklopa, izbor književnih besedil, na podlagi katerih dijaki pišejo maturitetni esej. V eseju dijaki dokazujejo zmožnost interpretacije književnih besedil, tako da izražajo svoje doživljanje, razumevanje, aktualizacijo in vrednotenje. Šolska interpretacija književnega dela poteka v razredu in ne omogoča izkustvenega učenja, to je da bi dijaki svoje razmišljanje o književnem delu povezali z osebno izkušnjo in s tem pridobili samozavest za jasno izražen osebni odziv. Skupino 20 dijakov Gimnazije Šentvid, ki so si želeli svojo sporazumevalno zmožnost še bolje razviti in se bolje pripraviti na maturo, sem odpeljala v naravo, na dvodnevni tabor, v okolje, v katerega je postavljeno dogajanje v romanu Angel pozabe, in sicer v Lepeno pri Železni Kapli na avstrijskem Koroškem. Tam smo obiskali domačijo avtorice romana in doživeli pokrajino. Na podlagi doživetja pokrajine so dijaki pisali celovito interpretacijo s poudarkom na osebnem doživljanju, nato pa še delno interpretacijo z doživljanjem. Izkazalo se je, da zunajšolski prostor in doživljanje omogočata izvirnejši in prepričljivejši doživljajski odziv kot v razredu ter bolj poglobljeno interpretacijo književnega dela. Dijaki torej za uspešen osebni odziv in za pripravljenost, da v eseju uspešno realizirajo naloge najzahtevnejše taksonomske stopnje, potrebujejo izkušnjo izven razreda, v katero se lahko vživijo in s pomočjo katere zavzemajo kritično držo do književnega dela.

KLJUČNE BESEDE: šolski esej, doživljanje v naravi, interpretacija, osebni odziv

EXPERIENCING THE LITERARY WORK THE ANGEL OF FORGETFULNESS IN NATURE AS THE FOUNDATION OF INTERPRETATION

ABSTRACT

In the fourth year of secondary school, classes are focused on literary texts for the final exam, on the basis of which students write the "matura" essay. In the essay, students display their ability to interpret literary texts by expressing their experience, understanding, actualization and evaluation. The school interpretation of a given literary work takes place in the classroom and does not allow for experiential learning, that is, for students to connect their thinking about a literary work with personal experience and thereby gain confidence for a clearly expressed personal response. I took a group of twenty students from Gimnazija Šentvid who wanted to further improve their communication skills and to better prepare for the "matura" exam on a two-day camp to the setting of the novel Angel of Forgetfulness, Lepena near Železna Kapla in Austria. We visited the home of the author and experienced the landscape. Based on the experience of the landscape, students wrote an interpretation with emphasis on personal experience, and then a partial interpretation with experience. It turned out that the extracurricular space and experience allow for a more original and convincing experiential response than in the classroom, and a more in-depth interpretation of the literary work. Therefore, for a successful personal response and for the ability to successfully complete tasks of the most demanding taxonomic level in the essay, students need an experience outside the classroom, in which they can be immersed and with the help of which they adopt a critical attitude towards the given literary work.

KEYWORDS: school essay, experience in nature, interpretation, personal response.

ZAKON O ŠOLSKI PREHRANI – ODPRTJE PANDORINE SKRINJICE

POVZETEK

Skozi celotno človeško zgodovino so se otroci in mladostniki zaradi svojega fiziološkega razvoja izogibali grenkemu okusu in posegali po sladkem, kjer koli so lahko. Zaradi bolj zdravega načina življenja učencev je vlada leta 2010 sprejela Zakon o šolski prehrani, ki prepoveduje vsakršno namestitev prodajnih avtomatov s prehrano in pijačo, tudi avtomate za tople napitke - kavo. V članku kritično ovrednotim uvrstitev kave med nezdrave napitke za dijake. Skrb vzbujajoče je, da so dijaki namesto po kofeinu iz kave začeli posegati po kofeinu iz energijskih pijač. Energijske pijače v pločevinkah so namreč cenovno bolj dostopne, slajše ter bolj praktične za shranjevanje v šolski torbi v primerjavi s primerljivimi kavnimi napitki. Energijske pijače pa so bistveno manj zdrave, celo nevarne. S svojim izrazitim sladkim okusom in raznovrstnimi sadnimi aromami po njih posega vedno mlajša populacija, ki zaradi svojih fizioloških lastnosti nikoli prej v zgodovini človeštva ni še tako zgodaj posegala po kofeinu. Članek predstavlja argumente, s katerimi se sprašujemo o smiselnosti sprejetja takega zakona in posledicah, ki ga zakon prinaša na mlado populacijo šolarjev. Predlagane so tudi rešitve, s katerimi bi mlade učence odvrnili od energijskih pijač ter primerjamo učinek le teh in kave na človeško telo.

KLJUČNE BESEDE: zakon o šolski prehrani, avtomati za hrano, energijske pijače, kofein, dijaki.

SCHOOL NUTRITION ACT – OPENING PANDORA'S BOX

ABSTRACT

Throughout human history, children and adolescents, due to their physiological development, avoided bitter taste and reached for sweet wherever they could. Due to the healthier way of life of students, in 2010 the government adopted the School Nutrition law, which prohibits any installation of vending machines with food and drinks, including machines for hot drinks - coffee. In the article, I critically analyze the classification of coffee among unhealthy drinks for students. It is worrying that instead of caffeine from coffee, students have started reaching for caffeine from energy drinks. Energy drinks in cans are more affordable, sweeter and more practical to store in a school bag compared to comparable coffee drinks. Energy drinks are significantly less healthy, even dangerous. With their distinct sweet taste and various fruity aromas, they are being used by an increasingly younger population, which, due to its physiological properties, has never used caffeine so early in the history of mankind. The article presents arguments with which we question the sense of the adoption of such a law and the consequences it brings to the young population of schoolchildren. Solutions are also proposed to discourage young students from energy drinks, and we compare the effect of only these and coffee on the human body.

KEYWORDS: school nutrition law, food vending machines, energy drinks, caffeine, secondary school pupils.

RAZVIJANJE POZITIVNE RAZREDNE KLIME S POMOČJO VKLJUČEVANJA RAZLIČNIH PROJEKTOV GIBANJA V UČNI PROCES

POVZETEK

Učitelj razrednega pouka se tedensko srečuje z različnimi projekti, ki jih ob rednem pouku, predvidenem z učnim načrtom, vključuje v učni proces. Na kakšen način bo učitelj to naredil, je odvisno od njegove lastne iznajdljivosti, znanja in ustvarjalnosti. V prispevku predstavljam svoj način vključevanja različnih projektov, vezanih na učenčev gibanje in zdrav način življenja, v učni proces. Sama jih že vrsto let uspešno vključujem v svoj način poučevanja. Predstavljam konkretne načine, kako sem projekte, kot so Evropski teden športa, Minuta za zdravje, Aktivni odmor, Veter v laseh vključila v redni pouk oziroma v učenčev vsakdan. V nadaljevanju sem opisala, na kaj naj bodo učitelji, ki se lotevajo podobnih nalog, pozorni. Razmišljala sem o pozitivnih odzivih učencev ter o njihovi večji zainteresiranosti za sledenje pouku po gibalni aktivnosti, o tem, kako so učenci skozi gibalne aktivnosti razvijali sodelovalne veščine in sodelovalen odnos do sošolcev kasneje znali uporabiti tudi pri rednem pouku. S prispevkom skušam spodbuditi učitelje, da telesne aktivnosti redno vključujejo v pouk, saj si učenci s tem poleg gibalnih veščin krepijo tudi sodelovalne veščine.

KLJUČNE BESEDE: učenci, gibalne dejavnosti, učenje za prihodnost, motivacija.

DEVELOPING A POSITIVE CLASSROOM CLIMATE BY INTEGRATING VARIOUS PROJECTS INVOLVING PHYSICAL ACTIVITY INTO THE LEARNING PROCESS

ABSTRACT

In addition to the curriculum lessons, class teachers incorporate various projects into the learning process every week. The way this is done depends largely on their ingenuity, knowledge and creativity. I have been integrating numerous projects which include physical activity and healthy lifestyle into the learning process successfully for many years. The article presents my way of integrating various projects. I provide some concrete ways of including projects such as Evropski teden športa (the European Week of Sport), Minuta za zdravje (One Minute Healthy Break), Aktivni odmor (An Active Break), Veter v laseh – a project for encouraging a positive attitude towards sports – in my lessons and students' everyday life. Furthermore, I have described what teachers should pay attention to when engaging in similar tasks. In the conclusion of the article, I have reflected on the positive feedback of the students and on their increased motivation to participate in lessons after physical activity. Moreover, I have emphasized how physical activities helped students develop their cooperative skills and how they were able to apply cooperative attitude later in classes. The aim of the article is to encourage teachers to include physical activities in their lessons regularly as they not only contribute to the students' motor skills but to the cooperative ones as well.

KEYWORDS: students, physical activity, learning for the future, motivation.

KAJENJE, UŽIVANJE ALKOHOLA IN DROG NA SREDNJI ŠOLI ZA OBLIKOVANJE MARIBOR

POVZETEK

S pomočjo anonimne ankete sem na začetku letošnjega šolskega leta raziskala, koliko naših dijakinj in dijakov je rednih ali občasnih kadilcev, koliko jih redno ali občasno uživa alkoholne pijače in katere so najbolj priljubljene, pa tudi v kolikšni meri je na naši šoli prisotna uporaba različnih drog in po katerih dijaki najpogosteje posegajo. K raziskavi in anketi me je vzpodbudilo dejstvo, da se je v lanskem šolskem letu po nekajletnem zatišju spet pojavila zloraba drog na naši šoli, in sicer že med dijaki prvih letnikov, tudi v šolo naj bi prihajali pod vplivom drog, kar je bilo za nas učitelje, ki smo navajeni, da se z alkoholom in drogami srečujejo dijaki višjih letnikov, dokaj presenetljivo. Anketo sem opravila med dijaki naključno izbranih 2., 3. in 4. letnikov vseh programov na naši šoli. Trenutno je na šoli približno 750 dijakov, anketo je opravilo 249 dijakov in rezultati ankete so pokazali, da pri zlorabi alkohola, kajenju in uporabi drog prednjačijo fantje pred dekleti, da se število dijakov, ki uživajo alkohol in droge, povečuje z njihovo starostjo in da je posledično v 4. letnikih največ dijakov, ki so že poskusili alkohol in droge. Dijaki so razkrili tudi, katere droge so že poskusili, katere redno uživajo, katere alkoholne pijače imajo najraje ter zakaj sploh uživajo alkohol in droge. Podrobneje sem rezultate ankete prikazala v prispevku. Zloraba drog in alkohola je še vedno tabu tema v šolah, menim, da se o tem premalo pogovarjamo z dijaki, prav tako o različnih vrstah drog premalo vemo in ne opazimo, da nam v razredih sedijo dijaki pod vplivom alkohola in različnih prepovedanih substanc.

KLJUČNE BESEDE: kajenje, alkohol, droge, dijaki.

SMOKING, ALCOHOL CONSUMPTION AND DRUG ABUSE AT SREDNJA ŠOLA ZA OBLIKOVANJE MARIBOR

ABSTRACT

At the beginning of the school year, I conducted a survey to see how many of our students are regular or occasional smokers, how many of them drink alcoholic beverages on a regular or irregular basis, and which beverages are the most popular. I also investigated the prevalence of drug use at our school and which drugs the students most often consume. What prompted me to conduct the survey and write this article was the fact that last year, drug abuse resurfaced at our school, even among first-year students. Some presumably attend school under the influence of drugs, which was quite surprising to us teachers, as the consumption of drugs and alcohol used to be limited to older students. The survey was conducted among randomly selected classes of second-, third- and fourth-year students of all programmes. There are currently around 750 students at our school, and 249 participated in the survey. The results show that male students smoke, consume drugs and drink alcohol more frequently than female students. Furthermore, alcohol and drug abuse is more prevalent among older students, so the number of students who have already tried alcohol and drugs is the highest among fourth-year students. Students also revealed which types of drugs they have already tried, which drugs they use regularly, which alcoholic drinks they prefer, as well as their reasons for consuming drugs and alcohol. The article illustrates the results in more detail. The abuse of drugs and alcohol is still a taboo topic in schools. I think that we do not have enough conversations about this with our students and that we do not know enough about the different types of drugs to notice that there are students sitting in our classrooms under the influence of various illegal substances.

KEYWORDS: smoking, alcohol, drugs, students.

POMEN KULTURNE DEDIŠČINE PRI PREHRANJEVANJU PREDŠOLSKIH OTROK

POVZETEK

V današnjih časih se ljudje zaradi mnogih dejavnikov prehranjujejo nezdravo, tem zglede pa posledično sledijo tudi otroci. Veliko družin ne daje velikega poudarka zdravi prehrani, na drugi strani pa obstajajo družine, ki pretirano sledijo trendom različnih novodobnih diet in zdravih načinov prehranjevanja. K promociji zdrave, pestre in raznolike prehrane lahko veliko pripomoremo tudi v vrtcu. V zgodnjem obdobju je potrebno postaviti temelje kakovostnemu načinu življenja, pomembno je, da vzgojitelji v vrtcih osveščamo in vzgajamo otroke v zdrave in zadovoljne pripadnike družbe. V prispevku bomo predstavili, kako smo v našem vrtcu preko celoletnega projekta otroke in starše usmerili k razmišljanju o pomenu prehranjevanja naših babic in dedkov in spoštovanju kulturne dediščine iz področne kulinarike. Sodelovalo je več kot 170 ljudi na različnih lokacijah, od vrtca do gostilne, kmečkih kuhinj in turizmov. Iz Kurikuluma za vrtce na področju družbe smo zajeli dva pomembna cilja: seznanjanje otrok z varnim in zdravim načinom življenja in možnost seznanjanja z raznimi kulturami in tradicijami. Projekt smo zasnovali s popotovanjem skozi praznike in vlogo hrane, obedovanja in praznovanja v preteklosti. K sodelovanju smo povabili strokovnjake, ki so nam odpirali različne poglede na preteklost in pomagali pri spoznavanju in pripravi različnih tradicionalnih jedi. Izdali smo knjižico receptov prazničnih jedi, izbor ljudskih iger, plesov, izštevank in pesmi. Ciljni skupini: Otrokom, staršem in starim staršem smo skozi različne vsebine in dejavnosti približati kulinariko oziroma okušanje prazničnih jedi. Raziskovanje tradicionalne lokalne kulinarike ob praznikih nam je odprlo pogled v nov (star) svet. Knjižica receptov in aktivnosti je lahko v pomoč vzgojiteljem in strokovnim delavcem, ki želijo otrokom na zanimiv in ustvarjalen način približati preteklo kulinariko in tradicijo.

KLJUČNE BESEDE: družina, kulinarika, kulturna dediščina, vrtec, zdravje.

THE IMPORTANCE OF CULTURAL HERITAGE IN THE NUTRITION OF PRESCHOOL CHILDREN

ABSTRACT

In today's times, people eat unhealthy food due to many factors, and children follow these examples as a result. Many families do not place much emphasis on a healthy diet, but on the other hand, there are families who excessively follow the trends of various modern diets and healthy ways of eating. The promotion of a healthy, varied and varied diet can also be of great help in the kindergarten. In the early period, it is necessary to lay the foundations for a quality way of life, it is important that educators in kindergartens raise awareness and raise children to be healthy and satisfied members of society. In this article, we will present how, through a year-long project in our kindergarten, we directed children and parents to think about the importance of eating our grandmothers and grandfathers and respecting the cultural heritage of regional cuisine. More than 170 people participated in various locations, from a kindergarten to an inn, farm kitchens and tourism. From the Curriculum for Kindergartens in the field of society, we have included two important goals: introducing children to a safe and healthy way of life and the opportunity to familiarize them with various cultures and traditions. We designed the project by traveling through the holidays and the role of food, dining and celebration in the past. We invited experts to participate, who opened up different perspectives on the past and helped us learn about and prepare various traditional dishes. We have published a booklet of recipes for festive dishes, a selection of folk games, dances, counting games and songs. Target group: Through various content and activities, we aim to bring children, parents and grandparents closer to cuisine and the tasting of festive dishes. Exploring traditional local cuisine during the

holidays opened our eyes to a new (old) world. The book of recipes and activities can be of help to educators and professionals who want to introduce children to past cuisine and traditions in an interesting and creative way.

KEYWORDS: cuisine, cultural heritage, families, health.

KAKO LAHKO PRVOŠOLCI SODELUJEJO PRI SESTAVI ŠOLSKEGA JEDILNIKA IN KAKŠEN VPLIV IMA NA NJIH?

POVZETEK

Prehranjevalne navade se začnejo oblikovati že v zgodnjem otroštvu, zato ni dovolj le to, da otroci dovolj jejo, temveč predvsem kaj jejo. Pri načrtovanju prehrane v vzgojno-izobraževalnih ustanovah mora osebje, ki pripravlja šolski jedilnik, poznati in upoštevati načela strokovnih prehranskih priporočil s posebnostmi otroške in mladostniške prehrane. Učiteljeva naloga je spodbujanje zdravih prehranjevalnih navad in tudi zgled. Prehrana je za otroke še toliko bolj pomembna, saj je odraščanje obdobje intenzivnega fiziološkega, psihosocialnega in kognitivnega razvoja posameznika. Temeljno izhodišče dela je opazovanje sestave jedilnika v času pouka (sadni zajtrk, malica); upoštevanje hranilnih in energijskih potreb v skladu s prehranskimi smernicami, vpliv določenega obroka na celostno delovanje prvošolcev v času učnega procesa, aktivno sodelovanje otrok pri idejah za jedilnik ter sodelovanje z vodjo prehrane na osnovni šoli. Cilj članka je ugotoviti, kako sestava šolskega jedilnika vpliva na vedenje prvošolcev, kako pomembno je sodelovanje učencev pri sestavi jedilnika ter kako se spremeni odnos do prehrane, če otroci sodelujejo pri procesu načrtovanja. Ciljna skupina članka so prvošolci, ki se s šolskim jedilnikom srečujejo prvo leto; vzorec 20. učencev 1. razreda, raziskava in proučevanje omejeni na mesec dni. Namen članka je predstavitev vpliva različnih šolskih obrokov na vedenje, čas umiritve, zbranost pri delu in splošno počutje prvošolcev v času pouka, pomen aktivnega sodelovanja učencev pri idejah za sestavo šolskega jedilnika in z vodjo šolske prehrane ter vpliv na odnos do prehrane otrok po njihovem doprinosu k sestavi jedilnika. Prispevek k stroki je motivacija učiteljem za aktivno sodelovanje učencev in učiteljev z vodjami prehrane na osnovnih šolah. Ugotovljeno je, da je želja otrok po sodelovanju pri sestavi šolskega jedilnika velika. Opazen je pozitiven odnos učencev do prehrane, ki so si jo zaželeli na šolskem jedilniku. Po predlogih učencev je opaziti željo po raznolikemu sadju in zelenjavi in ne nezdravim prigrizkom. Povratna informacija vodje šolske prehrane je želja po pogostejšem sodelovanju z učenci. Glede na vrsto in sestavo obrokov v času učnega procesa je ugotovljeno, da je koncentracija daljša pri prvošolcih, ki zajtrkujejo. Opazen je tudi pozitiven vpliv sadnega zajtrka na redno uživanje sadja in omogočanje razvoja zdravih prehranjevalnih navad.

KLJUČNE BESEDE: šolski jedilnik, prvošolci, vpliv prehrane na otroke, prehranske smernice, vključevanje otrok

HOW CAN FIRST GRADE PUPILS PARTICIPATE IN THE COMPOSITION OF THE SCHOOL MENU AND WHAT INFLUENCE DOES IT HAVE ON THEM?

ABSTRACT

The formation of eating habits starts in early childhood. That is why it is not enough that children eat enough, but above all, what they eat. Eating habits begin to be formed in early childhood, so it is not enough just that children eat enough, but above all, what they eat. When planning meals in educational institutions, the staff preparing the school menu must know and follow the principles of professional nutritional recommendations with the specifics of children's and adolescent nutrition. The teacher's job is to promote healthy eating habits and also set an example. Nutrition is even more important for children, as growing up is a period of intense physiological, psychosocial and cognitive development of the individual. The basic starting point of the work is observing the composition of the menu during lessons (fruit breakfast, snack); taking into account nutritional and energy needs in accordance with nutritional guidelines, the impact of a certain meal on the overall functioning of first graders during the learning process, active participation of children in ideas for the menu and cooperation with the food manager at the

elementary school. The aim of the article is to find out how the composition of the school menu affects the behavior of first graders, how important is the participation of pupils in the composition of the menu, and how the attitude towards nutrition changes if children participate in the planning process. The target group of the article are first-graders who encounter the school menu for the first year; sample of 20 1st grade pupils, research and study limited to one month. The purpose of the article is to present the impact of different school meals on the behavior, time to calm down, concentration at work and general well-being of first graders during lessons, the importance of active participation of students in ideas for the composition of the school menu and with the food manager, and the impact on the attitude to children's nutrition according to their contribution to the composition of the menu. The contribution to the profession is the motivation of teachers for the active cooperation of pupils and teachers with food managers at primary schools. It has been found that the desire of children to participate in the composition of the school menu is great. The positive attitude of pupils towards the food they wanted on the school menu is noticeable. According to the children suggestions, there is a desire for a variety of fruits and vegetables rather than unhealthy snacks. The feedback from the food manager is the desire to cooperate more often with the students. Based on the type and composition of meals during the learning process, it is found that concentration is longer with first graders who eat breakfast. The positive impact of a fruit breakfast on the regular consumption of fruit and enabling the development of healthy eating habits is also noticeable.

KEYWORDS: school menu, first graders, impact of nutrition on children, nutritional guidelines, children inclusion.

OPISMENJEVANJE NA KOBALEKOVI ČUTNI POTI

POVZETEK

Igrivost in telesna aktivnost dopolnjujeta proces opismenjevanja. Gibanje, kot prvi, nagonski način spoznavanja sveta, omogoča otroku razvoj potencialov na osnovi gibalnih izkušenj. Učitelji opažamo, da je učenje, ki je posledica nagonskega raziskovanja sveta preko gibalnih izkušenj, izjemnega pomena in spominski odtis se trajno zapiše v telo. Z okrepljenimi različnimi spomini ustvarjamo boljšo podlago za kasnejše nadgrajevanje in shranjevanje kognitivnih informacij. Med najpomembnejše dejavnike, ki vplivajo na razvoj grafomotoričnih veščin med drugim sodijo tudi spodbude, ki jih dobi otrok iz svojega okolja. V prispevku bodo predstavljeni načrt, priprava in uporaba senzorne čutne poti, s pomočjo katere so si učenci po lastnih zamislih ustvarili spodbudno učno okolje, v katerem so preko gibanja krepili in z vajo izboljšali svoje grafomotorične spretnosti. Zbrano, sedeče šolsko delo je seveda pomembno, vendar se je izkazalo za mnogo lažje in učinkovito, ko smo v pouk vključili več osmišljenega, kvalitetnega gibanja. Vsaka nova pridobljena sproščujoča gibalna izkušnja je v možganih učencev sprožila miselne procese, ki so jim omogočali premikanje telesa tako, da so pri usvajanju grafomotoričnih veščin postajali iz ure v uro natančnejši in uspešnejši. Uspeh je sprožil zadovoljstvo, ki je ob vloženem trudu gradilo samozavest, ohranjalo motivacijo ter krepilo veselje, lahkotnost, hitrost in vztrajnost za nadaljnje delo. Že nekaj minut gibanja je pospešilo učno delo, motiviralo, spodbujalo ter sproščalo hormone ugodja in zadovoljstva. Čutna pot nam je tako omogočila hitrejše, kvalitetnejše in lahkotnejše učenje, na temelju pozitivnih občutkov. Učenci so odpravili nemir, lažje nadzorovali hiperaktivnost, preusmerili zasanjanost, povečali motivacijo, voljo do dela in samopremagovanja.

KLJUČNE BESEDE: gibanje, opismenjevanje, grafomotorika, čutna pot.

LITERACY ON THE KOBALEK SENSORY PATH

ABSTRACT

Playfulness and physical activity complement the literacy process. Movement, as first, instinctive way of getting to know the world, allows the child to develop potentials based on physical experience. Teachers observe that learning, which is the result of instinctive exploration of the world through physical experience, is of paramount importance and the memory footprint is permanently recorded in the body. With enhanced different memories we create a better basis for later upgrading and storing cognitive information. Among the most important factors influencing the development of graphomotor skills are incentives given to a child from their environment. The paper will present the design, preparation and use of sensory sensory pathways, through which students have created an encouraging learning environment through their own ideas, in which they have strengthened and improved their graphomotor skills through movement. Collected, sedentary school work is of course important, but it proved to be much easier and more efficient when we included more thoughtful, quality movement in the classroom. Each new acquired relaxing movement experience triggered mental processes in the pupils' brains that allowed them to move their bodies more accurate and successful with adoption of graphomotor skills. Success sparked satisfaction, building self-confidence, maintaining motivation and enhancing joy, lightness, speed and perseverance for further work. Just a few minutes of movement accelerated the learning work, motivating, encouraging and releasing hormones of comfort and satisfaction. The sensory path thus enabled us to learn faster with better quality and easier learning, based on positive feelings. Students resolved restlessness, more easily controlled hyperactivity, redirected dreaminess, increased motivation, will to work and self-improvement.

KEYWORDS: movement, literacy, graphomotorics, sensory pathway.

SOOČANJE Z ANOREKSIJO V RAZREDU

POVZETEK

Ljudje smo si vedno postavljali ideale, neke norme, kaj je sprejemljivo, lepo, vredno posnemanja. S pojavom interneta in socialnih omrežij je vsiljevanje idealov in določena videza postalo še samo bolj agresivno. Vsakodnevno nam je prikazovano kakšna je moderna frizura, katere znamke oblačil so moderne... Šli smo pa še dalje, moderno je celo imeti določeno obliko oči, ustnic, zadnjice... Vse to zelo vpliva na samopodobo mladostnikov. Takšno vsiljevanje idealov lahko zelo negativno vpliva na njihovo psiho, kar posledično vodi do pojava raznih bolezni. Ena izmed teh je tudi anoreksija – motnja hranjenja, ki se kaže kot obsedenost s svojo telesno težo in nadzorovanjem kalorij zaužite hrane z namenom ostati vitek in s tem družbeno sprejemljivega videza, ideala lepote. V prispevku bom predstavila, kako prepoznati znake anoreksije pri dijakih v razredu, kako se s tem soočiti in navsezadnje, kako dijaku in staršem pomagati v vseh fazah prepoznavanja bolezni ter samega zdravljenja ter kako po vrnitvi dijaka po zdravljenju v šolo, spremljati potek tako bolezni kot rezultate zdravljenja.

KLJUČNE BESEDE: anoreksija, motnje hranjenja, izkrivljena samopodoba.

DEALING WITH ANOREXIA IN THE CLASSROOM

ABSTRACT

Humans have always set ideals, some norms, what is acceptable, beautiful, worthy of imitation. With the phenomena of the Internet and social networks, the imposition of ideals and a certain appearance has only become more aggressive. Every day we are shown what a modern hairstyle is, which clothing brands are modern... But we went further, it is even modern to have a certain shape of eyes, lips, buttocks... All this greatly affects the self-image of young people. Such imposition of ideals can have a very negative effect on their psyche, which in turn leads to the appearance of various diseases. One of these is anorexia - an eating disorder that manifests itself as an obsession with one's body weight and controlling the calories of the food consumed in order to stay slim and thus have a socially acceptable appearance, the ideal of beauty. In the paper, I will present how to recognize the signs of anorexia in students in the classroom, how to deal with it and, ultimately, how to help the student and parents in all phases of identifying the disease and the treatment itself, and how, when the student returns to school after treatment, to monitor the course of both the disease and treatment results.

KEY WORDS: anorexia, eating disorders, distorted self-image.

GIBALNE AKTIVNOSTI IN TELESNA MASA UČENCEV V POSEBNEM PROGRAMU VZGOJE IN IZOBRAŽEVANJA

POVZETEK

V prispevku bom predstavila stanje telesne mase pri učencih v posebnem programu vzgoje in izobraževanja in njihove gibalne aktivnosti v popoldanskem času. V raziskavi je sodelovalo 20 od 32 otrok, ki so všolani od 2. stopnje naprej, v posebnem programu vzgoje in izobraževanja. Predstavila bom gibanje njihove telesne mase v preteklih treh letih. Rezultati so zaskrbljujoči, saj je večina otrok prekomerno težkih. Pri pogovorih z učenci opažam, da niso vključeni v popoldanske športno rekreacijske aktivnosti. Kljub temu, da v šoli sledimo smernicam zdravega prehranjevanja, k prekomerni telesni masi prispeva tudi neustrezna prehrana učencev doma, ker prevečkrat zaužijejo nezdrave obroke. Z anketnim vprašalnikom sem pridobila podatke o aktivnostih, ki jih učenci izvajajo po pouku v prostem času in podatke o obrokih, ki jih pojedjo v popoldanskem času. Raziskava je pokazala, da je več kot polovica učencev prekomerno težkih. Z analizo anketnega vprašalnika sem ugotovila, da se v popoldanskem času učenci ne ukvarjajo s športnimi aktivnostmi ter večina anketirancev poje vsaj en nezdrav obrok. Namen prispevka je opozoriti na problematiko nepravilnega prehranjevanja in ne vključenosti učencev v športne aktivnosti v popoldanskem času in predstaviti konkretne rešitve, za spreminjanje prehranjevalnih navad in vključenosti v gibalne aktivnosti.

KLJUČNE BESEDE: telesna masa, prehrana, posebni program, indeks telesne mase.

PHYSICAL ACTIVITIES AND BODY WEIGHT OF PUPILS IN A SPECIAL NEEDS SCHOOL

ABSTRACT

In this article, I will present the distribution of the body weight of pupils over the last 3 years in a special program of education and their physical activity in the afternoon. The study involved 20 of the 32 children in grade 2 of a special education program. The results are worrying, as most children are overweight. Most pupils are not involved in afternoon sports activities. From the interviews with the children, I noticed they do not attend any sports activities in their free time in the afternoon. Even though we are following the dietary guidelines for healthy eating at school, pupils at home mostly do not have the opportunity to eat a healthy meal, which results in their being overweight. With the questionnaire, I obtained data on the activities that pupils carry out after class, in their free time and data on how many meals they have eaten in the afternoon. The research showed that more than half of the students are overweight. Through the analysis of the survey questionnaire, I found that in the afternoon the students do not engage in sports activities and most of the respondents eat at least one unhealthy meal. The purpose of the article is to draw attention to the problem of improper eating and lack of involvement of students in sports activities in the afternoon and to present concrete solutions for changing eating habits and involvement in physical activities.

KEYWORDS: body weight, diet, special program, body mass index.

IZZIV

POVZETEK

Mnogo staršev ne ve, da z dopuščanjem nekaterih aktivnosti onemogočajo pravilen razvoj svojih otrok. Prekomerno gledanje televizije, igranje videoigric, pomanjkanje grafomotoričnih dejavnosti ter fizična neaktivnost škodujejo razvoju otrokovih bioloških potencialov. Gibanje pozitivno vpliva na zdravje, čustveno in socialno delovanje posameznika. Vse več raziskav kaže, da gibanje pomembno vpliva tudi na učenje, saj spodbuja učni proces in kognitivne procese. Zato je zelo zaželeno, da učitelji spodbujajo učence k čim več gibalnim aktivnostim, ki ne le pripomorejo k razvoju motoričnih sposobnosti in spretnosti učenca, temveč tudi vplivajo na njegova čustvena, socialna in kognitivna področja. Na vključevanje gibalnih aktivnosti v učni proces pomembno vpliva učiteljevo stališče o pomenu gibanja. S tem namenom smo z učenci 9. razreda na urah oddelčne skupnosti govorili o pomenu gibanja in izvedli anketo/vprašalnik, koliko časa tedensko namenijo gibanju v popoldanskem času. Ker je bil čas na tedenski ravni povprečno manj kot ena ura, smo se dogovorili, da sprejmejo izziv in za čas, ki ga namenijo televiziji, videoigricam, računalniku, potem dvojni čas preživijo gibalno aktivni – ali skačejo s kolebnico, tečejo v naravi ali igrajo košarko s prijatelji. Izziv se nadaljuje tudi po koncu skupne preizkušnje, vendar so učenci že sedaj bolj zadovoljni s svojo disciplino, vidnimi rezultati na telesu ter koncentracijo v šoli. Učenci so se ocenjevali sami – glede na počutje tistega dne, ko so bili gibalno aktivni, in pa tudi na tisti dan, ko niso uspeli biti gibalno aktivni. Podatke so zbirali in zapisovali v tabelo vsak dan sproti. V šoli so učenci z izzivom motivirali še nekaj prijateljev iz sosednjih razredov in učiteljev, ki so prav tako sprejeli izziv. Učenci razmišljajo o načrtnem širjenju izziva po ostalih oddelkih na šoli.

KLJUČNE BESEDE: gibalna aktivnost, učenci, izziv, motivacija.

CHALLENGE

ABSTRACT

Many parents do not know that by allowing certain activities prevents their children from developing correctly. Excessive watching of TV, playing video games, lack of graphomotor activities, and overall physical inactivity, damage and reduce the development of individual biological potentials. Physical activity has a positive impact on health, emotional and social functioning of the individual. More and more research show that movement also has a significant impact on learning, as it promotes the learning process and cognitive processes, so it is highly desirable for teachers to encourage pupils to do as many movement activities as possible. Such activities develop not only the learner's motor skills, but also affect their emotional, social and cognitive areas. Integration of physical activities into the learning process is significantly influenced by the teacher's position on the importance of movement. To this end, we agreed with the students of the 9th grade to accept the challenge and for the time they devote to watching television, playing video games, using a computer, they then spend double the time by being physically active – whether jumping rope, running outside or playing basketball with friends. The challenge is still in progress, but students are already happier with their self-discipline, physical appearance, and concentration at school. They themselves have come to realize that they are more content and motivated. The students assessed themselves according to their well-being after the day they were physically active and also after the day they were unable to be physically active. The data was collected and recorded in a table every day. At school, students motivated a few more friends from neighboring classes and teachers who had also accepted the challenge, and were considering extending the challenge to other departments at school.

KEYWORDS: physical activity, students, challenge, motivation.

ŠPORTNI IZZIVI RAZREDNE UČITELJICE V ČASU POUKA NA DALJAVO

POVZETEK

Redna telesna dejavnost je pomemben gradnik zdravja že v obdobju otroštva in mladostništva. Pri otrocih in mladostnikih ugodno vpliva na učno uspešnost in izvajanje dnevnih nalog, krepi njihovo psihično odpornost, izboljša telesno pripravljenost in zdravje. Na Osnovni šoli Draga Kobala Maribor ob rednih urah športa izvajamo številne obogatitvene športne dejavnosti: Hura, prosti čas, RaP – razširjeni program s široko paleto športnih dejavnosti, namen katerih je, da vsakemu učencu omogočimo osebni razvoj, usklajen z njegovimi pričakovanji, zmožnostmi, interesi, talenti in potrebami. Z načelom odprtosti, fleksibilnosti, z načelom povezovanja, sodelovanja, uresničevanja potreb in interesov učencev zagotavljamo smiselno izrabo njihovega prostega časa ter razvoj zdravega življenjskega sloga. V prispevku predstavljam metode, oblike, načine dela pri športu z učenci 1. vzgojno-izobraževalnega obdobja v času pouka na daljavo. Rezultati obdelave podatkov športno-vzgojnega kartona za triletno obdobje - generacija mojih učencev 2019-2022 kažejo, da med učenci ni drastičnega povečanja telesne teže, njihovo fizično zdravje je zelo dobro. Pri pouku športa na daljavo sem se vedno trudila biti inovativna - nenavadne, nevsakdanje, vendar smiselne in življenjske športne dejavnosti. Gimnastične vaje na tisoč in en način: ob glasbi, s predmeti iz domačega okolja, s predmeti iz narave, z najljubšo igračo, narava - najboljša in najcenejša telovadnica: poligon v naravi – v gozdu, preskakovanje naravnih ovir, samostojno gibalno raziskovanje okolice, učitelji in starši – dober športni vzgled. To je moj doprinos k boljšemu počutju otrok v času pouka na daljavo, doprinos k fizičnemu zdravju otrok, ki je nujen predpogoj za njihov optimalen razvoj.

KLJUČNE BESEDE: šport, zdravje, pouk na daljavo, 1. vzgojno-izobraževalno obdobje, športno-vzgojni karton.

SPORTS CHALLENGES OF A CLASSROOM TEACHER DURING DISTANCE LEARNING

ABSTRACT

Regular physical activity is an important cornerstone of health already in childhood and adolescence. In children and adolescents, it has a beneficial effect on academic success and the performance of daily tasks strengthens their psychological resistance, improves physical condition and health. At Drago Kobal Elementary School Maribor, during regular sports lessons, we carry out many enrichment sports activities: Hurrah, free time (Hura, prosti čas), RaP - an extended programme with a wide range of sports activities, the purpose of which is to enable each pupil's personal development, coordinated with his expectations, abilities, interests, talents and needs. With the principle of openness, flexibility, with the principle of connection, cooperation, realization of pupils' needs and interests, we ensure the meaningful use of their free time and the development of a healthy lifestyle. In the paper, I present methods, forms, ways of working in sports with pupils of the first educational period during distance learning. The results of the data processing of the sports educational chart for a three-year period - the generation of my students 2019-2022 - show that there is no drastic increase in body weight among the students, their physical health is very good. I have always tried to be innovative when teaching sports remotely - with unusual, extraordinary, but meaningful and vital sports activities. Gymnastics exercises in a thousand and one ways: with music, with objects from the home environment, with objects from nature, with a favourite toy, in nature - the best and the cheapest gym: training ground in nature - in the forest, jumping over natural obstacles, independent movement exploration of the surroundings, teachers and parents - good role models. This is my contribution to the children's better well-being during distance learning, a contribution to the children's physical health, which is an essential prerequisite for their optimal development.

KEYWORDS: sport, health, distance learning, first educational period, sports educational chart.

USVAJANJE IN UTRJEVANJE SNOVI Z GIBANJEM PRI SLOVENŠČINI

POVZETEK

V današnjem času zaradi prehitrega tempa življenja in družbe, ki je odvisna od tehnologije, velikokrat pozabimo na ohranjanje zdravja. Ustrezno in zadostno gibanje je izjemnega pomena za zdravje, za telesni razvoj otrok, obenem pa vpliva tudi na otrokov uspeh v šoli. Kot učitelji imamo možnost, da tudi v ure pouka, kjer učenci veliko časa presedijo, vnašamo situacije, ki so povezane z gibanjem. Drugačen, sodobni način poučevanja otroke navduši, poveže in spodbudi k razmišljanju in sodelovanju, obenem pa jim koristi. V članku predstavljamo potek učnih ur slovenskega jezika v 8. razredu, kjer smo gibanje povezali z učenjem. V učno uro smo načrtno vnašali učne situacije z gibalno aktivnostjo. Gibanje se je lahko pojavilo na začetku, na sredini ali ob zaključku učne ure. Posluževali smo se raznovrstnih gibalnih stimulacij, razteznih vaj ali gibalnih iger in jih povezovali s slovničnimi ali književnimi pojmi. Izvedli smo tudi gibalni odmor pred začetkom ure, vključevali gibanje pri skupinskem delu ali sodelovalnem učenju. Že v kratkem času se je izkazalo, da izvedene učne ure na takšen način učence motivirajo za nadaljnjo šolsko delo. Učenje je potekalo lahkotnejše, spremljali so ga pozitivni občutki in naravnost učencev. Potrjujejo pa se nam tudi izsledki raziskav, ki kažejo, da se ob gibanju izboljša fokus, pospeši se kognitivno procesiranje in povečata se obseg ter kvaliteta pomnjenja. S prispevkom želimo predstaviti primer dobre prakse, kako lahko v zbrano in sedečo šolsko delo vključimo gibanje in tako pripomoremo k lažjemu in učinkovitejšemu učenju, obenem pa vzgajamo navade in situacije, ki pozitivno vplivajo tudi na zdravje učencev.

KLJUČNE BESEDE: gibanje, gibalne navade, sodobni načini poučevanja, učenec, učitelj.

ACQUISITION AND PRACTICE OF SUBJECT MATTER THROUGH MOVEMENT IN SLOVENIAN LESSONS

ABSTRACT

Nowadays, due to the fast pace of life and the technology-dependent society, we often forget to maintain our health. Adequate and sufficient exercise is extremely important for the child's health and physical development, and at the same time it also affects the child's success in school. As teachers, we have the opportunity to introduce situations related to movement even in lessons where students spend a lot of time in the sitting position. A different, modern way of teaching inspires the children, connects and encourages them to think and cooperate, and at the same time benefits them. In the article, we present the course of Slovenian language lessons in the 8th grade, where we connected movement with learning. We intentionally brought learning situations with physical activity into the lessons. The movement could have occurred at the beginning, in the middle, or at the end of the lesson. We used a variety of movement stimulations, stretching exercises or movement games and connected them with grammatical or literary concepts. We also implemented a movement break before the start of a lesson, included movement in group work or collaborative learning. In a short period of time, it turned out that the lessons conducted in this way motivate the students for further school work. Learning took place more easily, accompanied by positive feelings and the attitude of the students. We also confirmed research findings that show that movement improves focus, accelerates cognitive processing, and increases the volume and quality of memorization. With this article, we want to present an example of good practice, how we can include movement in concentrated and sedentary school work and thus contribute to easier and more effective learning, while at the same time we raise habits and situations that also have a positive effect on the health of students.

KEY WORDS: movement, movement habits, modern teaching methods, student, teacher.

UVEDBA GIBANJA OB ZAČETKU ŠOLSKE URE

POVZETEK

Gibanje ima za človeka smisel tako zaradi fizičnih, kot tudi čustvenih in duševnih učinkov. Znanost je že pred časom našla korelacijo med gibanjem in delovanjem možganov, ki velja tudi za mladostnike v naših razredih. To so prepoznali mnogi učitelji in na inovativne načine gibanje uvajali v pouk kot npr. sobe pobega, kjer se dijaki premikajo od naloge do naloge, podobno je z iskanjem zaklada in različna medpredmetne povezave z aktivom športne vzgoje. V prispevku je predstavljen primer dobre prakse, ki se že četrto leto izvaja pri predmetu mikrobiologija na programu Tehniške gimnazije na Gimnaziji in veterinarski šoli Ljubljana. Gre za direktno uvedbo gibanja v prvih minutah ure. Dijakom se že ob na uvodni uri predstavi možnost, da ob začetku ure z učiteljem izvedejo »vadbo«, da je sodelovanje fakultativno in da z zadevo nadaljujemo dokler bodo želeli oz. dokler bo večina sodelovala. V kolikor dijaki na to pristanejo, potem vsako uro (tudi v blok urah), ure začnemo z gibanjem. Ob koncu šolskega leta se dijake prosi za evalvacijo, med drugim tudi skupno gibanje in komentarji so izrazito pozitivni; praktično brez izjeme priporočajo, da se ta praksa ohrani tudi v naslednjih generacijah. Namen prispevka je, da se predstavi primer dobre prakse, ki se lahko enostavno prenese v druge predmete in bralca spodbudi, da poskusi zadevo izpeljati pri svojem pouku. Za lažjo implementacijo so v prispevku predstavljene različne vaje, ki lahko služijo kot navdih za gibalne začetke učnih ur.

KLJUČNE BESEDE: gibanje, zdrav življenjski slog, vadba pri pouku.

INTRODUCTION OF MOVEMENT IN CLASSES

ABSTRACT

Movement is sensible for us, humans for its physical, emotional and mental benefits. Correlation between movement and brain function has been determined by science and the youth in our classrooms is no exception to the rule. Many teachers have found innovative ways to incorporate movement into classes by preparing escape rooms or treasure hunts, where students move from assignment to assignment, or cross-curricular activities with sports teachers. In this article, a good practice is being presented. It's been applied for four years at the beginning of each class of microbiology at General upper-secondary education at Biotechnical educational centre Ljubljana. First minutes of the class are spent for different kinds of movement. At the first class of the year, students are given a choice to participate in exercising with a teacher, with explanation that their cooperation is of facultative nature and that we will keep this practice as long as the majority will participate. If the students agree, every class begins with movement exercises. At the end of the school year, students feedback is requested and their comments on class beginnings are very positive; with no exception, they advise to keep the practice in future generations. Purpose of this article is to present a good practice that can be easily adopted in most classes and to incite the reader to try it in his/her own lessons. With intent to reduce friction in adopting the practice, several different exercises are presented to serve as a starting point for the first few lessons that begin with movement.

KEYWORDS: movement, healthy lifestyle, class warm-up.

NAKLONJENOST UČENCEV IN UČITELJEV K PREHRANI, KI TEMELJI NA ŽUŽELKAH

POVZETEK

V medijih nas vedno večkrat opozarjajo na to, da ima proizvodnja mesa močan negativen vpliv na okolje. Predvsem je na udaru proizvodnja govedine. Ena izmed alternativ, ki se pojavlja kot nadomestek mesu, so beljakovine pridobljene iz drugih živalskih virov. Eden takšnih virov so žuželke. V okviru naravoslovnih predmetov, smo z učenci naredili kratko raziskavo o tem, ali so učenci in učitelji naše šole, pripravljeni poskusiti hrano, ki vsebuje žuželke in kakšen je njihov pogled na prehrano na osnovi žuželk. Zanimalo nas je predvsem to ali sodelujoči vedo za možnost prehranjevanja z žužkami in ali so se v prihodnosti pripravljeni prehranjevati na ta alternativni način. Raziskavo smo izvedli v Mariboru, na osnovni šoli Janka Padežnika. Sodelovalo je 382 učencev in 35 učiteljev. Ugotovili smo, da je kar nekaj oseb tovrstno hrano že poskusilo ter da bi večina oseb jedla tovrstno hrano v primeru pomanjkanja druge hrane. Med drugim smo anketirancem dali priložnost, poskusiti proteinsko ploščico z mletimi žužkami, kar jih je veliko tudi dejansko storilo.

KLJUČNE BESEDE: alternativa mesu, beljakovine, žuželke kot prehrana, ekologija.

PUPILS' AND TEACHERS' PREFERENCE FOR INSECT-BASED DIET

ABSTRACT

We are increasingly reminded in the media that meat production has a strong negative impact on the environment. Beef production is mainly to blame. One of the alternatives that occurs as a substitute for meat are proteins derived from other animal sources. One such resource are insects. As part of science school subjects, we and our students have done a short survey of whether our school's students and teachers are willing to try food containing insects and what their view of insect-based diet is. We were mainly interested in whether the participants know about the possibility of eating insects and whether they are willing to eat in this alternative way in the future. The research was carried out in Maribor at the primary school of Janko Padežnik. 382 students and 35 teachers participated. In the survey we found out that quite a few people had already tried this type of food, and that most people would eat it in case of lack of other food. Among other things, we gave respondents the opportunity to try a protein bar with ground insects, which many of them actually did.

KEYWORDS: alternative to meat, protein, insects as diet, ecology.

**TESTIRANJE GIBALNIH SPOSOBNOSTI IN SPLOŠNE KONDICIJSKE
PRIPRAVLJENOSTI DIJAKOV KOT PODLAGA ZA PRILAGAJANJE
VSEBIN V LETNI PRIPRAVI NA POUK NA SREDNJI ŠOLI ZA
STROJNIŠTVO, MEHATRONIKO IN MEDIJE, ŠOLSKI CENTER
CELJE**

POVZETEK

Z začetkom epidemije Covid-19 se je pri učencih in dijakih začelo tudi nazadovanje pri gibalnih sposobnostih in splošni kondicijski pripravljenosti. Po daljšem zaprtju šol so raziskave na populaciji slovenskih otrok pokazale izreden upad gibalne učinkovitosti, zato smo se na Srednji šoli za strojništvo, mehatroniko in medije na Šolskem centru Celje odločili, da naredimo načrt za preverjanje gibalnih sposobnosti dijakov in njihove splošne kondicijske pripravljenosti. Glede na pridobljene rezultate moramo prilagoditi vsebine v letni pripravi na pouk tako, da bomo z njimi vplivali tako na gibalne sposobnosti kot splošno kondicijsko pripravljenost. Za spremljanje gibalnih sposobnosti smo uporabili sistem SLOfit, v katerega je vključena naša šola, sestavljen pa je iz merskih nalog za športnovzgojni karton, ki jih izvajamo vsako leto v aprilu. Za spremljavo in vrednotenje splošne kondicijske pripravljenosti dijakov smo naredili tudi načrt za testiranje aerobne moči dijakov. Merska naloga, s katero smo izvajali meritve, je stopnjevalni tek na 20 metrov. Ker so šole, ki testirajo tudi stanje aerobne moči dijakov, zelo redke, menimo, da je naš doprinos zanimiv, saj omogoča, da ob pregledu rezultatov ob začetku šolskega leta prilagodimo vsebine v letni pripravi na pouk tako, da z njimi vplivamo tudi na aerobno moč dijakov, kar je dober kazalnik kondicijske pripravljenosti in zdravstvenega stanja dijakov. Dijaki, ki jih poučujemo, so vpisani v tehniške in poklicne programe, ti pa so, glede na raziskave, najmanj aktivna skupina med srednješolskimi programi.

KLJUČNE BESEDE: gibalne sposobnosti, splošna kondicijska pripravljenost, aerobna moč.

**MOVEMENT ABILITIES AND GENERAL PHYSICAL FITNESS TEST
OF THE STUDENTS AS A BASIS FOR ADAPTING THE CONTENT OF
THE ANNUAL LESSON PREPARATION AT THE SECONDARY
SCHOOL FOR MECHANICAL ENGINEERING, MECHATRONICS
AND MEDIA, SCHOOL CENTER CELJE**

ABSTRACT

With the beginning of the Covid-19 epidemic pupils and students began to experience a decline in movement skills and general fitness. After the prolonged closure of our schools, the research on the population of Slovenian children has showed an extraordinary decline in movement efficiency, so it has been decided to check the students' movement skills and their general fitness regularly at the Secondary School for Mechanical Engineering, Mechatronics and Media at School Center Celje. Based on the obtained results the contents of the annual preparation for lessons is necessary to be adjusted in such a way that we can use them to influence both movement skills and general fitness. To monitor movement skills we have been using the SLOfit system in which our school has been involved. It consists of measurement tasks for the sports and education card which we carry out every year in April. In order to monitor and evaluate the students' general fitness we have also decided to test our students' aerobic power. The measuring task with which we have carried out the measurements is a step-by-step run of 20 metres. Since the schools that also test students' aerobic strength are very rare, we believe that our contribution

could be interesting as it enables us, when reviewing the results at the beginning of the school year, to adjust the contents of our annual lesson preparation in order to influence the aerobic strength of the students which is a good indicator of the fitness and health status of the students. The students we teach are enrolled in technical and vocational programs which, according to the research, are the least active group among secondary school programs.

KEYWORDS: movement skills, general fitness, aerobic strength.

RAZMERE IN UČENJE ODBOJKE V SLOVENSKIH SREDNJIH STROKOVNIH ŠOLAH

POVZETEK

Namen dela oziroma raziskave je bil ugotoviti in analizirati problematiko poučevanja odbojke v srednjih strokovnih šolah, natančneje pogoje, vsebino in obseg ter morebitne razlike med spoloma pri poučevanju odbojke. Želeli smo preveriti seznanjenost športnih pedagogov z odbojkarskimi vsebinami v učnem načrtu in ugotoviti, kolikšen delež šol sodeluje v odbojkarskih tekmovanjih. V raziskavo je bilo vključenih 185 športnih pedagogov, ki poučujejo v strokovnih šolah. Vprašalnik je ustrezno izpolnilo 92 športnih pedagogov. Ustrezno je izpolnilo vprašalnike 47 % žensk in 53 % moških. Podatke, pridobljene v raziskavi, smo obdelali s programoma Excel Microsoft 2021 in IBM SPSS Statistic 2022. Analiza je pokazala, da vsi športni pedagogi vsaj dve leti od štirih poučujejo odbojko. Učitelji namenijo odbojki relativno velik obseg ur v letni pripravi na pouk. Skoraj vsi športni pedagogi (96 %) ocenjujejo odbojko vsaj eno leto od štirih. Glavni vpliv na oceno imata igra in znanje tehnično-taktičnih elementov. Razlike med spoloma so vidne pri obsegu ur, različnosti vsebin, interesu za odbojko in udeležbi na šolskih odbojkarskih tekmovanjih. Rezultati potrjujejo, da odbojka predstavlja pomemben del športne vzgoje. Kljub določenim omejitvam in oteženim okoliščinam je šolska odbojka, natančneje poučevanje odbojke, na zmerno visoki ravni.

KLJUČNE BESEDE: odbojka, srednje strokovne šole, poučevanje, učni načrt, problematika učenja.

CONDITIONS AND TEACHING VOLLEYBALL IN SLOVENIAN SECONDARY TECHNICAL SCHOOLS

ABSTRACT

The purpose of the research was to identify and analyze the teaching of volleyball in secondary technical schools, specifically the conditions, content, scope and possible gender differences in teaching volleyball. We wanted to check the familiarity of sports educators with volleyball content in the curriculum and find out what proportion of schools participate in volleyball competitions. The study included 185 sports educators who teach in four-year technical schools. The questionnaire was duly completed by 92 sports educators. Among the duly completed questionnaires, 47% were completed by women and 53% by men. The data obtained in the research were processed with Excel Microsoft 2021 and IBM SPSS Statistic 2022. The analysis showed that sports educators teach volleyball at least two years out of four. They devote a relatively large number of hours in annual preparation for classes. Almost all sports educators (96%) rate volleyball for at least one year (out of four). The game and knowledge of technical and tactical elements have the main influence on the assessment. Gender differences are visible in the number of hours, different content, interest in volleyball and participation in school volleyball competitions. The results confirm that volleyball is an important part of physical education. Despite certain limitations and difficult circumstances, school volleyball, more precisely the teaching of volleyball, is at a moderately high level.

KEYWORDS: volleyball, secondary technical schools, teaching, curriculum, learning issues.

POVEZAVA MED UČNIM USPEHOM IN MOTORIČNIMI SPOSOBNOSTMI UČENCEV IV. OŠ CELJE

POVZETEK

Povezanost učnega uspeha in motoričnih sposobnosti je velikokrat predmet pogovorov. Dobri športniki imajo praviloma zelo dobro razvite motorične sposobnosti. Zelo veliko raziskav kaže, da je visoko povprečje vseh motoričnih sposobnosti (gibalna učinkovitost) močno povezano z visokim učnim uspehom. V raziskavi sem ugotavljal kako so z učnim uspehom povezane naslednje motorične sposobnosti: hitrost izmeničnih gibov, eksplozivna moč, koordinacija, vzdržljivost mišičnih skupin trupa, gibljivost telesa v smeri naprej, vzdržljivost ramenskega obroča in rok, sprinterska hitrost, splošna vzdržljivost. Za ugotavljanje motoričnih sposobnosti sem uporabil podatke iz ŠVK (športno vzgojni karton), za določitev višine učnega uspeha pa ocene pri slovenščini, matematiki in angleškem jeziku. Raziskava je kvantitativne narave. Rezultati raziskave so pokazali, da so učenci z višjim učnim uspehom imeli boljše rezultate pri vseh motoričnih sposobnostih razen pri gibljivosti. Na IV. OŠ Celje se izvajajo določeni projekti (Zdrav življenjski slog, RAP – razširjen program,...), ki zagotavljajo večje število ur gibanja in imajo neposreden vpliv na motorične sposobnosti otrok. Raziskave kot je moja, primeri dobre prakse in dobra ozaveščenost imajo vpliv na razvoj področja, kjer se kaže povezava med razvitostjo motoričnih sposobnosti in visokim učnim uspehom. Želim, da bi moja raziskava spodbudila k večji ozaveščenosti in pomenu ukvarjanja s športom tudi z vidika vpliva na učni uspeh.

KLJUČNE BESEDE: učni uspeh, motorične sposobnosti, športno vzgojni karton.

CONNECTION BETWEEN ACADEMIC SUCCESS AND MOTOR ABILITIES OF FOURTH PRIMARY SCHOOL STUDENTS IN CELJE

ABSTRACT

Recently more and more people have discussed connection of academic success with motor abilities. As a rule good sportsmen have very highly developed motor abilities. Numerous researches have shown that high average of all motor abilities (motor efficiency) is closely connected to high academic success. With this research I tried to establish how following motor abilities: speed of alternating movements, explosive power, coordination, endurance of torso muscle groups, body mobility, endurance of shoulder girdle and arms, sprint speed and general endurance are connected with high academic success. To establish motor abilities I used the information about motor abilities and body measurements monitoring and for defining academic success grades in Slovene language, mathematics and English were used. Results have shown that students with higher level of academic success have also achieved better results in all motor abilities but mobility. This research is of quantitative nature. At the Fourth Primary school in Celje certain projects are carried out (Zdrav življenjski slog, RAP – expanded programme,...) which assure larger number of hours of movement and directly influence motor abilities of children. Researches like mine, examples of good practice and raising of people's awareness influence the development of motor abilities and high academic success can be noted. With my research I want to increase the awareness of how important is sport for academic success.

KEYWORDS: academic success, motor abilities, monitoring of motor abilities and body meas.

PREHRANJEVALNE NAVADE DIJAKOV V ČASU POUKA

POVZETEK

»Lahko gremo na malico?« je vprašanje, s katerim se učitelji srečujemo pretežno vsak dan skozi celo šolsko leto. Ob tem učitelji v šolski uri pred uro, namenjeno malici, opazamo občuten padec koncentracije in motivacije za delo, kar je posledica lakote, ki jo dijaki občutijo. Šola je po Zakonu o šolski prehrani dolžna zagotavljati kakovostno šolsko prehrano, s katero se vpliva na optimalni razvoj učencev in dijakov, na razvijanje zavesti o zdravi prehrani in kulturi prehranjevanja ter omogočiti učencem in dijakom dostopnost do zdrave šolske prehrane. Težava, ki jo opazamo, nastane, ker dijaki velikokrat namesto zdrave izbire malice posegajo po manj zdravi oz. nezdravi malici. V članku so predstavljeni rezultati ankete, opravljene med 127 srednješolci o šolski malici, torej o njihovi prehrani med tednom v času pouka, predvsem o zadovoljstvu oziroma nezadovoljstvu s šolsko malico in o vzrokih, zakaj se zanjo ne odločijo in kaj na jedilniku pogrešajo. Rezultati ankete so pokazali, da večina dijakov ne zajtrkuje, tako da je malica v šoli njihov edini obrok večji del dneva. Dijaki so z malico zadovoljni, si pa večina ob malici kupi še kakšen izdelek hitre prehrane predvsem zaradi nezadostne količine obroka.

KLJUČNE BESEDE: srednja šola, šolska malica, dijaki, zdrava prehrana, hitra prehrana.

EATING HABITS OF STUDENTS DURING SCHOOL

ABSTRACT

»Can we go to lunch?« is a question that teachers encounter almost every day throughout the school year. At the same time teachers notice a significant drop of concentration and also motivation for schoolwork, due to hunger that students feel. Every school is obliged to provide high quality school meals according to School Meals Act, which influence the optimal development of pupils and students, the development of students' awareness of healthy nutrition, eating manners and to enable access to healthy school meals. The problem we are noticing occurs because students often choose less healthy or unhealthy school meal instead of healthy ones. The article presents the results of a questionnaire made among 127 students about school meals eaten on weekdays during the school year, satisfaction or dissatisfaction with the school meal and the reasons for their decision not to eat it or what they miss on the menu. The results of the questionnaire show that most students do not have breakfast, so the school lunch is their only meal most of the day. Students are partially satisfied with school lunch and most of them also buy a fast food snack mostly due to the insufficient quantity of a school meal.

KEYWORDS: secondary school, school lunch, students, healthy food, fast food.

**POMEN STRUKTURIRANIH VZGOJNIH PRISTOPOV V ODNOSU
VZGOJITELJ – DIJAK: PREDSTAVITEV PRAKSE DIJAŠKEGA
DOMA TABOR**

POVZETEK

Odhod od doma in preselitev v dijaški dom predstavljata vsakemu dijaku, ki se odloči za nadaljevanje svojega šolanja izven kraja njegovega stalnega prebivališča, zelo veliko spremembo. Prvi stik dijaka z odraslo osebo tako ne predstavljajo več starši, pač pa vzgojitelj, ki bdi nad dijakovim celostnim razvojem. Ključnega pomena je, da se vzgojitelj poveže s svojo vzgojno skupino in tekom leta skrbi, da odnos temelji na medsebojnem zaupanju, spoštovanju in povezovanju. V Dijaškem domu Tabor dajemo v zadnjih letih vedno večji poudarek na krepitev pedagoške vloge vzgojitelja. Letos smo se lotili novega projekta – ciljno usmerjenih individualnih pogovorov z dijaki, ki dajejo v ospredje dijakove šolske in osebne cilje, hkrati pa vzgojitelju omogočajo redno spremljanje dijakovega napredka, njegovega psihofizičnega stanja. Dijaku pa ti pogovori tudi omogočajo, da izrazi svoje mnenje o različnih temah. Prvi pogovori so že za nami in izkazali so se za zelo dobrodošle predvsem zaradi spodbujanja trdnjšege odnosa med vzgojiteljem in dijakom, prav tako pa takšni pogovori dijaka spodbudijo k razmišljanju o svojih ciljih, vrednotah, željah in mislih.

KLJUČNE BESEDE: dijaški dom, celostni razvoj mladostnika, medsebojni odnosi, individualni pogovori.

**THE MEANING OF EDUCATIONAL APPROACHES IN THE
RELATION TEACHER – STUDENT: PRESENTATION OF PRACTICE
IN THE BOARDING SCHOOL TABOR**

ABSTRACT

Leaving your home and moving into a boarding school presents a big change for every student who decides to continue the schooling process away from home. The parents don't represent the first daily contact anymore, therefore the students have to find a connection with their teacher, who watches over their physical and psychological development the whole school year. It is very important, that the teacher finds a way of connecting with his group of students, as it is his main obligation to build a strong, trustworthy and respectful relationship with them. In the Boarding School Tabor we've come to an conclusion that we have to put the pedagogical role of educators even more in the center of our work. This school year we have created something new in order to keep up with students and be their main guidance throughout the year – the individual conversations, that are focused on students' main goals, on their school personal progress and on expressing students' thoughts, values and wishes for the future. The teachers have already finished with the first longer individual conversations, which are a welcome change in our area of work, since they encourage a better and deeper connection with one another.

KEYWORDS: boarding school, students' development, relationship, individual conversations.

PREHRANJEVALNE NAVADE DIJAKOV TŠC MARIBOR

POVZETEK

V obdobju odraščanja je zelo pomembno uravnoteženo prehranjevanje. Saj vpliva na zdravje, rast in intelektualni razvoj mladostnikov. Z zdravim prehranjevalnim preprečujemo zdravstvene probleme in bolezni v odrasli dobi. Namen raziskave je bil ugotoviti prehranjevalne navade dijakov na TŠC Maribor. In vplivati na njihove bodoče prehranjevalne navade. Podatki o prehranjevalnih navadah dijakov so bili zbrani s pomočjo anketnega vprašalnika. V raziskavi je sodelovalo 112 dijakov. Rezultati kažejo da ima večina dijakov slabe prehranjevalne navade. Dnevne obroke izpuščajo. Največkrat izpustijo zajtrk. Prav tako vsakodnevno ne uživajo šolske malice. Večina dijakov je navedlo da 2-3 krat na teden uživa hitro hrano. Prav tako pa so navedli da 2-3 na teden uživajo sladkarije. Velik delež dijakov navaja da 2-3 krat na teden uživajo energijske pijače. Po končni analizi sem rezultate predstavil dijakom in z njimi imel diskusijo o pomenu zdravega načina prehranjevanja.

KLJUČNE BESEDE: zdravje, zdrava prehrana, dijaki, prehranjevalne navade.

EATING HABITS OF MARIBOR SCHOOL STUDENTS

ABSTRACT

A balanced diet is very important during the growing up period. It affects health, growth and intellectual development of young people. With healthy diet we prevent health problems and diseases in adulthood. The purpose of the research was to determine the eating habits of students at TŠC Maribor and to affect their future eating habits. The data of students eating habits were collected using a survey. In the research 112 students participated. The results show that most students have bad eating habits. Usually they skip daily meals. Most often they skip breakfast. They also do not eat school lunch every day. Most students stated that they eat fast food 2-3 times a week. They also stated that 2-3 times per week they eat sweets. A large proportion of students state that they consume energy drinks 2-3 times a week. After the final analysis, I presented the results to the students and discussed with them the importance of a healthy lifestyle of eating.

KEYWORDS: health, healthy diet, students, eating habits.

GIBALNE NAVADE DIJAKOV NA SREDNJI POKLICNI IN TEHNIŠKI ŠOLI MURSKA SOBOTA

POVZETEK

Gibanje predstavlja osnovno človekovo dejavnost in potrebo v našem življenju. Zdravo in raznoliko gibanje je še posebej zelo pomembno v obdobju odraščanja. Gibalne navade, ki jih mladostniki pridobijo, jih običajno spremljajo skozi celo življenje. Vsak mladostnik bi se moral veliko gibati primerno svoji starosti. V šolskem letu 2022/23 smo na Srednji poklicni in tehniški šoli Murska Sobota izvedli anketo o gibalnih navadah dijakov in o zadovoljstvu dijakov s poukom športa ter športnih dni. V prispevku so predstavljeni rezultati ankete, na katero so se dijaki odzvali različno in pestro. V raziskavo je bilo vključenih 100 dijakov od prvega do četrtega letnika srednjega strokovnega izobraževanja. Med vsemi anketiranimi je bilo 91 % fantov in 9 % deklet. Rezultati ankete so pokazali, da več kot polovica dijakov preživlja svoj prosti čas doma na računalniku ali na telefonu. Veliko dijakov je v svojem prostem času prepuščeni sami sebi in zato niso aktivni skupaj s starši. Dijaki so s poukom športa v šoli precej zadovoljni, predlagajo pa tudi različne vsebine in izvedbo različnih lokacij na športnih dnevih. Ugotovili so, da bo redno izvajanje gibalnih dejavnosti pozitivno vplivalo na učenje in varovalo posameznike pred mnogimi boleznimi ter različnimi odvisnostmi. Ugotovljamo, da bo v prihodnosti potrebno v pouk športa v šoli uvesti novosti, kar bo dijake dodatno motiviralo za gibanje v šoli in doma. Učitelji bomo zdravemu načinu gibanja posvečali več ur na tematskih razrednih urah, v katerih bomo ozaveščali in učili mladostnike o pomembnosti vsakodnevnega gibanja.

KLJUČNE BESEDE: srednja šola, gibanje mladostnikov, gibalne dejavnosti.

EXERCISE HABITS OF STUDENTS AT SREDNJA POKLICNA IN TEHNIŠKA ŠOLA MURSKA SOBOTA

ABSTRACT

Exercise is one of the basic human activities and needs of our lives. Healthy and varied exercise is especially important during the time of growing up (puberty). Exercise habits that teenagers acquire usually remain whole lifetime. Each teenager should exercise a lot and appropriate for his/her age. In the school year 2022/23 we carried out a survey about exercise habits of the students of Srednja poklicna in tehniška šola Murska Sobota and their satisfaction with the subject of physical education and sports days. In this presentation you will find the results of the survey which are varied and interesting. 100 students from 1st to 4th grade of vocational technical education were included in the survey. Among all there were 91 % of boys and 9 % of girls. The results show that more than half of the students spend their free time at home behind computer screens or on their phones. Most students spend their free time on their own and are not active together with their parents. Students are mostly satisfied with their activity during physical education, but they have some suggestions for different activities and locations for sports days. They determined that regular exercise positively affects learning and protects individuals from different illnesses and addictions. We conclude that the subject of physical education needs more variety and innovation which will additionally motivate students to exercise in school and at home. Teachers will pay more attention to the importance of healthy exercise during class lessons which will raise awareness and teach teenagers about the significance of everyday exercise.

KEYWORDS: secondary school, teenager activity, exercise activity.

Z NAČRTNO ŠPORTNO AKTIVNOSTJO K BOLJŠI TELESNI ZMOGLJIVOSTI UČENCEV VIŠJIH RAZREDOV OSNOVNE ŠOLE

POVZETEK

Telesna dejavnost ali telesna aktivnost je po definiciji svetovne zdravstvene organizacije kakršno koli telesno gibanje, ki ga ustvarjajo skeletne mišice in katerega posledica je potreba energije nad ravno mirovanja. V raziskavi smo želeli ugotoviti napredek telesne zmogljivosti vključenih učencev in učenk (skupno 59 učencev in učenk ali 82 %) Osnovne šole Bakovci od 6. do 9. razreda v 6-mesečnem obdobju v odvisnosti od načrtno športne aktivnosti ter splošnega osveščanja o pomenu zdrave prehrane, količine popite vode in zadostnega spanja. Proučevali smo meritve, pridobljene v posameznem mesečnem obdobju, kot so telesna višina, telesna masa, mišična masa telesa, nivo maščobe v trebušnem predelu ter napredek v številu dviga trupa v 1 minuti, v številu sklec v 1 minuti in v vzdržljivosti teka v 10 minutah. Nadzorovana vadba je potekala 1-krat tedensko v šoli, nenadzorovana vadba doma pa naj bi potekala vsaj 3-krat tedensko. Z anketnim vprašalnikom smo preverili, kako pogosto so bili učenci športno aktivni izven šolskega prostora v eksperimentalnem času, katere oblike aktivnosti imajo najraje, koliko vode popijejo na dan, ali se zdravo prehranjujejo in koliko ur spijo. Rezultati so pokazali, da se z načrtno vadbo da vplivati na izboljšanje rezultatov pri različnih športnih aktivnostih, ki si jih lahko sami izberemo in jih želimo izboljšati. Največji vpliv načrtno vadbe se je pokazal pri izboljšanju telesne moči in telesne vzdržljivosti. Če želimo vplivati na telesno mišično maso in maščobo v predelu trebuha, potrebujemo več konstantne vadbe. Dobra polovica vključenih učencev popije več kot 1 l vode na dan, večina jih spi 8 ur in približno polovica jih meni, da se zdravo prehranjujejo.

KLJUČNE BESEDE: osnovnošolci (6.–9. razred), načrtna telesna aktivnost, napredek, moč, vzdržljivost, maščoba v predelu trebuha, mišična masa telesa.

THROUGH INTENTIONAL SPORTS ACTIVITIES TO AN IMPROVED PHYSICAL ABILITY OF HIGHER GRADES ELEMENTARY SCHOOL STUDENTS

ABSTRACT

According to World Health Organization, physical activity is defined as any bodily movement produced by skeletal muscles and which results in the need of energy supply over the level of inactivity. In our research, we wanted to study the progress of physical capacity of 6th, 7th, 8th and 9th grade students (59 students or 82 %) at Primary School Bakovci within six months, depending on planned sports activities and overall awareness on the importance of healthy diet, amount of consumed water and adequate sleep. In our research, we studied measurements obtained monthly, such as body height, mass, muscle mass, the level of fat in abdominal area and the progress of sit-up repetitions within one minute, pushups within one minute and the endurance in a 10 minutes' run. Controlled exercise was performed at school once a week, however, uncontrolled exercise was supposed to be carried out at least three times a week. Using a questionnaire, our aim was to find out how often students perform sports activities out of school area within the experiment time period, which activities are their favorite, the amount of water they drink a day, whether they have a balanced diet, and how many hours they sleep. The results have shown that planned exercise can contribute to improvement of results in different sports activities, which can be selected individually based on areas we want to enhance. The highest impact of a planned exercise has been found out in the improvement of body strength and endurance. If we want to have a good influence on body muscle mass and abdominal fat, this requires more constant exercise. Just over half of the students we interviewed drink more

than one litre of water a day, most of them sleep eight hours a day, and approximately one half of them believe to have a healthy diet.

KEY WORDS: primary school students (from 6th to 9th grade), planned physical activity, improvement, strength, endurance, fat in abdominal area, muscular body mass.

SPREMEMBA GIBALNIH NAVAD OBČANOV Z ODPRTJEM NOVEGA FITNESA V BUKOVCIH

POVZETEK

Leto 2022 je bilo vsekakor velika prelomnica gibalnega sloga življenja ljudi. Drugi val epidemije covid-19 je pustil resne posledice na zdravju otrok in odraslih. Upad gibalne učinkovitosti se nadaljuje, izmerili pa so tudi največji porast deleža otrok z debelostjo v zgodovini spremljanja. Obisk vodenih vadb in treningov v fitness centrih je bil po epidemiji za kar 50 % nižji. V mesecu marcu 2022 smo v občini Markovci, v vasi Bukovci, odprli nov fitness center. Ljudi smo že pred odprtjem fitnesa z različnimi članki ozaveščali o pomenu besede fitnes. Vsekakor je bil obisk fitnesa za naše občane še velik tabu, saj so imeli ljudje velikokrat napačno predstavo o fitness centrih. Po dolgoletnih izkušnjah sedaj predstavljamo konkretne načine in rešitve, kako ljudi vpeljati v zdrav življenjski slog in na kakšen način lahko dosežemo, da bo gibanje postalo naš nov način življenja. Opažamo tudi, da se je populacija v fitness centrih zelo spremenila, saj treninge v večini obiskujejo ženske, starejši ljudje in osebe s poškodbami. V prispevku predstavljamo nove poglede ljudi na gibalni način življenja po epidemiji v naši občini in konkretne rešitve, ki smo jih dosegli v zelo kratkem časovnem obdobju.

KLJUČNE BESEDE: gibalne navade, fitnes, način življenja, drugačni pogledi.

CHANGING PEOPLE'S EXERCISE HABITS WITH THE OPENING OF A NEW FITNESS CENTRE IN BUKOVCI

ABSTRACT

The year 2022 was certainly a major turning point in people's physical lifestyle. The second wave of the epidemic of covid-19 has left serious consequences on the health of children and adults. The decline in exercise performance continues, and the largest increase in the proportion of obese children in the history of monitoring has been measured. The decline in guided exercise and training in fitness centres was as much as 50% lower after the epidemic. In March 2022, we opened a new fitness centre in the municipality of Markovci, in the village Bukovci. Before the opening of the fitness centre, we have already raised people's awareness of the importance of the word fitness through various articles. Going to the gym was certainly still a big taboo for our citizens, as people often had the wrong idea about fitness centres. After years of experience, we are now presenting concrete ways and solutions on how to get people into a healthy lifestyle and how we can make exercise our new way of life. We also notice that the fitness population has changed a lot, with women, elderly and people with injuries being the majority of fitness trainees. In this paper we present the new perspectives of people on the physical lifestyle after the epidemic in our municipality and the concrete solutions which we have achieved in a very short period of time.

KEYWORDS: exercise habits, fitness, lifestyle, different perspectives.

GIBALNE DEJAVNOSTI RAZŠIRJENEGA PROGRAMA OSNOVNE ŠOLE SLADKI VRH

POVZETEK

Na naši šoli smo se v sklopu razširjenega programa, na podlagi raziskave delovne skupine SLOfit športno vzgojni karton, ki je pokazal največji upad gibalnih sposobnosti v zgodovini meritev športno vzgojnega kartona v času epidemije covid-19 in na podlagi analize ter ugotovitev športno vzgojnega kartona za učence naše šole, ki je zajemala raziskavo in analizo gibalnih sposobnosti učencev skozi obdobje treh let, odločili, da damo poseben poudarek razširjanju vsebin gibalnih dejavnosti za učence s ciljem čim večje številčne vključenosti osnovnošolcev v različne gibalne programe, ki smo jih pripravili na šoli v okviru razširjenega programa Gibanje in zdravje za dobro psihično in fizično počutje. Analizirali in spremljali smo spremembe gibalnih sposobnosti 150 otrok od 1. do 6. razreda v obdobju od 2018 do 2021. Analiza gibalnih sposobnosti v tem času je pokazala, da smo z vsebinami razširjenega programa uspeli premostiti upad gibalnih sposobnosti učencev v času epidemije in dela na daljavo že v enem šolskem letu. Največji razvoj so pokazali oddelki učencev, ki so imeli gibalne sposobnosti močno pod slovenskim povprečjem. Ti oddelki, so se v letih izvajanja tega programa pomaknili v slovensko povprečje. Pri izvajanju razširjenega programa smo prav tako dobili izjemen odziv in finančno podporo občine in celotne lokalne skupnosti, kar nam je omogočilo, da je ta gibalni program zaživel v takšni infrastrukturni obliki, obsegu in številčnem odzivu učencev kot smo si ga zamislili in želeli.

KLJUČNE BESEDE: razširjeni program, gibanje, gibalne dejavnosti, osnovna šola.

MOVEMENT ACTIVITIES OF THE EXTENDED PROGRAMME OF THE SLADKI VRH PRIMARY SCHOOL

ABSTRACT

In our school, as part of an extended programme, we have undertaken a three-year study and analysis of the pupils' motor skills, based on the SLOfit Sport and Physical Education Scorecard survey, which has shown the largest decline in motor skills in the history of the Sport and Physical Education Scorecard measurements during the covid-19 epidemic, and the analysis and findings of the Sport and Physical Education Scorecard for pupils in our school, decided to put a special emphasis on expanding the range of physical activities for pupils, with the aim of maximising the participation of primary school pupils in the various physical activity programmes we have developed at the school as part of the expanded Movement and Health for Mental and Physical Well-being programme. We analysed and monitored changes in the motor skills of 150 children from year 1 to year 6 from 2018 to 2021. Analysis of motor skills during this time has shown that the content of the extended programme was able to overcome the decline in pupils' motor skills during the epidemic and the work remotely in just one school year. The greatest development was shown by the sections of pupils whose motor skills were well below the national average. Over the years of the programme, these departments have moved towards the national average. In implementing the extended programme, we have also received an overwhelming response and financial support from the municipality and the local community as a whole, which has allowed us to bring this movement programme to life in the infrastructure, scale and student response that we envisioned and desired.

KEYWORDS: extended programme, exercises, movement activities, primary school.

GIBALNO DIDAKTIČNE IGRE PRI POUKU

POVZETEK

Gibanje pozitivno vpliva na naše zdravje, motorične spretnosti in sposobnosti, čustveno in socialno ter kognitivno delovanje, prav tako pa tudi na učenje, saj spodbuja učni proces in procese mišljenja. Današnji način življenja vključuje premalo gibanja. To velja tudi za otroke in mladostnike. Zato je pomembno, da otrokom v času odraščanja privzgojimo gibanje kot vrednoto. Učitelji se moramo pri svojem delu z otroki zavedati, kako pomembno je gibanje za otrokov razvoj. Pri svojem delu se tako srečujemo z različnimi izzivi, kako pri učencih spodbuditi več gibanja. V zadnjih letih sem opazila, da so učenci vedno manj gibalno aktivni, kar se kaže tudi pri njihovi motivaciji, koncentraciji in sposobnosti aktivnega spremljanja pouka. Zastavila sem si cilj, da bom pri svojem delu v pouk in tudi odmor, vključila več dejavnosti, ki spodbujajo gibanje otrok. Takšen način dela je po določenem času že začel kazati pozitivne učinke na motivacijo in koncentracijo otrok pri pouku, saj so učenci lažje sledili učni uri, uspešneje so reševali zahtevne naloge, prav tako so se izboljšali njihovi medsebojni odnosi. V prispevku so poleg teoretičnih izhodišč podani tudi primeri, kako lahko vključimo gibanje v pouk in odmor ter pozitivni učinki gibanja na učence. Dejavnosti, ki so predstavljene in jih tudi sama uporabljam pri pouku, lahko namreč pouk popestrijo ter pripomorejo k boljši koncentraciji in motivaciji učencev za delo, hkrati pa tudi izboljšajo razredno klimo.

KLJUČNE BESEDE: gibanje, minuta za zdravje, možganski premori, poučevanje, razvoj otroka.

MOVEMENT DIDACTIC GAMES

ABSTRACT

Movement has a positive effect on our health, motor skills, emotional, social and cognitive functioning, as well as on learning, as it stimulates the learning process and thinking processes. Today's lifestyle does not include enough exercise, which applies to children and adolescents as well. Teachers must be aware of the importance of movement for child's development. Teachers encounter various challenges about how to encourage pupils in more movement. I have noticed that pupils are less physically active in recent years, which is reflected in their motivation, concentration and their ability to follow school lessons. My goal was to incorporate activities that encourage movement in lessons and breaks. After some time, this change showed positive effects on pupils' motivation and concentration during lessons as they were able to follow my lessons more easily and they were more successful in solving difficult tasks. Their relationships with each other also improved. The paper presents not only the theoretical starting points but also various examples of how to include movement in school lessons and breaks and positive effects that movement has on pupils. The activities that I use and are mentioned in this paper can make lessons more interesting, they can contribute to better concentration and motivation and at the same time improve the classroom climate.

KEYWORDS: movement, minute for health, brain breaks, teaching, child development.

PRAKTIČNI PRISTOPI UVAJANJA RAZNOLIKE PREHRANE PRI UČENCIH Z MOTNJO AVTISTIČNEGA SPEKTRA

POVZETEK

Nevrorazlični posamezniki, med katere uvrščamo tudi učence z motnjo avtističnega spektra, se pogosto srečujejo s težavami na področju senzorne integracije. Pri svojem delu z učenci z motnjo avtističnega spektra opažam, da se vsakodnevno srečujejo z izzivi na tem področju. Zaradi težav pri občutenju in sprejemanja dražljajev hrano sprejemajo zelo selektivno. Pred in med obroki v šoli vsakodnevno doživljajo stres, ki negativno vpliva na različna področja njihovega funkcioniranja. Zaradi omenjenega sem se odločila, da jim bom pri pouku gospodinjstva in kuharskem krožku ponudila možnost učenja, spoznavanja in sprejemanja novih okusov. V članku bom predstavila osnovne principe stopenjskega oralno-senzornega pristopa, ki je bil osnova proučevanja. Od septembra 2021 je bilo vanj vključenih 5 učencev 4. razreda in 3 učenci 6. razreda. Vključeni so obroke doživljali stresno, uživali so omejen izbor živil. Hrana, ki so jo uživali, se je pogosto bistveno razlikovala od hrane vrstnikov v šoli in doma. Cilj izvajanja je bil izboljšati otrokove zmožnosti sprejemanja različnih oblik in vrst hrane ter jim ob tem zagotoviti varno in spodbudno okolje. Vsi vključeni učenci so bistveno izboljšali svoj pogled na hranjenje, pripravljeni so sprejemati nove okuse, obred hranjenja pa zanje ni več tako stresen. Z dejavnostjo bom nadaljevala tudi v šolskem letu 2022/23.

KLJUČNE BESEDE: avtizem, hipersenzibilnost, prehranjevanje, senzorna integracija.

PRACTICAL APPROACHES TO INTRODUCING A DIVERSE DIET FOR PUPILS WITH AUTISTIC SPECTRUM DISORDER

ABSTRACT

Neurodiverse individuals, including pupils with autistic spectrum disorder, often experience difficulties in sensory integration. In my work with pupils with autistic spectrum disorder, I notice that they face challenges in this field on a daily basis. Due to problems in the area of feeling and accepting stimuli, they accept food very selectively. Before and during meals at school, children experience stress every day, which negatively affects various areas of their functioning. Because of the aforementioned, I decided to offer them the opportunity to learn, get to know and accept new tastes in the home economics classes and cooking class. In the paper, I will present the basic principles of the graded oral-sensory approach, which was the basis of the study. As of September 2021, 5 pupils of the 4th grade and 3 pupils of the 6th grade were included in it. The pupils experienced their meals as stressful, they consumed a limited selection of foods. The food they consumed was often significantly different from that of their peers at school and at home. The aim of the implementation was to improve the pupils' ability to accept different forms and types of food, and at the same time to provide them with a safe and stimulating environment. All the pupils involved have significantly improved their view of feeding, they are ready to accept new tastes, and the feeding ritual is no longer so stressful for them. I will continue with the activity in the school year 2022/23.

KEY WORDS: autism, eating, hypersensitivity, sensory integration.

UPORABA EXCELA PRI BELEŽENJU SAMOTESTIRANJA UČENCEV IN PREVERJANJU POGOJA PCT

POVZETEK

V zadnjih dveh letih se je pouk zaradi epidemije COVID-19 bistveno spremenil. Ker je zdravje ena izmed najpomembnejših človekovih vrednot, se je pouk v predlanskem in lanskem šolskem letu zaradi zajezite epidemije in ohranitve zdravja otrok izvajal na daljavo, v šole pa se je za nekaj časa uvedlo tudi obvezno samotestiranje učencev. Pri poučevanju in učenju so bili učitelji in učenci v času šolanja na daljavo »prisiljeni« v uporabo različnih aplikacij. Poleg samega pouka smo se učitelji in vodstvo šole znašli v težavah tudi pri izvajanju samotestiranja, saj je bilo pri le-tem s strani vlade podanih veliko različnih pogojev, ki smo jih morali izpolniti. K reševanju težav in preverjanju, kateri učenci izpolnjujejo PCT pogoj, je vsaka šola pristopila na svoj način. V prispevku je predstavljeno, kako smo na OŠ Jurija Vege samotestiranje v posameznih razredih beležili z Excelovimi datotekami, ki smo jih naložili na šolski SharePoint. Dostop do datotek je bil urejen s pomočjo posebnih pravic in dovoljenj. V datotekah smo s pomočjo pogojnega oblikovanja celic ustvarili pravila, ki so zajemala vse izjeme in pogoje, po katerih naj bi potekalo samotestiranje učencev. Datoteke in omenjeni način beleženja so nam omogočili transparentno in enostavno rešitev pri protokolu samotestiranja učencev in preverjanju pogoja PCT.

KLJUČNE BESEDE: epidemija COVID-19, samotestiranje, Excel, pogojno oblikovanje celic.

THE USE OF EXCEL IN RECORDING RESULTS OF STUDENTS SELF-TESTING AND CHECKING RTV CONDITION

ABSTRACT

In the last two years, school lessons have been significantly changed due to the COVID-19 pandemic. As health is one of the most important values and children's health needed to be preserved, many measures took place to fight the pandemic. To name just two of them, schooling has been conducted remotely and the students' self-testing has become mandatory. In teaching and learning, teachers, and students (pupils) were "forced" to use different applications during remote schooling. Besides challenges in carrying out the lessons, school management and teachers faced challenges in implementing and supervising pupils' self-testing as well. A variety of governmental criteria had to be met in both areas. Each school has approached the supervision of the so-called RTV (recovered, tested, vaccinated) criteria in its own way. In this article I present how we kept records of self-testing results in individual classes of elementary school "OŠ Jurija Vege Moravče" using Excel files that we uploaded to the school's SharePoint. Access to the Excel files has been enabled with the help of attributing special rights and permissions. In files we used conditional cell formatting and rules that covered all exceptions and criteria we had to meet in pupils' self-testing protocols. Excel files and the recording method proved to be a transparent and simple tool in the implementation of the students' self-testing protocols and in verifying the students' RTV criteria.

KEYWORDS: an epidemic of COVID-19, self-testing, Excel, conditional cell formatting.

SPREHOD SKOZI GOZD – VKLJUČEVANJE GIBANJA PRI STROKOVNO-TEORETIČNEM PREDMETU V SREDNJI ŠOLI

POVZETEK

Učitelj je človek, ki mlade ljudi uči spoznavati svet. Mladi ljudje so vedoželjni, radi sledijo različnim metodam učenja. Vemo, da obstaja veliko aplikacij s katerimi popestrimo izvajanje učnega procesa v šoli. Tudi dijaki Srednje lesarske šole v Ljubljani so navdušeni nad njimi. Kaj pa njihovo zdravje? Ali se dovolj ukvarjajo s športom? Ali se dovolj gibajo na svežem zraku, kot nam narekuje zdrav življenjski slog? V prispevku je uporabljen anketni vprašalnik s katerim je bilo ugotovljeno, da gibanju v naravi v prostemu času skoraj ne namenijo, ampak ga raje preživijo v zaprtih prostorih. Odločila sem se, da pouk pri strokovno-teoretičnem predmetu nadgradim s praktičnim delom na terenu. Z dijaki prvega letnika srednjega strokovnega izobraževanja smo se povzpeli v gozd sredi Ljubljane. Skozi gibanje in učenje smo združili dve funkciji gozda – rekreacijska in raziskovalna. Učili smo se prepoznati drevesno vrsto v zimskem času. V tem obdobju so prepoznavni znaki popki in skorja. Mi smo izbrali skorjo. Osredotočili smo se na dve čutili – vid in tip. Ugotovili smo, da se skorje drevesnih vrst razlikujejo po barvi in reliefu. Dijaki so bili razdeljeni v pet skupin. Na drevesa so v prsni višini pritrdili papir ter z ogljem risali po deblu. Vsaka skupina je morala najti pet različnih oblik drevesne skorje. Dobili so profil, ki je značilen za vsako drevesno vrsto. Rezultate smo najprej primerjali med seboj nato pa z informacijskimi tablami, ki so postavljene v gozdu. Učni proces smo nadaljevali s teoretičnim delom v šoli, kjer smo znanje nadgradili in postavili razstavo. Na ta način smo obravnavanje vsebinskega sklopa obrnili »na glavo«. Začeli smo s praktičnim delom in končali s teoretičnim delom. Anketa je pokazala, da so bili dijaki s potekom obravnavanja nove učne vsebine zadovoljni in da bi si želeli še več tovrstnih aktivnosti. Namen prispevka je tudi navdušiti mladostnike do hoje v naravi z očmi raziskovalca kot najcenejši in najdostopnejši način ohranjanja zdravja. Začne se z majhnimi koraki.

KLJUČNE BESEDE: gibanje v naravi, raziskovanje, drevesna vrsta, skorja, čutili – vid in tip.

A WALK THROUGH THE FOREST – INCORPORATING MOVEMENT IN A VOCATIONAL-THEORETICAL SUBJECT IN SECONDARY SCHOOL

SUMMARY

A teacher is a person who teaches young people to learn about the world. Young people are curious, they like to follow different methods of learning. We know that there are many applications that can be used to enrich the implementation of the learning process. Even the students of secondary school of wood engineering in Ljubljana are enthusiastic about them. What about their health? Do they do enough sports? Do they move enough in the fresh air, as a healthy lifestyle dictates? The article uses a survey questionnaire, with which it was established that they hardly devote their free time to movement in nature, but prefer to spend it indoors. I decided to supplement the lessons in the vocational-theoretical subject with practical work in the field. With the students of the first year of secondary education, we climbed into the forest in the middle of Ljubljana. Through movement and learning, we combined the two functions of the forest – recreational and research. We learned to recognize tree species in winter. Buds and bark are recognizable signs during this period. We chose the bark. In recognition, we focused on two senses – sight and type. We found that the bark differ from each other in terms of color and relief. The students were divided into five groups. They attached paper to the trees at chest height and drew on the trunk with charcoal. Each group had to find five different shapes of tree bark. They obtained a profile that is characteristic of each tree species. We first compared the results with each other and then with the information boards that are placed in the forest. We continued the learning process with theoretical work at school, where we upgraded our knowledge and

set up an exhibition. In this way, we turned the treatment of the content group »upside down«. We started with practical work and ended with theoretical work. The survey showed that the students were satisfied with the course of dealing with the new learning content and that they would like more such activities. The purpose of the contribution is also to inspire young people to walk in nature with eyes of a researcher as the cheapest and most accessible way of maintaining health. It starts with small steps.

KEYWORDS: movement in nature, research, tree species, bark, senses – sight and type.

MIGAMO, OB UČENJU SE GIBAMO

POVZETEK

Gibanje (Vertnik, 2014) je osnova za zdravo življenje in razvoj. Zadostno gibanje moramo omogočiti otrokom že v otroštvu. Je tudi primarna otrokova potreba. Najuspešnejše obdobje za razvoj otrokovih motoričnih potencialov in učenje gibalnih vzorcev je med zgodnjim šolskim obdobjem. Novih gibalnih tehnik se otrok uči izjemno hitro, brez večjih naporov (Pišot in Zorc, 2004). Otrok z gibanjem pridobiva pozitivno samopodobo, izkušnje, vzdržljivost ipd. V šolskem prostoru pa se pogosto srečujemo z učenci, ki se neprestano premikajo – presedajo se na stolu, gugajo, vstajajo, hodijo po razredu, impulzivno reagirajo. Pri nemirnih otrocih je pogosto zaznani tudi učne težave ter motnje pozornosti in vedenja. Sama se srečujem z učenci, ki imajo diagnozo ADHD ali ADD. Iskala sem številne načine in v razredu sem izvajala pouk s pomočjo; kinestetične mize, elastičnim trakom, tekom za zdravje in gibalnimi aktivnostmi v avli šole. Naloge in aktivnosti smo izvajali skupaj z učenci na Zavodu za gluhe in naglušne Ljubljana. Učencev v izvedbi je bilo 15. Izvajali smo jih v času, ko učenci niso več zmogli aktivno sodelovati pri pedagoškem procesu, ko je bila motivacija in koncentracija zelo nizka. Vse aktivnosti so pozele veliko navdušenost. Bistvenega pomena pa je to, da se je izboljšala pozornost in koncentracija, lažje so sledili razlagi in delu v razredu. Prav to slednje sem poskusila doseči, da bi pedagoški proces stekel bolj motivirano in sproščeno. S temi ugotovitvami si na ravni našega Zavoda zaposleni (kolektiv) izmenjuje menja, ideje in pomoč pri izvedbi pedagoškega procesa. Prav tako aktivnosti primerne za uporabo v rednih šolah ali drugih zavodih.

KLJUČNE BESEDE: otroci s posebnimi potrebami, pouk, gibanje, učenje ob gibu, ADHD.

WE ARE MOVING WHILE WE ARE LEARNING

ABSTRACT

The movement (Vertnik, 2014) is the basis for healthy living and development. We need to allow children to move sufficiently in childhood. It's also the primary need of a child. The most successful period for developing a child's motor potential and learning movement patterns is during the early school period. New movement techniques are taught extremely quickly, without significant effort (Pišot and Zorc, 2004). A child with movement acquires a positive self-image, experience, endurance, etc. In the school room, we often meet students who move constantly – they sit in a chair, rock, get up, walk around the classroom, react impulsively. Learning difficulties and attention and behavioural disturbances are also common in restless children. I meet with students diagnosed with ADHD or ADD. I have looked for many ways and have been teaching with help in the classroom; kinesthetic tables, elastic bands, runs for health and movement activities in the school lobby. Tasks and activities were carried out together with students at the Institute for the Deaf and Hard of Hearing Ljubljana. The pupils in the outing were 15. They were carried out at a time when students were no longer able to actively participate in the pedagogical process, when motivation and concentration were very low. All activities have enjoyed great enthusiasm. What is essential, however, is that attention and concentration have improved, and they have more easily followed interpretation and work in the classroom. This is exactly what I have tried to achieve in order to make the pedagogical process more motivated and relaxed. With these findings, at the level of our Institute, the employee (collective) exchanges ideas and assistance in the implementation of the pedagogical process. Also, activities suitable for use in mainstream schools or other institutions.

KEYWORDS: children with special needs, lessons, movement, learning while moving, ADHD.

S ČUJEČNOSTJO DO BOLJŠEGA POČUTJA V RAZREDU

POVZETEK

Pomanjkanje časa, hitenje, sočasno opravljanje različnih stvari ter številni dražljaji iz okolice zmanjšujejo našo sposobnost zavedanja, pozornosti. Potiskajo nas v stresne situacije in negativno vplivajo na duševno zdravje posameznika. Slabša koncentracija, pomanjkanje pozornosti, utrujenost, raztresenost, nemirnost otrok so vse pogostejše težave, s katerimi se soočamo. Verjetno vsak, ki dela z otroki v razredu, vsaj enkrat dnevno pomisli na velik gumb za premor. Gumb, ki nam omogoči, da se ustavimo, zadihamo in vsaj malo sprostim. Sama sem ta »gumb« našla v čuječnosti, ki jo postopoma uvajam pri projektnem delu z učenci prvega vzgojno-izobraževalnega obdobja. Z vajami čuječnosti, ki jih predstavljam v prispevku, se učenci učijo izklopiti avtopilota in usmeriti pozornost na to kar počnejo. Razvijajo potrpežljivost, zaupanje in sprejemanje samega sebe ter drugih. S kratkimi dihalnimi vajami se skupaj učimo umirjanja in sproščanja. Učitelji smo, ob izvajanju omenjenih aktivnosti, opazili izboljšanje pozornosti, umirjenosti in sproščenosti otrok, kar omogoča uspešnejše, povezovalno delo v razredu. Opazne so pozitivne spremembe pri izražanju čustev učencev, še posebej tistih, ki so običajno zadržani, boječi. Omenjeni rezultati so nas spodbudili k nadaljnjem vključevanju čuječnosti od 1. do 9. razreda, s trajno usmerjenim ciljem v zmanjšanju impulzivnosti, nemirnosti učencev, izboljšanju koncentracije ter boljšemu počutju v razredu.

KLJUČNE BESEDE: čuječnost, vaje čuječnosti, umirjanje, sproščanje, duševno zdravje.

WITH MINDFULNESS TO BETTER WELL-BEING IN THE CLASSROOM

ABSTRACT

Lack of time, rushing, doing different things at the same time and many stimuli from the environment reduce our ability to be aware and pay attention. Those things push us into stressful situations and have a negative impact on the individual's mental health. Minor concentration, lack of attention, tiredness, distraction, and restlessness in children are increasingly common problems. Everyone who works with children in the classroom thinks about the big pause button at least once a day. A button that allows us to stop, take a breath, and at least relax a little. I found this "button" in mindfulness, which I gradually introduced in my project work with students in grades 1 through 3. With the mindfulness exercises, I present in the article, students learn to turn off the autopilot and focus on what they are doing. They develop patience, trust, and acceptance of themselves and others. With short breathing exercises, we learn to calm down and relax together. As teachers, when carrying out the mentioned activities, we noticed an improvement in the children's attention, calmness, and relaxation, which enables more successful, cohesive work in the classroom. There are noticeable positive changes in the expression of students' emotions, especially those who are usually reserved and fearful. The mentioned results encouraged us to further integrate mindfulness from 1st to 9th grade, with the permanent goal of reducing students' impulsivity and restlessness, improving concentration, and better well-being in the classroom.

KEYWORDS: mindfulness, mindfulness exercises, calmness, relaxation, mental health.

SPODBUJANJE KOLESARSTVA PREKO PROJEKTA DIJAKI DIJAKOM ZA VARNO MOBILNOST

POVZETEK

Strokovni delavci zaposleni v šolstvu poleg vzgojno-izobraževalnega dela, ki je naša primarna dejavnost, opravljamo še vrsto drugih nalog. Ena izmed dodatnih oblik dela je sodelovanje v projektih, kot je bil Dijaki dijakom za varno mobilnost, katerega nosilec je bil Zavod Republike Slovenije za šolstvo. Namen triletnega projekta Dijaki dijakom za varno mobilnost je ozaveščanje mladih o varni mobilnosti, trajnostnem načinu življenja ter povezovanju vsebin, ki so pomembne za aktivno zdravje mladih. V sklopu projekta smo organizirali kolesarski dan z električnimi kolesi. Namen kolesarskega dneva z električnimi kolesi je bil, da približamo kolesarstvo tudi tistim dijakom, ki ga ne obvladajo ali imajo odpor, saj je gibanje pri mladostnikih izrednega pomena za njihov celostni razvoj in pozitivno vpliva tako na zdravje kot tudi na njihove kognitivne sposobnosti. Kolesarjenje smo prikazali kot trajnostni in hkrati zdrav način življenja. Podkrepi smo ga še z učnimi vsebinami prometne vzgoje. Po zaključenem projektu Dijaki dijakom za varno mobilnost in analizi rezultatov lahko trdim, da smo ravno učitelji tisti, ki poleg družine, učimo in kontinuirano motiviramo in tako vsaj delno pripomoremo k zdravemu in aktivnemu načinu življenja mladostnikov.

KLJUČNE BESEDE: kolesarstvo, projektno delo, trajnostna mobilnost, zdrav življenjski slog.

ENCOURAGING CYCLING THROUGH THE 'STUDENTS TO STUDENTS FOR SAFE MOBILITY' PROJECT

ABSTRACT

In addition to educational work, which is our primary function, employees in the public education sector also provide a variety of additional functions. One of these functions is participating in projects, such as 'Students to students for safe mobility,' which was organised by the National Education Institute. The purpose of this three-year long project is raising awareness in the youth about safe mobility, sustainable way of living and connecting activities that are important for the health of our youth. Within the scope of the project, we've organised a cycling-only day with electric bikes. The purpose of the activity was to present cycling as an accessible activity also to students who aren't proficient in it, or are resisting it - since physical activity is the cornerstone of their wholesome development, and has positive influence on their health as well as their cognitive abilities. We presented cycling as a sustainable and also healthy lifestyle. This message was reinforced with learning content of traffic regulation. After finishing the 'Students to students for safe mobility' project and analysing the results, I can claim that, in addition to the families, us school and education workers are the ones who can use appropriate and continuous motivation to at least partly contribute to a healthy and active lifestyle of our youth.

KEYWORDS: cycling, project work, sustainable mobility, healthy lifestyle.

HRANA – VIR PREŽIVETJA ZA ENE, A ZA DRUGE NUJNO ZLO, KI GA JE POTREBNO UTIŠATI

POVZETEK

Čas odraščanja je čas, ko se pri odraščajočih otrocih začnejo telesne, čustvene, kognitivne in socialne spremembe in vsako po sebi postavlja pred mladostniku ovire na tej poti odraščanja. Eno izmed takih ovir predstavlja tudi samopodoba in oblikovanje pozitivne samopodobe, ki je v tem obdobju zelo pomembno. Tu pa se velikokrat zatakne. Mladostniki se začnejo primerjati s svojimi vrstniki, idoli, vplivneži in drugimi. Ker velikokrat na to, kakšni so, nimajo vpliva, je prvo, na kar lahko vplivajo, hrana. Torej, kaj jedo in kolikokrat na dan zaužijejo obrok. V tem začnejo pretiravati, ukvarjanje s hrano postane najpomembnejša stvar v njihovem vsakdanjiku in to začne vplivati na njihovo čustveno in telesno zdravje. Tako lahko hitro zapadejo v začarani krog, iz katerega je lahko izhod dolgotrajen in naporen, včasih pa žal tudi neuspešen. Govorimo o motnjah hranjenja. Namen in cilj članka je pridobiti grobo sliko o vedenju učencev in učenk osmih in devetih razredov, tistih, ki se aktivno ukvarjajo s športom, in tistih, ki se sploh ne, o motnjah hranjenja, njihovem odnosu do samega sebe in svoje samopodobe. Izveden je bil kratek, anonimni anketni vprašalnik na omenjeno temo. Razlike med dekleti in fanti obstajajo, in sicer tako med tistimi, ki se aktivno ukvarjajo s športom povprečno vsaj tri krat tedensko, kot med dekleti in fanti, ki niso športno aktivni. Skoraj polovica vseh anketiranih pa bi radi več pogovora v šoli na to temo. Sprememb še nisem uspela uvesti, je pa to načrt za prihodnost, da bi več pogovora namenili tem tematikam.

KLJUČNE BESEDE: mladostniki, odraščanje, začarani krog, motnje hranjenja.

FOOD – A SOURCE OF SURVIVAL FOR SOME, BUT FOR OTHERS A NECESSARY EVIL THAT NEEDS TO BE SILENCED

ABSTRACT

Adolescence is the time when physical, emotional, cognitive and social changes begin in growing children, and each of them presents obstacles in front of the adolescent on this path of growing up. One of these obstacles is also self-image and a positive form of self-image is very important in this period. But this is where it often gets stuck. Teenagers start comparing themselves to their peers, idols, influencers and others. Since they often have no influence on how they are, the first thing that can be influenced is food. So what do they eat and how many times a day do they eat a meal. They begin to overdo it, dealing with food becomes the most important thing in their daily life and begins to affect their emotional and physical health. So soon, he can quickly fall into a vicious circle, from which the exit can be long and difficult, and sometimes, unfortunately, unsuccessful. We are talking about eating disorders. The aim and goal of the article is to get a rough picture of the behavior of male and female students in the eighth and ninth grades, those who are actively involved in sports and those who are not at all, about eating disorders, their attitude towards themselves and their self-image. A short, anonymous questionnaire was conducted on the mentioned topic. Differences between girls and boys exist both among those who actively engage in sports at least three times a week on average, and between girls and boys who are not active in sports. Almost half of all respondents would like more discussions on this topic in school. I haven't been able to introduce changes yet, but this is a plan for the future, that is, to devote more conversation to these topics.

KEYWORDS: adolescents, growing up, vicious cycle, eating disorders.

SKRB ZA UČENCE Z EPILEPSIJO V ŠOLI

POVZETEK

Zdravje je ena izmed vrednot, ki se nam prevečkrat zdi samoumevna. Če pa zbolimo, temu ni tako. Kot učitelji smo dolžni, da se vsakodnevno odzivamo na probleme v zvezi z zdravjem otrok, še pa posebej moramo biti previdni, kadar je v naši sredi učenec z resnimi zdravstvenimi težavami. V članku bomo predstavili primer dveh učencev z epilepsijo, ki obiskujeta našo šolo. Predstavljamo aktivnosti, ki smo jih na šoli izvedli za učitelje in učence, da bi se zavedali, kako pravilno ravnati ob epileptičnem napadu. Ker je odgovornost za zdravje tudi na nas, smo vse učitelje podučili, kako ravnati ob napadu. Razredniki smo na razrednih urah pripravili delavnice za učence, kjer smo jim znanje predali. Na razrednih urah sta svojo zgodbo delila tudi učenca z boleznijo, saj se v njuno pričevanje vrstniki lažje vživijo, ju lažje razumejo in so jima v oporo. Učitelji želimo za učence z zdravstvenimi težavami postati varno okolje, v katerem se bodo lahko brezskrbno posvetili svojim ciljem in uspehom v šoli. Ugotavljamo, da vsakoletna izobraževanja in delavnice o epilepsiji in drugih boleznih učencev doprinesejo k zmanjšanju strahu pred izbruhom napada pri učiteljih in povečujejo občutek, da bodo znali pomagati. Namen prispevka je širiti pridobljeno znanje o epilepsiji in ozavestiti tudi druge učitelje, da se seznanijo z boleznimi svojih učencev, saj je za njihovo uspešno vključenost in boljše razumevanje pomembno, da učitelj pozna njihove bolezni, jim nudi ustrezne prilagoditve in jim po potrebi tudi pomaga.

KLJUČNE BESEDE: epilepsija, pomoč, učenec, učitelj, znaki.

CARING FOR STUDENTS WITH EPILEPSY AT SCHOOL

ABSTRACT

Health is one of the values that we often take for granted. But if we get sick, this is not the case. As teachers, we have a duty to respond to problems related to a child's health on a daily basis, and we must be especially careful when our focus is on a student with serious health problems. In the article, we will present the case of two students with epilepsy who attend our school. We present the activities that we carried out at school for teachers and students to make them aware of how to act correctly in the event of an epileptic seizure. Since the responsibility for health is also ours, we taught all teachers how to act in the event of a seizure. During the class meetings, the class teachers prepared workshops for the students, where we passed on the knowledge to them. In class meetings, students with the disease also shared their stories, because their peers can empathize with their testimony, understand them more easily and support them. The teachers want to become a safe environment for students with health problems, in which they can carefree focus on their goals and success in school. We have found out that annual educations and workshops on epilepsy and other student diseases contribute to reducing teachers' fear of having a seizure and their feeling that they will be able to help. The purpose of the article is to expand the acquired knowledge about epilepsy and to make other teachers aware of their students' diseases, because for their successful involvement and a better understanding it is important that the teacher knows their diseases, offers them appropriate adaptations and helps them if necessary.

KEY WORDS: epilepsy, help, sign, student, teacher.

OBVEZNE IZBIRNE VSEBINE NA PROGRAMU MEDNARODNA MATURA

POVZETEK

Gimnazija Kranj je program mednarodna matura pridobila leta 2009, prvo generacijo dijakov smo vpisali leta 2010, tako bo letos maturirala 12. generacija maturantov. Izobraževanje se na programu mednarodna matura razlikuje od izobraževanja na programu gimnazija, pri čemer imajo tudi obvezne izbirne vsebine, ki se na programu mednarodna matura imenujejo Creativity, Activity, Service ali kratko CAS, vrsto posebnosti. Glavni namen prispevka je predstaviti razvoj Creativity, Activity, Service v 13 letih in prepletanje z obveznimi izbirnimi vsebinami na programu gimnazija na Gimnaziji Kranj. Namen prispevka je med drugim tudi predstaviti, kako se Creativity, Activity, Service osredotoča na trije bistvenih dejavnosti, ki se odvijajo v sklopu ustvarjalnosti, športa in prostovoljstva. Od dijakov mednarodne mature se pri izbiri dejavnosti pričakuje samostojnost in samoiniciativnost, poleg tega dejavnosti sami načrtujejo in ovrednotijo. Najpomembnejša ugotovitev prispevka je, da Creativity, Activity, Service zaradi svoje filozofije, ki v središče postavlja dijaka, bogati učni proces celotne šolske skupnosti. V CAS so kot mentorji vključeni vsi učitelji, ki učijo na programu mednarodna matura, na ta način dobre prakse poučevanja prenašajo tudi na slovenski gimnazijski program in pomembno prispevajo k napredovanju stroke v slovenskem prostoru.

KLJUČNE BESEDE: Obvezne izbirne vsebine, CAS, samoiniciativnost

CREATIVITY, ACTIVITY, SERVICE AT THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

ABSTRACT

Gimnazija Kranj was authorised to offer the International Baccalaureate Diploma Programme in 2009, we enrolled the first generation of students in 2010, so this year the 12th generation of high school graduates will graduate. Education on the International Baccalaureate Diploma Programme is different from education on the gymnasium programme, and the mandatory extracurricular activities, which are called Creativity, Activity, Service, or CAS for short also, have a number of special features. The main purpose of this paper is to present the development of Creativity, Activity, Service over 13 years and its interweaving with extracurricular activities in the gymnasium programme. Creativity, Activity, Service focuses on three essential activities that take place within creativity, activity (sport) and service (volunteering). The goal of this paper is also to demonstrate, how International Baccalaureate Diploma Programme students are expected to be independent and self-initiative when choosing activities. They plan and evaluate the activities themselves. Creativity, Activity, Service enriches the learning process of the entire school community due to its philosophy, which puts the student at the centre. All teachers who teach on the International Baccalaureate Diploma Programme are included as mentors in CAS, in this way they transfer good teaching practices to the Slovenian gymnasium program and make a significant contribution to the advancement of the educational system in Slovenia.

KEYWORDS: Extracurricular activities, CAS, personal initiative.

KAKO LAHKO SKRBIMO ZA SVOJE ZDRAVJE?

POVZETEK

Večina otrok v vrtcu dnevno biva najmanj 6 ur. Vrtec je dober učitelj in še boljši vzgled za pridobivanje ter gradnjo temeljev načel zdravega načina življenja. Vzgojitelji otrokom vsakodnevno zagotavljamo in omogočamo varno in ustrezno okolje za optimalen razvoj na vseh področjih. Otroke vsakodnevno navajamo na dnevno rutino osebne higiene, zdravega in raznolikega prehranjevanja ter gibanja na prostem. V strokovnem prispevku predstavljam, kako v našem vrtcu krepimo zavest o tem, kako poskrbeti za svoje zdravje. Projekt se je izvajal v oddelku drugega starostnega obdobja skozi celotno šolsko leto, z začetkom v mesecu novembru. Otroci so bili v veliki meri aktivni udeleženci pri načrtovanju in izvedbi dejavnosti skrbi za svoje zdravje. Preko lastnih spoznanj so prišli do ugotovitev, da stvari, ki jih radi počnejo, niso vedno najbolj zdrave. Ponujena jim je bila možnost aktivnega sodelovanja pri pripravi bolj zdravih obrokov. Spoznanje, da dosledno umivanje rok, hrana, ki jo radi uživamo, in različne oblike gibanja pripomorejo, da živimo bolj zdravo in krepimo svoje zdravje, je otroke dodatno motiviralo k skrbi za lastno zdravje. Dejstvo je, da vzgojitelji otrokom privzgamemo zdrav življenjski slog, predvsem, če otrokom omogočamo aktivno udeležbo pri načrtovanju bolj zdravih dejavnosti in jedi, ki jih lahko zaužijemo.

KLJUČNE BESEDE: predšolski otrok, zdravje, gibanje, prehrana, higiena.

HOW CAN WE TAKE CARE OF OUR HEALTH?

ABSTRACT

Most children spend at least 6 hours a day in kindergarten. Kindergarten is a good example for acquiring and building the foundations of the principles of a healthy lifestyle. As pre-school teachers, we provide children with a safe and appropriate environment for optimal development in all areas on a daily basis. In my expert contribution, I would like to present how we strengthen awareness of how to take care of our health in our kindergarten. The project was implemented in the section of the second age period throughout the school year, starting in November. To a large extent, children were active participants in the planning and implementation of health care activities. Through their own experiences, they came to the conclusion that the things they like to do are not always the healthiest. They were offered the opportunity to actively participate in the preparation of healthier meals. Realizing that consistent hand washing, food we like to eat and various forms of exercise help us live healthier and strengthen our health, further motivated the children to take care of their own health. The fact is that pre-school teachers teach children a healthy lifestyle, especially if we enable children to actively participate in planning healthier activities and foods that they can eat.

KEYWORDS: preschool child, health, movement, nutrition, hygiene.

GIBALNE DEJAVNOSTI KOT PODPORA OPISMENJEVANJU

POVZETEK

Igra in z njo gibanje je za otroke najpomembnejša dejavnost za njihov razvoj. Iz leta v leto opažam, da so otroci vedno manj gibalno sposobni, saj zmeraj več časa preživijo v kontaktu z različnimi tehnološkimi napravami. Posledično sta njihova koncentracija, kot tudi motivacija šibkejši. To se je še posebej opazilo ob ponovnem odprtju šole v času po pandemiji, med katero so bili nekaj časa zaprti celo vrtci. Ti otroci, ki so ostali doma, se niso dovolj gibali, kar je vplivalo na njihov razvoj na gibalnem, spoznavnem, kot tudi čustvenem področju. V šolskem letu 2021/2022 sem poučevala 16 prvošolcev. Občutno je bilo, da so bili bolj nemirni pri pouku. Zato sem kot poskus krepitve koncentracije in sodelovanja pri pouku skušala v sam učni proces vpeljati še več elementov gibanja. V prispevku je predstavljenih nekaj didaktičnih gibalnih dejavnosti za opismenjevanje, med drugim ob prisotnosti pravljичnega lika v prostorih šole ali na prostem. Takšen način pouka je bil za učence zabaven in gibalno aktivnejši, zaradi česar so opazno bolj sodelovali in bili bolj sproščeni. Prav tako sem tudi v pogovorih s starši ob koncu leta ugotovila, da je še posebej za učence s šibko koncentracijo ta način pouka ustrežnejši in so lažje opravili naloge. Dosegla sem, da so bili učni cilji uspešno usvojeni na zanimiv, aktiven in otrokom bližji način. Vključevanje gibanja je tudi dobra popotnica za kasnejša leta, kar lahko pripomore k zdravemu načinu življenja. V prispevku omenjene aktivnosti pa naj služijo tudi kot dobrohotna medučiteljska izmenjava primerov dobre prakse.

KLJUČNE BESEDE: gibanje, slovenščina, prvošolci.

LITERACY SUPPORTING MOVEMENT ACTIVITIES

SUMMARY

Playtime and with it connected movement is for kids the most important activity for their development. Year after year I notice a drop in their athletic abilities, as they spend more time with various devices. Subsequently their concentration as well as motivation is weaker. This was especially noticeable at the reopening of the school after the covid pandemic, when for a time kindergartens were closed as well. Those kids that stayed at home, did not move enough, which affects their athletic, cognitive as well as emotional development. In the 2021/2022 school year I taught 16 first graders. They were noticeably more impatient in class. Hence, in an attempt to raise concentration and active participation in class, I tried to involve more movement in the lessons. In the article I present didactical indoor and outdoor movement activities for literacy, with the involvement of a fairytale character among others. This kind of classes were more fun and active for the pupils, which is why they were noticeably more collaborative and relaxed. At the end of the year I came to the conclusion, discussing it with parents as well, that this kind of classes were more appropriate, especially for the more impatient pupils, and they did their work with more ease. The learning objectives were successfully met, with a more interesting and child-friendly method. The implementation of movement is a good starting point as well for the children's future, which can contribute to a healthy lifestyle. The activities mentioned in the article should then also serve as benevolent best practice sharing amongst teachers.

KEYWORDS: movement, slovene, first graders.

UČILNICA V GOZDU V PRVEM RAZREDU

POVZETEK

V prispevku je predstavljen potek pouka oz. izvajanje različnih dejavnosti v gozdu v prvem razredu osnovne šole, kjer poučujem. Predstavljene so dejavnosti, preko katerih so prvošolci aktivno pridobivali nova znanja, oblikovali vrednote, pomembne za zdravo življenje, hkrati pa so bili tudi sooblikovalci in aktivni udeleženci pedagoškega procesa. Namen pouka na prostem ni bil samo doživljanje narave in naravnih situacij, ampak sprememba, kako učenec pridobiva ter ohranja znanje in sprememba njegove vloge, ki se je iz pasivne, sedeče, spremenila v aktivno. Pri izvajanju pouka v gozdu sem uporabila naslednje aktivnosti in dejavnosti na prostem: opazovanje, raziskovanje, primerjanje, razvrščanje, likovno ustvarjanje in uporabo čutil. Dejavnosti so se med seboj prepletale in dopolnjevale, vsem pa je bilo skupno veliko gibanja. Za izhodišče sem vzela priljubljeno slikanico, temu so sledile različne aktivnosti, ki so vključevale medpredmetno povezovanje. Ugotovila sem, da so šolske vsebine s tem, ko sem prenesla pouk iz učilnice v bližnji gozd, postale bolj zanimive. Učenci so bili v gozdu bolj motivirani za delo, želeli so si ponoviti izkušnjo. Večkrat so sami dajali pobude za nove aktivnosti. Nova znanja so hitreje usvojili, znanje je bilo bolj trajno. Učenci so se med delom v gozdu sprostili, postali bolj ustvarjalni ter preko igre prihajali so do novih znanj. Zelo uspešni so bili pri delu tudi nemirni učenci.

KLJUČNE BESEDE: gozd, učenci, dejavnosti v gozdu, medpredmetno povezovanje.

CLASSROOM IN THE FOREST IN THE FIRST CLASS

ABSTRACT

The paper presents the importance of forest pedagogy, the course of the lesson or implementation of various activities in the forest in the first class, through which children actively acquired new knowledge, formed values important for a healthy life, and at the same time were also co-creators and active participants in the pedagogical process. The children participated very enthusiastically in various activities. The purpose of outdoor classes was not only to experience nature and natural situations, but to change how the child acquires and retains knowledge and changes his role from passive, sedentary, to active. A popular picture book was taken for conducting lessons in the forest as a starting point, followed by activities that included cross-curricular connections. I used a variety of activities and outdoor activities: observation, research, comparison, classification, art creation, use of the senses and free play. The activities intertwined and complemented each other, and they all had a lot of movement in common. I found that school subjects became more interesting when I transferred the lessons from the classroom to the nearby forest. The children were more motivated to work in the forest and they wanted to repeat the experience. Many times they initiated new activities themselves. They learned new knowledge faster, the knowledge was more permanent. The students became more creative while working in the forest and gained new knowledge through the game. Restless and behaviorally problematic students were also more successful at work.

KEYWORDS: forest, pupil, lessons and activities in the forest, cross-curricular integration.

UKULELA – ORODJE ZA SPOPRIJEMANJE S STRESOM

POVZETEK

S strokovnim prispevkom smo želeli ugotoviti, ali lahko učenje inštrumenta, v našem primeru ukulele, povzroči znižanje stresa pri vseh starostnih in socialnih skupinah. Igranje na katerikoli inštrument je zapleten proces, ki zahteva uporabo obeh možganskih hemisfer, torej prispeva k dolgotrajni aktivnosti možganov in sprošča hormone, ki pozitivno vplivajo na človekovo počutje (dopamin). Raziskave so pokazale, da igranje na inštrument pozitivno vpliva na razvoj motoričnih sposobnosti posameznika, posledica igranja pa je tudi povečana telesna aktivnost od pasu navzgor. Ob telesni aktivnosti se prav tako sproščajo hormoni, ki pozitivno vplivajo na človekovo počutje (endorfin). Spoznali smo, da je inštrument zaradi enostavne uporabe primeren za delo z otroki in mladostniki, ki imajo težave s psihološkimi motnjami – glasbena terapija. Ugotovitve nas vodijo do zaključka, da je lahko ukulela dobrodošlo protistresno orodje za otroke in odrasle, ki so izpostavljeni daljšim stresnim obdobjem – učenje, služba, socialne razmere – saj se ob igranju in vadenju inštrumenta v telo sproščajo hormoni, ki znižujejo stres, kateremu je izpostavljeno naše telo.

KLJUČNE BESEDE: ukulela, stres, čuječnost, aktivnost.

UKULELE - TOOL FOR COPING WITH STRESS

ABSTRACT

We wanted to find out if learning an instrument, such as ukulele, can lead to lower stress level in all age and social groups. Playing an instrument is a process where both brain hemispheres are acting together with different brain tasks, resulting in longterm brain activity increase and hormone release (dopamine). Studies show that playing ukulele also positively affects development of motorical skills, since whole body needs to be in motion in order to play the instrument correctly. This kind of activity leads to another hormone release (endorphin). Studies show that – because of its simple use – the ukulele is one of the appropriate instruments which can be used in clinical approach to people with psychological disorders like ADHD – music therapy. The findings lead us to the conclusion that the ukulele can be a welcome anti-stress tool for children and adults exposed to long periods of stress - learning, work, social situations - because when playing and practicing the instrument, hormones are released into the body that reduce stress, to which our body is exposed.

KEYWORDS: ukulele, stress, health, activity.

VEČDNEVNI POHOD IN PREŽIVETJE MLADIH V NARAVI – IZZIV IN VZPODBUDA ZA ZDRAV ŽIVLJENJSKI SLOG

POVZETEK

Pri svojem delu v šoli sem več let sodelovala kot mentorica dijakom v šolski ekipi MEPI - mednarodno priznanje za mlade. Ena od štirih dejavnosti v programu je večdnevni pohod in preživetje v naravi, ki vključuje orientacijo na poti in samooskrbo glede hrane in prenočevanja. Zanimalo me je, kako bivši dijaki, udeleženci programa, po več letih, kot študentje ali že zaposleni, vidijo to izkušnjo iz gimnazijskih let. Jih je vzpodbudila k zdravemu načinu življenja, preživljanju prostega časa v naravi? So ob nemajhnem naporu pri celodnevni hoji s težkimi nahrbtniki spoznali, da zmorejo več, kot so si predstavljali, da lahko? Jim je ta izkušnja pomagala kasneje pri sprejemanju življenjskih izzivov? Kam jih je do sedaj življenje zaneslo? Jim je dokazilo o opravljenem programu kakorkoli pomagalo na karierni poti? Nekateri od udeležencev programa so v anketi odgovorili na zastavljena vprašanja, izsledke in komentar navajam v prispevku.

KLJUČNE BESEDE: večdnevni pohod, zdrav življenjski slog, preživetje v naravi, izziv.

A MULTI-DAY HIKE AND SURVIVAL OF YOUNG PEOPLE IN NATURE – CHALLENGE AND ENCOURAGEMENT FOR A HEALTHY LIFESTYLE

ABSTRACT

During my work at the school, I was involved for several years as a mentor to students in the MEPI school team – international award for young people. One of the four activities in the program is a multi-day hike and experiences in nature, which includes orientation on the way and self-sufficiency in terms of food and sleeping outside. I was interested in how former students, participants of the program, after several years, as students or already employed, see this experience from their high school years. Was it an encouragement for them to live a healthy lifestyle, spend their free time in nature? Did they realize that they can do more than they imagined they could, after a considerable effort of walking all day with heavy backpacks? Did this experience help them later in accepting life's challenges? Where has life taken them so far? Did certificate of completion of the program help them in their career anyway? Some of the participants of the program answered questions in the survey, the findings and comments are listed in the paper.

KEYWORDS: multi-day hike, healthy lifestyle, survival in nature, challenge.

ZAGOTAVLJANJE ZDRAVIH IN VARNIH OBROKOV V KUHINJI VZGOJNO-IZOBRAŽEVALNEGA ZAVODA Z OMEJENIMI KAPACITETAMI

POVZETEK

Zdrava prehrana otrok pozitivno vpliva na fiziološki in na kognitivni razvoj otrok. V vzgojno-izobraževalnih zavodih otroci zaužijejo od enega do treh obrokov dnevno, zato je pomembno, da vzgojno-izobraževalni zavodi nudijo otrokom zdravo (uravnoteženo) prehrano, ki je seveda tudi varna za uživanje. Mnoge kuhinje vzgojno-izobraževalnih zavodov se pri tem soočajo z različnimi izzivi (višanje cen živil, sistem naročanja živil in reševanje reklamacij, moteno delo zaradi odsotnosti zaposlenih). Eden izmed izzivov je tudi zagotavljanje varnih in zdravih obrokov ko so kapacitete kuhinje omejene. Prispevek prikazuje primer dobre prakse izvedbe zdravih in varnih obrokov v kuhinji, ki je predvidena za pripravo približno 200 obrokov, dnevno pa se pripravlja obroke za 235 vrtčevskih otrok in za 508 osnovnošolcev. Za zagotavljanje vseh obrokov je bilo potrebno uvesti prilagojeno organizacijo dela, dosledno upoštevanje pravilnega rokovanja z živili, prepoznavanje tveganih postopkov dela z vidika varnosti živil ter nenazadnje dobro sodelovanje med zaposlenimi. Kljub vsem omejitvam se zavedamo pomena zdrave prehrane, zato dajemo prednost pripravi obrokov iz osnovnih živil ter težimo k vključevanju lokalno pridelanih živil.

KLJUČNE BESEDE: Zdrava prehrana otrok, zagotavljanje varnih in zdravih obrokov, kuhinje vzgojno-izobraževalnih zavodov, omejene kapacitete kuhinj.

PROVIDING HEALTHY AND SAFE MEALS IN THE KITCHEN OF AN EDUCATIONAL INSTITUTION WITH LIMITED CAPACITIES

ABSTRACT

Healthy children's nutrition has a positive effect on the physiological and cognitive development of children. In educational institutions, children eat from one to three meals a day, so it is important that educational institutions offer children a healthy (balanced) diet that is, of course, also safe for consumption. Many kitchens of educational institutions are faced with various challenges (increasing food prices, the system of ordering food and solving complaints, disrupted work due to the absence of employees). One of the challenges is also providing safe and healthy meals when kitchen capacities are limited. The paper shows an example of good practice in the implementation of healthy and safe meals in the kitchen, which is designed to prepare approximately 200 meals, and daily meals are prepared for 235 kindergarten children and 508 elementary school children. In order to provide all the meals, it was necessary to implement an adapted work organization, strict adherence to the correct handling of food, recognition of risky work procedures from the point of view of food safety, and last but not least, good cooperation between employees. Despite all the restrictions, we are aware of the importance of a healthy diet, which is why we give priority to preparing meals from basic foods and tend to include locally grown foods.

KEY WORDS: Healthy nutrition for children, provision of safe and healthy meals, kitchens of educational institutions, limited kitchen capacities

Z GIBANJEM LAŽJE ODPIRAMO VRATA UČENJU

POVZETEK

Tekom svojega vzgojiteljskega dela v Strokovnem centru Mladinski dom Maribor se trudim in iščem načine dela, s katerimi bi otrokom in mladostnikom omogočila učenje socialnih spretnosti, razumevanje lastnih čustev in nudila podporo, da kljub svojim omejitvam, končajo šolanje in se podajo zadovoljno v samostojno življenje. S tem namenom sem v stanovanjski skupini pričela s spremljanjem otroka, ki je imel izrazite čustveno vedenjske težave s pridruženimi specifičnimi in splošnimi učnimi težavami. V vsakdanjo vzgojno izobraževalno delo z otrokom, sem uvedla tako imenovani Brain Gym. Učenje z gibanjem nas namreč spomni, kako pomembno je gibanje za podporo ali spodbujanje učenja. Z raziskavo sem prispevala v mozaik metod dela z otroki v stanovanjski skupini. Otroci so z vpeljavo omenjene metode lažje pričeli z učenjem, bili bolj produktivni in se lažje skoncentrirali na učno delo. Z gibalno aktivnostjo smo dosegli, da so otroci lažje povezali telo, čustva in mišljenje. To pa je tudi bil namen moje raziskave. Izvedla sem raziskavo, ki je kvalitativna in eksplorativna. Kot glavno metodo raziskovanja sem uporabila opazovanje z udeležbo, v časovnem okviru enega meseca, prav tako pa opazovanje brez udeležbe. Podatke sem pridobivala najprej iz študija dokumentacije, sodelovanja z zunanjimi institucijami in s sistematičnim opazovanjem mladostnika pri svojem vzgojno pedagoškem delu. Raziskava je deskriptivna, zbrano gradivo je obdelano v besednih opisih. Kot metodično načelo sem izbrala študijo primera, ker je usmerjena na posameznikovo osebnost in okolje.

KLJUČNE BESEDE: Čustveno vedenjske težave, specifične učne težave, Brain Gym, Gibanje.

WE OPEN DOORS TO LEARNING WITH MOVEMENT

ABSTRACT

In the course of my work as an educator in the Strokovni center Mladinski dom Maribor, I always try and look for ways of working that would enable children and young people to learn social skills, understand their own emotions and provide them with support so that, despite their limitations, they finish school and happily enter into independent life. With this aim in mind, I started monitoring a child in the residential group who had significant emotional and behavioral problems with associated specific and general learning difficulties. I introduced the so-called Brain Gym into my daily educational work with the child. With the research, I contributed to the mosaic of methods of working with children in a residential group. With the introduction of the mentioned method, children started learning more easily, were better students, and easier to concentrate on their learning work. Through physical activity, we have achieved that children's body, emotions and opinion are easier. This was also the purpose of my research. I conducted research that is qualitative and exploratory. As the main research method, I used observation with participation, within the time frame of one month, as well as observation without participation. I obtained data primarily from study documentation, cooperation with external institutions and systematic observation of young people in my educational and pedagogical work.

KEYWORDS: Emotional behavioral problems, specific learning disabilities, Brain Gym, Movement.

S POMOČJO USTVARJALNEGA GIBA PREMAGUJMO DISKALKULIJO

POVZETEK

Vzgojiteljski poklic zahteva kompleksnega človeka, saj s svojo osebnostjo, znanjem in vedenjem bistveno vpliva na potek vzgoje in izobraževanja. Usmerjen je k mladostnikovim željam, potrebam in stiskam. Znati mora prisluhni in se mladostniku približati, da lahko zazna njegove potrebe. V strokovnem članku želim predstaviti, kako lahko z učinkim pristopom ustvarjalnega giba pomagamo otrokom in mladostnikom v Mladinskem domu Maribor, med učnimi urami, premagovati ovire, ki jim jih povzroča specifična učna težava, diskalkulija. Otrok, ki se sooča s težavami, značilnimi za diskalkulijo, je razumljen kot otrok s posebnimi potrebami in je gibanje ena izmed najbolj uporabnih strategij pomoči. Z gibanjem si otrok pridobi dragocene izkušnje, ki so temelj njegovega znanja. Izvedla sem kvalitativno raziskavo, s katero se želim osredotočiti na proučevanje postopkov, ki vodijo do končnih rezultatov. Glavni namen dejavnosti je bil pomagati deklici in ji predstaviti konkretne gibalne dejavnosti, s katerimi si lahko pomaga v primeru, če pri reševanju matematičnih nalog naleti na težave. Umetnost in matematika sta osnovni kurikularni področji, ki sem ju skušala med seboj povezati. Predstavila bom odzive deklice ob soočanju z matematičnimi problemi in nalogami s pomočjo ustvarjalnega giba. Izvedena raziskava nam bo dala nekaj idej in primerov dobre prakse za delo z učenci, ki imajo specifične učne težave pri predmetu matematike, natančneje diskalkuliji.

KLJUČNE BESEDE: diskalkulija, specifične učne težave, ustvarjalni gib, umetnost, gibanje.

WITH HELP OF THE CREATIVE MOVEMENT LET'S OVERCOME DISCALCULIA

ABSTRACT

The teaching profession requires a complex person, because with his personality, knowledge and behavior, he significantly influences the course of upbringing and education. It is directed towards the adolescent's desires, needs and difficulties. He must know how to listen and approach the young person in order to perceive his needs. In a professional article, I want to present how we can help children and young people in home Mladinski dom Maribor overcome the obstacles caused by a specific learning problem, dyscalculia, during school hours, using the creative movement learning approach. A child who is facing problems typical of dyscalculia is understood as a child with special needs, and movement is one of the most useful strategies to help. Through movement, the child gains valuable experiences that are the foundation of his knowledge. I did quality research, with which I want to focus on studying the processes that lead to the final results. The main purpose of the activity was to help the girl and present her with concrete movement activities that she can use to help her if she encounters problems in solving math problems. Art and mathematics are the basic curricular areas, which I tried to connect with each other. I will present the girl's reactions when dealing with mathematical problems and tasks with the help of creative movement. The conducted research will give us some ideas and examples of good practice for working with students who have specific learning difficulties in the subject of mathematics, specifically dyscalculia.

KEYWORDS: dyscalculia, specific learning difficulties, creative movement, art, movement.

ZDRAV VZGOJITELJ – USPEŠEN VZGOJITELJ

POVZETEK

Zaposleni v naši ustanovi smo konstantno izpostavljeni številnim negativnim dejavnikom, ki jih srečujemo na delovnih mestih v vzgoji in izobraževanju. Aktivnosti, ki jih izvajamo v okviru promocije zdravja na delovnem mestu, nam še kako koristijo pri doseganju in krepitevi psihofizičnega zdravja zaposlenih. To pripomore k spodbudnejšemu delovnemu okolju in tudi občutku pripadnosti, sprejetosti, uspešnosti in varnosti posameznika, ki je posledično produktivnejši, ustvarjalnejši, bolj inovativen, skratka bolj motiviran za delo. Konstantne aktivnosti kot so izobraževanja, preventivne delavnice, športne aktivnosti, spodbujanje k pitju zadostne količine vode ter zdravemu prehranjevanju, izvajanje aktivnih odmorov med delom, sistematski pregledi, ki so predhodno dobro načrtovane tako s strani zaposlenih kakor vodstva, ter sproti evalvirane, nam služijo kot sredstvo za doseganje stimulatívnega delovnega okolja in boljšega zdravja ter počutja posameznika. Promocija zdravja na delovnem mestu nam ne pomeni le zakonsko obvezo, ampak smo jo sprejeli kot sestavni del našega delovnega procesa. Zgoraj navedene aktivnosti smo začeli sistematično izvajati pred petimi leti. Do pojava epidemije Covid-19 smo permanentno ugotavljali pozitivne spremembe v delovni klimi, še posebej pa se je to odrazilo na področju medsebojne komunikacije in želje po druženju. Epidemiji navkljub smo v okviru predpisanih ukrepov vztrajali pri izvajanju določenih aktivnosti. Po sprostítvi ukrepov pa smo zaznali še večjo željo in potrebo zaposlenih po druženju in skupnih športnih aktivnostih. Zavedamo se, da so nas te aktivnosti povezale, kar se odraža v vsakodnevnih delovnih procesih.

KLJUČNE BESEDE: stres, preventiva, promocija zdravja, psihofizično zdravje, delovna zavzetost.

A HEALTHY EDUCATOR – A SUCCESSFUL EDUCATOR

ABSTRACT

The employees of our institution are constantly exposed to many negative factors that we encounter in our workplaces in education. The activities that we carry out in the framework of health promotion at the workplace are also beneficial to us in achieving and strengthening the psychophysical health of employees. This contributes to a more stimulating work environment and also to the feeling of belonging, acceptance, success and security of individual, who is consequently more productive, more creative, more innovative, in short more motivated to work. Constant activities such as education, preventive workshops, sports activities, encouragement to drink sufficient amounts of water and healthy eating, implementation of active breaks during work, systematic reviews, which are well planned in advance by both employees and management and continuously evaluated, serve us as a means to achieve a stimulating work environment, better health and well-being of the individual. Health promotion at the workplace is not only a legal obligation for us, but we have accepted it as an integral part of our work process. We started systematically implementing the above activities five years ago. Until the outbreak of the Covid-19 epidemic, we were constantly identifying positive changes in the working climate, and this was especially reflected in the area of mutual communication and the desire to socialize. Despite the epidemics, we persisted in carrying out certain activities within the framework of the prescribed measures. However, after the measures were lifted, we noticed an even greater desire and need of employees for socializing and join sports activities. We are aware that these activities have connected us in our daily work process.

KEYWORDS: stress, prevention, health promotion, psychophysical health, work commitment.

HRANA KOT DOSTOP DO TUJIH KULTUR ALI OVIRA

POVZETEK

Spoštljivost do gostiteljev v tujini pokažemo tudi tako, da poskusimo njihovo hrano. Kot letošnja spremljevalka dijakov na praksi v Španiji sem opazila, da dijaki ne poskusijo radi tuje hrane, kaj šele, da bi jo jedli. Slednje gre celo tako daleč, da mladi z izrazom gnusa popolnoma zavračajo možnost, da bi tujo hrano vsaj poskusili. Pri pripravi dijakov na bivanje v tujini delamo napako, da na hrano gledamo le kot na prehrano – dijaki morajo jesti in za to je poskrbljeno. Prispevek bo učiteljem in vzgojiteljem pokazal, da je prehranjevanje v tujini več kot le »prehrana«, saj lahko pomembno prispeva k medkulturnemu razumevanju. Za doseganje slednjega morajo učitelji in vzgojitelji razumeti tudi povezavo med hrano in gostoljubnostjo, za kar predlagam medkulturno usposabljanje. Pri tem predlagam, da se dijake ne le vzpodbuja, da poskusijo tujo hrano v tujini, temveč da se jim že pred odhodom v tujino doma pripravi hrana, značilna za tuj kraj, ki ga nameravamo obiskati, da jo lahko dijaki že doma poskusijo – tako se lahko na tuje okuse postopoma navadijo. Naša druga naloga je, da dijake ozavestimo o drugačnosti hrane, drugačnih možnostih pridelave in predelave hrane ter njenem kulturnem pomenu. Na naši šoli pred odhodom v tujino do sedaj na tem področju nismo storili dovolj, da bi dijake pripravili na drugačnost hrane v tujini, na kar želim s svojim prispevkom opozoriti in hkrati nakazati, kako bi se lahko na šolah tega lotili v prihodnje; ker poučujem nemščino, bom v prihodnje v pouk vključila pokušanje značilne nemške hrane, ki našim otrokom ni blizu.

KLJUČNE BESEDE: hrana, poskusiti, spoštovanje, medkulturnost.

FOOD AS AN ACCESS TO FOREIGN CULTURES OR AS A BARRIER

ABSTRACT

Trying the cuisine while visiting a foreign country means to show respect for our hosts abroad. When I was accompanying students on their placement in Spain this year, I noticed that students don't even like to taste foreign food, let alone eat it. This goes so far that young people, with expressions of disgust, completely reject the possibility of even tasting foreign food. It seems that too often in our international programmes, we make the mistake of seeing food as just nutrition: students need to eat, and that is taken care of. This article will show teachers and educators that eating abroad is more than just "nutrition", but can make an important contribution to intercultural understanding. To do this, teachers and educators also need to understand the link between food and hospitality, for which I propose intercultural training. I suggest that students are not only encouraged to try foreign food abroad, but also that, before they go abroad, they are given the opportunity to try food at home that is common in the foreign place they are visiting. This helps them to gradually get used to the foreign taste. Our second task is to raise students' awareness of the diversity of food, the different ways in which food can be produced and processed, and its cultural significance. I don't think that we have done enough at our school to prepare students for the different cuisine abroad. With my contribution I want to draw attention to this matter and want to show how schools could do more about this in the future. As I teach German, I would like to include tasting typical German food, which is not close to our children's regular food.

KEYWORDS: food, taste, respect, interculturality.

Z VIZUALIZACIJO NAD PANIČNE NAPADE

POVZETEK

V lanskem šolskem letu smo se bolj ali manj spretno spopadali s posledicami omejevalnih ukrepov, ki jih je vlada, z namenom varovanja zdravja, odredila leto prej. Že res, da smo se morda obvarovali kakšnega prenosa virusa korone iz posameznika na posameznika, vsekakor pa je, zaradi dolgotrajnega zaprtja šol, izrazito nastradalo duševno zdravje mladostnikov. Praktično celo šolsko leto smo odpravljali številne primere depresivnih in anksioznih motenj, v najtežjih primerih celo paničnih napadov. Prav tem smo se posvetili nekoliko bolj zavzeto, saj so dijake omejevali pri izkazovanju znanja in doseganju uspeha. Panični napadi so se pojavljali v različnih oblikah in v različnih situacijah. Včasih v šoli, včasih že doma in posamezniku preprečevali prihod v šolo. Vse več primerov paničnih napadov v šoli smo začeli reševati z razbremenilnimi pogovori in uporabe sprostilne tehnike-vizualizacijo. Sprva smo vizualizacijo izvajali vodeno pred napovedanimi ocenjevanji, kasneje pa so vključeni dijaki prevzeli tehniko za svojo in jo vse pogosteje izvajali samostojno. Tako so pridobili novo spoznanje in spretnost umiritve duha ter se okrepili v boju z lastnimi duševnimi težavami. Z večkratno uporabo sprostilne tehnike so postajali vse spretnější, kar so proti koncu leta že s pridom samostojno uporabljali. Pomoč in vodenje s strani tretje osebe praktično ni bilo več potrebno, kar predstavlja pomemben napredek pri opremljenosti mladostnikov za stabilno in trdno duševno delovanje.

KLJUČNE BESEDE: panični napad, anksioznost, vizualizacija, sprostitvev.

USING VISUALIZATION TO COMBAT PANIC ATTACKS

ABSTRACT

In the last school year, we dealt more or less skilfully with the consequences of safety measures that the government had imposed the year before to protect health. It's true we might have avoided spreading the coronavirus; nevertheless, the mental health of the people suffered significantly due to the long-term school closure. For almost the entire school year, we were treating numerous cases of depression and anxiety disorders, even panic attacks in the most severe cases. We dedicated ourselves to panic attacks a bit more eagerly since they got in our students' way to demonstrate their knowledge and achieve success. Panic attacks occurred in a variety of forms and situations. Sometimes at school, sometimes at home, preventing the individual coming to school. We started dealing with more and more cases of panic attacks at school by having relaxing conversations and using a relaxation technique - visualization. Initially, visualization was used in a guided manner before announced assessments, but later the students involved adopted the technique as their own and used it more and more often independently. Thus, they gained new knowledge and skills of calming their mind as well as strengthened themselves in the fight against their own mental problems. By repeatedly using the relaxation technique, they became more and more skilled, using it independently to good effect towards the end of the year. Help and guidance from a third party was practically no longer necessary, which represents a significant advance in equipping the young with stable and solid mental functioning.

KEY WORDS: panic attack, anxiety, visualization, relaxation.

S POMOČJO GIBANJA IN DIDAKTIČNIH UČNIH PRIPOMOČKOV DO BOLJŠEGA ZNANJA

POVZETEK

Umske sposobnosti ne moremo razvijati, če izključimo gibanje. Gibalne aktivnosti lahko v pouk vnašamo tudi kot obliko poučevanja. Otroci potrebujejo pri učenju veliko konkretizacije. Montessori materiali so narejeni tako, da se otrok osredotoči le na eno lastnost in izloči vse druge. Materiali so dostopni na policah. V učilnici je samo en primer vsakega materiala. Otroci so med delom v gibanju. V prispevku so prikazane izvedene ure pouka pri različnih predmetih, kjer so uporabljeni materiali: veriga 100, veriga 1000, rdeče modre palice, geometrijska telesa, material za desetiški sistem, veriga 24 ur, pripomoček za prikaz dni v tednu, material za prikaz letnih časov, peščene črke in še mnogi drugi. Moj doprinos: Otroci so imeli priložnost skozi samostojno delo sami priti do spoznanj ter znanja. Ob tem so razvijali motorične spretnosti in koncentracijo, naučili so se, da ima vsako opravilo svoj začetek, trajanje in konec. Učenci so bili zadovoljni, radi so sodelovali pri pouku, pomnjenje je bilo boljše, učna snov je bila dobro utrjena. Kompleksne in abstraktne pojme so bolj razumeli saj so bili razloženi in predstavljeni s pomočjo ponazoritev in praktičnega materiala.

KLJUČNE BESEDE: gibanje, učenje, didaktični pripomočki, Montessori materiali, koncentracija.

WITH THE HELP OF MOVEMENT AND DIDACTIC LEARNING TOOLS TO BETTER KNOWLEDGE

ABSTRACT

Mental ability cannot be developed if movement is excluded. Physical activities can also be introduced into lessons as a form of teaching. Children need a lot of exemplification when learning. Montessori materials are designed in such a way that the child focuses on only one characteristic and excludes all others. The materials are available on the shelves. There is only one example of each material in the classroom. Children are in motion during work. The article presents the lessons in different subjects, where the used materials are: chain 100, chain 1000, red and blue sticks, geometric bodies, material for the decimal system, chain 24 hours, a device for displaying the days of the week, material for displaying the seasons, sand letters and many others. My contribution: The children had the opportunity to gain insights and knowledge through independent work. At the same time, they developed motor skills and concentration. They learned that every task has its own beginning, duration and end. The students were pleased, they liked to participate in class, memorization was better, the learning material was well consolidated. Complex and abstract concepts were better understood because they were explained and presented with the help of illustrations and practical material.

KEY WORDS: movement, learning, didactic aids, Montessori materials, concentration.

UČILNICA NA PROSTEM PRI POUKU FIZIKE

POVZETEK

V članku je povzeto delo in načrti v projektu School21, katerega vodilna članica je od jeseni 2022 Gimnazija Franceta Prešerna. Projekt financira Norveški finančni mehanizem. Glavni namen projekta je vzpostaviti učilnico na prostem. Učenje na prostem po zadnjih ugotovitvah pomaga učencem in dijakom, da postanejo del okolice, poveča se fizična sposobnost učečih se. Poleg tega si pridobijo spoštovanje do narave. Naučeno iz učilnice potem prenesejo v svojo naravo, kar potem prispeva k njihovem osebnemu in družbeni razvoju. V projektu sodeluje 5 partnerjev. Vodilni partner je Gimnazija Franceta Prešerna skupaj z zunanjim partnerjem z Norveške. V projekt so vključene še Osnovna šola Franceta Prešerna, Socialna akademija iz Ljubljane ter Razvoja agencija gorenjske BSC. V samem članku se predstavi izvajanje aktivnosti na prostem pri pouku fizike na Gimnaziji Franceta Prešerna, ki so se izvajale še pred samo idejo postavitve učilnice na prostem. Predstavljene so laboratorije vaje, ki se izvajajo na prostem brez zunanje učilnice oz. posebne opreme. Eksperimentalne vaje na prostem so tudi glavni doprinos k stroki. Predstavljene so ideje za pouk fizike, ki jih bo možno izvajati po vzpostavitvi učilnice na prostem.

KLJUČNE BESEDE: Fizika, Laboratorijske vaje, School21, Učilnica na prostem.

OUTDOOR LEARNING FOR PHYSICS LESSONS

ABSTRACT

The article summarizes the work and plans in the School21 project, whose leading member is the France Prešerna High School from autumn 2022. The project is financed by the Norwegian Financial Mechanism. The main purpose of the project is to establish an outdoor classroom. According to the latest findings, outdoor learning helps pupils and students to become part of the environment, the physical ability of learners increases. In addition, they gain respect for nature. They then transfer what they learned from the classroom to their nature, which then contributes to their personal and social development. 5 partners participate in the project. The lead partner is France Prešerna High School together with an external partner from Norway. The France Prešerna Elementary School, the Social Academy from Ljubljana and the Development Agency of Gorenjska BSC are also involved in the project. The article itself presents the implementation of outdoor activities during physics lessons at the France Prešerna Gymnasium, which were carried out even before the very idea of setting up an outdoor classroom. Exercise laboratories are presented, which are carried out outdoors without an external classroom or special equipment. Outdoor experimental exercises are also a major contribution to the profession. Ideas for physics lessons are presented, which will be possible to implement after the outdoor classroom is established.

KEYWORDS: Physics, Laboratory work, School21, Outdoor learning.

GIBANJE KOT MOTIVACIJA ZA UČENJE PRI OTROCIH S SPEKTROAVTISTIČNIMI MOTNJAMI

POVZETEK

Predstavljam program dela z osebami s spektroavtističnimi motnjami, kjer intenziteto gibanja konja uporabljam kot sredstvo motivacije za učenje, sodelovanje in napredovanje. Osebe z avtizmom pogosto prek gibanja sproščajo napetosti, ali pa je gibanje stimulacija, da prebrodijo določeno nalogo ali vztrajajo v stresnih situacijah (zibanje, obračanje glave, kriljenje ...). Močno je prizadeta sposobnost posnemanja, predvsem gibov, kar jih ovira pri učenju v zgodnjem otroštvu in kasneje. Cilj je bil, prek intervenc s konji, razviti program, prek katerega se bodo otroci s spektroavtističnimi motnjami lažje in hitreje učili, vstopali v komunikacijo in bili motivirani za učenje. Program je bil zasnovan na podlagi študije primera, nato pa sem prek vzorca 8 otrok program dokončno oblikovala. Metodika dela temelji na enakomernem gibanju konja, ki spreminja intenziteto. Naloga terapevta je, da smiselno načrtuje majhne korake za učenje določene veščine, nato pa jo po korakih in prek gibanja na konju otrok usvaja. Pri vseh 9 otrocih, ki so delali po programu, so starši poročali, da so izrazito v svojem svetu, počasi napredujejo in se težko učijo. Že po treh srečanjih smo opazili hitrejše učenje vsakdanjih veščin, dalj časa trajajoča pozornost pri posamezni aktivnosti, izboljšalo se je sodelovanje in otroci so sami začeli vstopati v komunikacijo s terapevtom. Učiteljem in staršem lahko s tem programom olajšamo učenje določenih veščin, izboljšamo komunikacijo in otroke motiviramo za učenje. Intervence s konji so primer gibalne dejavnosti, ki pomembno pripomorejo k učenju in bi jih bilo smiselno vključiti v zgodnjo obravnavo za predšolske otroke z avtizmom.

KLJUČNE BESEDE: jahanje, avtizem, komunikacija, motivacija, učenje.

MOVEMENT AS A SOURCE OF LEARNING MOTIVATION FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS

ABSTRACT

I present a set of teaching methods for working with people with ASD (autism spectrum disorders), whereby the intensity of a horse's movement is used as a means to learn, cooperate, and improve. People with ASD often alleviate tension through movements (swaying, turning one's head, flailing one's arms, etc.). These movements help and can also provide the necessary stimulation for overcoming a particular task, enduring a stressful situation, and cooperating with others. On the other hand, their imitation abilities, especially with regard to movement, are severely impaired, hindering their learning process in early childhood and later. I designed a programme during the work with 9 autistic children. My teaching methods are based on the steadiness of a horse's movement, the intensity of which can be adjusted. This encourages the child to follow their instructor and repeat the desired behaviour (e.g., maintain eye contact), after which intense movement is provided as a reward that assists in keeping their attention. The therapist's task is to sensibly break the target skill down into small steps; the child then takes these steps one by one, acquiring the skill through movement. All 9 kids have showed improvements in first three classes already. They start to learn better and improved communication and motivation for learning. Equine-assisted interventions constitute an example of movement activities which significantly aid the learning process, making them suitable for inclusion in the early treatment of many preschool children with ASD.

KEYWORDS: horseback riding, autism, communication, motivation, learning.

UPORABA NAMIZNIH IGER IN SLIKOVNIH KART PRI POUKU ANGLEŠKEGA JEZIKA

POVZETEK

V prispevku bom prikazala zabaven način učenja angleščine z uporabo namiznih iger in iger s slikovnimi kartami. Poučevanje in učenje angleščine v strokovnih šolah, kjer tuj jezik ni tisti predmet, ki se zahteva na zaključnih izpitih in je na poklicni maturi ena izmed izbir, je biti učitelj angleščine pogosto pravi izziv. Obdobje pouka na daljavo zaradi COVID-a, je naše dijake oškodovalo predvsem na področju socialnih veščin. Zato je toliko bolj pomembno, da se pri pouku v šoli uporabljajo čim bolj interaktivne metode dela z dijaki in med dijaki. Namizne igre in igre s kartami ponujajo možnosti za razvijanje socialnih spretnosti, za učenje strategij spopadanja in za ohranjanje aktivnega uma. Igre so primerne za osnovnošolce, srednješolce in odrasle. Namen uporabe iger kot del pouka tujega jezika, je pokazati, da je konverzacija zmožen prav vsak dijak, ne glede na zmožnosti, jezikovne spretnosti ali stopnjo znanja, ter da koristi prav vsakemu posamezniku. Dijaki lahko nadgradijo svoje znanje in krepijo svoje socialne veščine. Učitelj pa pridobi takojšnje povratne informacije, je opazovalec in koordinator procesa, hkrati ima možnost pomagati skupini ali posamezniku. Predstavila bom delo z 22. dijaki zaključnega letnika iz preprostega razloga. Namreč, to so že polnoletni dijaki, ki sami sebe vidijo že kot odrasle in resne ljudi, zato toliko bolj želim potrditi dejstvo, da nikoli nisi preveč star, da bi se igral.

KLJUČNE BESEDE: namizne igre, slikovne karte, pouk angleščine.

USING BOARD GAMES AND PICTURE CARDS IN ENGLISH CLASS

ABSTRACT

In my paper I will present a fun way of learning English using board games and picture cards. Teaching and learning English in vocational schools, where English is not required as a final exam subject, being an English teacher can be often a real challenge. The time span of on-line teaching due to Covid set our students back predominantly in terms of maintaining social skills. The significance of interactive methods in teaching and learning in English classes is therefore of great importance. Board games and picture card games offer students opportunities to develop social skills, to learn coping strategies, and to keep their minds active. The games are suitable for pupils, students as well as adults. The purpose of using games in English classes is to show that everyone is capable of conversation regardless of the skills and level of language knowledge and that it brings benefits to each individual. The students have the opportunity to upgrade their knowledge and strengthen their social skills. The teacher, on the other hand, gets instant feedback, the chance to observe and manage the process as well as participate and help individuals or teams. I chose to present a lesson with a senior class of 22 students simply due to the fact they regard themselves as serious adults, since they are full of age. And that is why I want to confirm the fact that you are never too old to play.

KEY WORDS: board games, picture cards, English class.

DISTRIBUIRANO VODENJE KOT DEJAVNIK DOBREGA POČUTJA UČITELJEV OSNOVNE ŠOLE

POVZETEK

Sodobne potrebe v izobraževanju zahtevajo nenehne spremembe in izboljšave, katerih uporabnost in vrednost najboljše prepoznajo tisti, ki izvajajo pedagoško delo v praksi. Tako je razmišljanje o ravnatelju kot šefu, ki samostojno vodi vsa področja dela, precej zastarelo. Zaradi tega se zdi vključevanje zaposlenih v proces vodenja in odločanja nujno in smiselno ter postavlja distribuirano vodenje v ospredje. Na šoli je možno tovrstno vodenje uresničevati skozi obstoječe oblike skupnosti zaposlenih, ki so že zakonsko opredeljene. Zakonodaja s področja financiranja v vzgoji in izobraževanju namreč predvideva organiziranje strokovnih delavcev v aktivne in time (Zakon o organizaciji in financiranju vzgoje in izobraževanja, Uradni list RS, št. 16/07 – UPB) in s tem nakazuje na potrebo po vključevanju zaposlenih v nekatere pedagoške procese. Menim, da so strokovni aktivni in timi pomemben dejavnik vodenja šole, skozi katere lahko zaposleni pozitivno pripomorejo h kakovosti vzgojno-izobraževalnega programa in profesionalnega razvoja delavcev ter posledično izboljšajo osebno doživljanje dela ter s tem povezanih procesov. Zaradi tega sem v raziskavi analizirala načine distribuiranega vodenja na OŠ Cerklje ob Krki v šolskih letih 2014/2015 in 2018/2019 tako, da sem na podlagi letnega delovnega načrta, zapisnikov sestankov strokovnih aktivov in timov ter opisa dejanskega stanja opredelila obstoječe strokovne aktivne in time s pripadajočimi nalogami. Pri tem sem analizirala tudi načine delovanja aktivov ali tima, frekvenco srečanj, članstvo in določanje vodij. Na podlagi pridobljenih podatkov sem oblikovala sklepe ter priporočila za izboljšave, ki jih je možno posplošiti na vsa pedagoška okolja, pri tem pa izhajati iz dejstva, da je distribuirano vodenje način vodenja prihodnosti, skozi katerega gradimo sodelovanje, povezovanje ter profesionalni razvoj delavcev.

KLJUČNE BESEDE: vodenje, distribuirano vodenje, osnovna šola.

THE ROLE OF DISTRIBUTED LEADERSHIP IN ELEMENTARY SCHOOL TEACHERS' WELL-BEING

ABSTRACT

Contemporary needs in the field of education demand continuous improvements which are best recognized and evaluated by those working as teachers. This makes the idea of the principal who single-handedly manages all areas of work in a school rather obsolete and also put great emphasis on the importance of including workers into leadership and decision-making processes, placing distributed leadership in the forefront. In an educational setting, such as school, this can be achieved through existing mechanisms, suggested by existing educational legislation in Slovenia requires, which requires workers to organize in teams and working groups. (Zakon o organizaciji in financiranju vzgoje in izobraževanja, Uradni list RS, št. 16/07 – UPB). I believe working groups and teams are an important aspect of leadership which can improve the quality of education, workers' professional development and, after all, the workers' personal perception of their work and work-related processes. In the research, I analyzed distributed leadership practices at the Cerklje ob Krki elementary school in school years 2014/2015 and 2018/2019 by examining the yearly work plan, meeting records and a case study. This allowed me to gain data on existing working groups and teams and their tasks, meeting frequencies, membership and leaders. Based on gathered data I was able to draw conclusions and suggest improvements which can be used in any educational working setting while understanding that distributed leadership is a leadership style for the future: it helps build cooperation, connections and workers' professional development.

KEYWORDS: leadership, distributed leadership, elementary school.

EKOLOŠKO PRIDELANA HRANA V PRIMERJAVI S KONVENCIONALNO PRIDELANO HRANO

POVZETEK

V prejšnjih stoletjih ljudje kakovosti hrane niso pripisovali tolikšnega pomena, kot kakovosti hrane pripisujemo danes. Razlogov za raziskavo je več, v prispevku sta predstavljena dva proizvodna sistema pridelane hrane – ekološki in konvencionalni, pri čemer se večja kakovost hrane pripisuje ekološkemu načinu kmetovanja. Vse več ljudi zahteva hrano neoporečne kakovosti. Pridelovalci in živilska industrija hočejo ustreči tem zahtevam. Osnovni namen prispevka je ugotoviti in ovrednotiti ali so ekološka živila boljša od konvencionalnih. Ugotovili smo, da mora ekološko pridelana hrana izpolnjevati zahteve, ki vodijo k nižjemu vplivu na okolje in imajo višjo hranilno vrednost. Študije so pokazale, da ekološko pridelana živila vsebujejo manj nitratov, nitritov in ostankov pesticidov, vsebujejo pa več suhe snovi, vitamina C, fenolnih spojin, esencialnih aminokislin in celotnih sladkorjev.

KLJUČNE BESEDE: ekološka hrana, konvencionalna hrana, vitamin C, kakovost hrane.

ORGANICLY PRODUCED FOOD IN COMPARISON WITH CONVENTIONALLY PRODUCED FOOD

ABSTRACT

In previous centuries, people did not attach as much importance to food quality as we do today. There are several reasons for the research, the article presents two production systems of cultivated food - organic and conventional, whereby the higher quality of food is attributed to the organic method of farming. More and more people demand food of impeccable quality. Growers and the food industry want to meet these demands. The basic purpose of the paper is to determine and evaluate whether organic foods are better than conventional ones. We found that organically produced food must meet requirements that lead to a lower impact on the environment and have a higher nutritional value. Studies have shown that organically grown foods contain less nitrates, nitrites and pesticide residues, but contain more dry matter, vitamin C, phenolic compounds, essential amino acids and total sugars.

KEY WORDS: organic food, conventional food, vitamin C, food quality.

Z VEČ GIBANJA DO BOLJŠEGA UČNEGA USPEHA

POVZETEK

Ustvarjalni gib je aktiven pristop učenja različnih vsebin s pomočjo telesa. Opredelimo ga kot pristop oziroma način dela, kjer je gib sredstvo za motiviranje, razlago in udejanjanje učne snovi. Gibanje na otroka deluje celostno in mu z množico gibalnih nalog omogoča razvoj v vseh dimenzijah, sposobnostih in znanjih. Ustvarjalno učenje skozi gib vključuje ponazoritev različnih definicij, gibalno-didaktične igre, gibalno-ritmične igre, gibalno dramatzacijo, gibalno-plesno izražanje, gibalno-rajalne igre in gibalne sprostitvene dejavnosti. Z vnašanjem gibanja v učne ure sta bila glavna namena ustvariti sproščeno vzdušje v razredu in spodbuda otrokovega socialnega, emocionalnega, psihomotoričnega in intelektualnega razvoja. S pomočjo najrazličnejših oblik gibanja pri pouku so otroci razvili višjo koncentracijo ter so hitreje pomnili učno snov. Krepili so se pozitivni odnosi med učenci, povečalo se je zavedanje lastnega telesa in nadzor nad samim seboj. Učenje je postalo zabavnejše, hitrejše in na daljši rok učinkovitejše. Učenci so lažje obvladovali stresne situacije in se hitreje znebili treme pred pisnim in ustnim ocenjevanjem znanja. Z raziskavo ugotavljam, da gibanje v veliki meri vpliva na boljše počutje, višjo samozavest, povečanje motivacije za učenje in na lastno zadovoljstvo z doseženim učnim uspehom.

KLJUČNE BESEDE: gibanje, motivacija, samozavest, boljši učni uspeh.

MORE MOVEMENT LEADS TO BETTER ACADEMIC SUCCESS

ABSTRACT

Creative movement is an active approach to learning different content with the help of the body. Let's define it as an approach or way of working, where movement is a means of motivating, explaining and implementing learning material. Movement has a holistic effect on the child and enables him to develop in all dimensions, skills and knowledge with a multitude of movement tasks. Creative learning through movement includes the illustration of various definitions, movement-didactic games, movement-rhythmic games, movement dramatization, movement-dance expression, movement-racial games and movement relaxation activities. By introducing movement into the lessons, the main goals were to create a relaxed atmosphere in the classroom and encourage the child's social, emotional, psychomotor and intellectual development. With the help of various forms of movement during lessons, the children developed higher concentration and memorized the learning material faster. Positive relationships between students were strengthened, awareness of one's own body and self-control increased. Learning has become more fun, faster and more effective in the long run. Students managed stressful situations more easily and quickly got rid of the nervousness before written and oral knowledge assessments. Through research, I find that movement has a large effect on better well-being, higher self-confidence, increased motivation for learning and personal satisfaction with academic success.

KEY WORDS: movement, motivation, self-confidence, better academic success.

Z AKTIVNOSTMI V NARAVI SE UČIMO ZA ŽIVLJENJE

POVZETEK

Izhajam iz majhnega kraja blizu prestolnice. Kraj, kjer stoji naša štirirazredna podružnična šola, nudi ogromno možnosti za bivanje v naravi. Predstavljam interesno dejavnost »Gremo na pohod«, kamor so vključeni učenci vseh štirih razredov. Cilj prispevka je predstaviti dejavnosti, ki so obogatile posamezen pohod in kjer so učenci na izkustven način, preko gibalnih dejavnosti in iger, nadgradili svoje znanje o naravi in kraju. Spoznavali so tudi primerna oblačila, obutev ter pripomočke, s katerimi so poskrbeli za lastno varnost in brezskrbno uživanje v naravi. Ob tem so krepili tudi medsebojne odnose. Z večletnimi izkušnjami z omenjeno dejavnostjo smo prišli do ugotovitve, da smo z bivanjem v naravi nadgradili učno snov ter se medsebojno povezali. Učenci so preko igre in različnih aktivnosti prišli do novih spoznanj o naravi, kraju in življenju nasploh. Z učenjem v naravi smo razvijali vseživljenjsko učenje ter na sproščen način raziskovali v naravi. Predvidevam, da smo z aktivnostmi v naravi, izkustvenim učenjem in medsebojnim sodelovanjem vplivali na boljše razumevanje posameznih vsebin. Zato je takšna oblika dejavnosti lahko koristen prispevek k popestitvi učnega procesa.

KLJUČNE BESEDE: pohod, naš kraj, izkustveno učenje, aktivnosti na prostem.

WITH ACTIVITIES IN NATURE WE LEARN FOR LIFE

ABSTRACT

I come from a small town near the capital. The town where our four-grade elementary school is located offers a wide range of opportunities for outdoor living. I am representing the interesting activity "Let's go on a hike", in which pupils of all four classes are involved. The aim of the paper is to present the activities that enriched the individual hike and where the pupils upgraded their knowledge about nature and the town in an experiential way, through movement activities and games. They were also introduced to appropriate clothing, footwear and accessories, with which they ensured their own safety and carefree enjoyment of nature. At the same time, they also strengthened mutual relations. With many years of experience with the mentioned activity, we came to the conclusion that by staying in nature, we upgraded the learning material and connected with each other. Through play and various activities, the pupils gained new knowledge about nature, the town and life in general. Through learning in nature, we developed lifelong learning and researched in nature in a relaxed way. I assume that through activities in nature, experiential learning and mutual cooperation, we influenced a better understanding of individual contents. Therefore, this form of activity can be a useful contribution to enriching the learning process.

KEYWORDS: hike, our town, experiential learning, outdoor activities.

GIBANJE KOT PREVENTIVA NA POKLICNEM PODROČJU

POVZETEK

Podatki Nacionalnega inštituta za javno zdravje kažejo, da so med najbolj pogostimi razlogi za bolniške odsotnosti z delovnega mesta bolezni mišično-skeletnega sistema in vezivnega tkiva. Na njihov nastanek in razvoj, poleg starosti in genetskih faktorjev, vplivajo tudi fizikalni in psihosocialni dejavniki delovnega in življenjskega okolja. Z namenom ozaveščanja in preventivne dejavnosti na tem področju je nastala ideja o partnerskem projektu HeDiMeVET oziroma How to live healthy in digital times for media VET learners. V projekt Erasmus+ strateška partnerstva so se vključile štiri partnerske šole – poleg Srednje šole za oblikovanje Maribor še srednje šole v Splitu (Hrvaška), Kielu (Nemčija) in Gjøviku (Norveška), ki izobražujejo program medijski tehnik. Poklic medijskega tehnika zahteva pogosto uporabo računalnika; ponavljajoče se tipkanje in vnašanje znakov, prisilna drža ter dolgotrajno sedenje pa povzročajo z delom povezane bolezni mišično-skeletnega sistema. Zato so bodoči medijski tehniki iz štirih držav združili moči in se podali na pot raziskovanja o skrbi za zdravo življenje. Cilj projekta, ki je trajal od 1. 9. 2019 do 31. 8. 2022, je bil skupno delo dijakov in strokovnih delavcev na področju zdravja in športa ter izdelava navodil za razgibalne vaje kot preventiva na poklicnem področju. Z različnimi aktivnostmi, kot so mobilnost, spletna srečanja in razprave, so dijaki izmenjali izkušnje in ideje s ciljem izvedbe končnega skupnega izdelka. Pod mentorstvom športnih pedagogov in profesorjev stroke so izdelali fotografije, plakate in video vsebine na temo spodbujanja h gibanju – z namenom ozaveščanja in spodbujanja ljudi k preventivnim ukrepom zoper bolezni mišično-skeletnega sistema.

KLJUČNE BESEDE: zdravje, gibanje, bolezni mišično-skeletnega sistema, medijski tehnik, projekt.

EXERCISE AS PREVENTION IN THE PROFESSIONAL FIELD

ABSTRACT

The data of the National Institute of Public Health shows that diseases of the musculoskeletal system and connective tissue are the most common reasons for sick leaves at work. Beside genetics, their emergence and development are also influenced by physical and psychosocial factors and the living environment. The idea of the partner project HeDiMeVET i.e. How to Live Healthy in Digital Times for Media VET Learners arose with the aim of raising awareness and preventive activities in this area. The Erasmus+ strategic partnerships project involved four partner schools offering the media technician programme - Srednja šola za oblikovanje Maribor as well as a middle school in Split (Croatia), Kiel (Germany) and Gjøvik (Norway). The media technician profession demands frequent computer use; repetitive typing and character input, forced posture and long-term sitting cause work related illnesses of the musculoskeletal system. This is why future media technicians from four countries have joined forces and embarked on a journey of exploration about care for healthy living. The goal of the project which was performed from the 1st September to the 31st August was the collaboration of students and experts in the field of healthcare and sport as well as the creation of instructions for motion exercises as prevention in the professional field. Various activities such as mobility, web meetings and discussions enabled students to exchange experiences and ideas with the goal of developing a joint end product. They produced photographs, posters and videos on the topic of encouraging movement - with the intention of raising awareness and encouraging people to use preventive measures against illnesses of the musculoskeletal system under the supervision of sports teachers and teachers of specialist subjects.

KEYWORDS: health, movement, diseases of the musculoskeletal system, media technician, project.

SPODBUJANJE K AKTIVNEMU ŽIVLJENJSKEMU SLOGU SKOZI IZVEDBO POPOLDANSKEGA DOGODKA

POVZETEK

Kot učitelj športa ves čas razmišljam, kako učencem šport približati tako, da bi ga vzljubili in se morda tudi zainteresirali za kakšno športno aktivnost ter se posledično vključili v društvo oziroma klub – ali pa le preživljali prosti čas z družino ali vrstniki kar se da aktivno. V času korone je bila precej časa prepoved izvajanja organiziranih vadb. Raziskave kažejo, da se veliko število otrok po prenehanju prepovedi ni vrnilo nazaj v trenažni proces, kar je zaskrbljujoče. Menim, da je zato toliko bolj pomembno ozaveščanje tako staršev kot otrok o pomenu vsakodnevnega gibanja. Na Osnovni šoli Cerklje ob Krki, kjer poučujem, smo kar nekaj let izvajali mednarodni projekt Tek podnebne solidarnosti, ki ga vodi Slovenska Karitas, v obliki športnega dneva. To je sicer projekt, kjer učenci tečejo v solidarnosti do ljudi tretjega sveta, kjer jih podnebne spremembe najbolj prizadenejo. Izvedbo teka smo nadgradili tako, da smo ga namesto športnega dne že dvakrat izpeljali kot popoldanski dogodek, kjer smo povabili starše in stare starše naših otrok ter sokrajane. S tem želimo za gibanje motivirati vse generacije, da bi svoj prosti čas preživeli aktivno znotraj družine, s prijatelji ali v obliki organizirane vadbe. V prvem letu smo beležili le kroge vsakemu posamezniku, na drugi izvedbi pa smo dogodek nadgradili z okoliškimi športnimi društvi, ki so predstavili svoje dejavnosti. Kljub nadgradnji pa so cilji, ki jih zasledujemo, vedno isti: solidarnost do otrok tretjega sveta, ozaveščanje vseh generacij o pomenu gibanja, čim več aktivnih udeležencev in dobrotelov. Leta 2019 smo tako skupaj pretekli 577,4 kilometrov, letos maja pa že kar 822,4 kilometra.

KLJUČNE BESEDE: gibanje, ozaveščanje, tek podnebne solidarnosti

ENCOURAGING AN ACTIVE LIFESTYLE IN AFTERSCHOOL ACTIVITIES

ABSTRACT

As a sports teacher, I am constantly thinking about how to bring sports closer to the students in such a way that they enjoy it and perhaps also become interested in some kind of sports activity and as a result join a sports club; or just spend free time with family or peers as actively as possible. During the corona period, there was a ban of organized exercises for a long time. Research shows that a large number of children did not return to the training process after the ban was lifted, which is worrying. I believe that this is why raising awareness of parents and children about the importance of daily exercise is all the more important. At Cerklje ob Krki elementary school, where I teach, we have been implementing the international project Climate Solidarity Run, led by Slovenska Karitas, in the form of a sports day for several years. This is a project where students run in solidarity with the people of the third world, where climate change affects them the most. We upgraded the execution of the run by holding it twice as an afternoon event instead of a sports day, where we invited the parents and grandparents of our children as well as fellow citizens. With this, we want to motivate all generations to exercise, to spend their free time actively within the family, with friends or in the form of organized exercise. In the first year, we only recorded laps for each individual, but at the second edition, we upgraded the event with the surrounding sports associations or clubs, which presented their activities. Despite the upgrade, the goals we pursue are always the same: solidarity with the children of the third world, awareness of the importance of the movement among all generations, as many active participants as possible and charity. In 2019, we ran a total of 577.4 kilometers, and this May already 822.4 kilometers.

KEYWORDS: movement, awareness, climate solidarity run.

EKOLOŠKA PRIDELAVA HRANE KOT STEBER TRAJNOSTNEGA TURIZMA V SLOVENIJI

POVZETEK

Slovenija v zadnjih nekaj letih dosega izjemne rezultate na področju turizma, kar dokazuje rast števila tujih turistov. Ti so Slovenijo prepoznali kot varno zeleno destinacijo, ki na relativno majhnem prostoru ponuja raznolika turistična doživetja. Strategija slovenskega turističnega razvoja je jasno usmerjena v trajnostni turizem, ki spoštuje tako potrebe okolja in ljudi, ki tam živijo, kot tudi potrebe lokalnega gospodarstva in obiskovalcev. Poleg čiste in neokrnjene narave, ki predstavlja glavno atrakcijo Slovenije, se v zadnjem času Slovenija med tujimi gosti vse bolj uveljavlja kot edinstvena kulinarčna destinacija, ki temelji na lokalni in ekološko pridelani hrani. Pri pouku geografije smo skupaj z dijaki s pomočjo SWOT analize ugotavljali možnosti in pomen vključevanja ekološke pridelave hrane v smernice trajnostnega turizma na primeru slovenskih turističnih kmetij. Pri tem smo prišli do zaključka, da se koncept ekološko pridelane hrane več kot očitno ujame s smernicami trajnostnega turizma oziroma predstavlja enega izmed stebrov trajnostne turistične ponudbe v Sloveniji.

KLJUČNE BESEDE: trajnostni turizem, ekološka pridelava hrane, trajnostna turistična ponudba

ORGANIC FOOD PRODUCTION AS ONE OF THE PILLARS OF SUSTAINABLE TOURISM IN SLOVENIA

ABSTRACT

Slovenia has achieved remarkable success in tourism over the past few years, as evidenced by an increased number of foreign tourists. They have found Slovenia to be a safe green destination, offering a myriad of tourist experiences in a relatively small area. Slovenia's tourism development strategy is clearly oriented towards sustainable tourism, which respects not only the needs of the environment and people who live there, but also the needs of the local economy and visitors. Apart from the clean and unspoilt nature that has been Slovenia's main attraction, Slovenia has lately become increasingly popular among foreign visitors as a unique culinary destination based on local and organic food. Students in geography lessons were asked to use the SWOT analysis to identify the possibilities and importance of integrating organic food production into sustainable tourism guidelines, taking Slovenian tourist farms as an example. The students have reached the conclusion that the concept of organic food undoubtedly fits into sustainable tourism guidelines, or rather, it represents one of the pillars of the sustainable tourism offer in Slovenia.

KEYWORDS: sustainable tourism, organic food production, sustainable tourism offer.

ODNOS DIJAKOV DO ZAJTRKA – PRIMER NOGOMETNEGA ODDELKA DIJAŠKEGA DOMA GIMNAZIJE ŠIŠKA

POVZETEK

Fizična aktivnost in ustrezna prehrana sta ključna faktorja pozitivnega življenjskega stila, ki se kaže kot dobro počutje in zdravo življenje. Na Gimnaziji Šiška, ki velja za športnikom prijazno šolo, se poleg izobraževanja največ časa posveča skrbi za dobro počutje in čim bolj zdravo življenje dijakov. Večina dijakov redno trenira v različnih športnih panogah. 2/3 dijakov imata v urniku poleg rednih ur športe vzgoje še dve dodatni uri športne vzgoje na teden. V lastni kuhinji se dnevno pripravljajo različni obroki od zajtrka, malice, kosila, popoldanske malice do večerje. Športniki imajo možnost naročiti tudi športna kosila, ki so energetske in po vsebini bogatejša, kar je pogoj, da lahko nemoteno sledijo svojim učnim in športnim obveznostim. Z raziskavo smo želeli ugotoviti, kakšen odnos do zajtrka imajo dijaki 1. letnika nogometnega oddelka, ki bivajo v Dijaškem domu Gimnazije Šiška. Rezultati so pokazali, da je 65 % dijakov 1. letnika nogometnega oddelka doma redno zajtrkovalo, v dijaškem domu pa je bilo takih še nekoliko več (69 %). Tisti, ki niso zajtrkovali redno oziroma sploh niso zajtrkovali, so zajtrke spuščali zato, ker niso želeli prej vstati ali pa zjutraj niso imeli apetita. Večina (81 %) dijakov je verjelo, da je zajtrk res tako pomemben kot se govori. Več kot polovici dijakov (52 %) se je zdelo kosilo najbolj pomemben obrok dneva. Na podlagi podatkov raziskave bomo poskušali k rednemu zajtrkovanju spodbuditi tudi tiste dijake, ki zajtrk opuščajo zaradi poležavanja, saj se zavedamo, da se privzete prehranjevalne navade mladostnikov prenašajo kasneje v življenje.

KLJUČNE BESEDE: prehranjevalne navade, zajtrk, dijaški dom, nogometni oddelek.

ATTITUDE TOWARDS BREAKFAST – CASE STUDY OF A FOOTBALL CLASS IN STUDENT DORMITORY OF GYMNASIUM ŠIŠKA

ABSTRACT

Physical activity and regular nutrition are the basics of good health and well being. Besides education, they are the most important values at Gymnasium Šiška which is very friendly for young athletes. Most of the students are active members of different sports clubs and 2/3 of classes have 2 extra lessons of physical education per week. For raising good athletes only optimal nutrition can provide enough energy and micro/macro elements needed for practising and studying. Many different types of meals, ranging from breakfast, brunch, lunch, afternoon snack and dinner, are prepared daily and served from its own kitchen. The students who need more energy can order sports dinner. The goal of our research was to find out nutrition habits of students at breakfast time. This study revealed that most students of the football class (65 %) regularly eat breakfast at home and slightly more of them eat it during their stay in student dormitory (69 %). Those who do not eat breakfast regularly skip it just because they prefer to stay in bed or because they have no appetite in the morning. Most students (81 %) believe that breakfast is really as important as it is known. More than half of them (52 %) considered lunch to be the most important meal. We believe that adolescent eating habits can continue to flourish later in adulthood. This could be a reason to motivate students to stop skipping breakfast simply because they want to stay in bed as much as possible.

KEYWORDS: nutrition habits, breakfast, students dormitory, football class.

ZDRAVJE KOT SPLOŠNO TEMATSKO PODROČJE PRI ANGLEŠČINI – SPODBUJANJE ZDRAVEGA ŽIVLJENJSKEGA SLOGA SKOZI UČENJE TUJEGA JEZIKA

POVZETEK

V srednji šoli smo se tudi pri pouku angleščine srečali z zelo pomembnim področjem vsakega posameznika, in sicer z njegovim zdravjem. Namen prispevka je predstavitev različnih načinov pri pouku tujega jezika, ki sem jih uporabila, za spodbujanje zdravega življenjskega sloga. Ugotovili smo, da nas je sodobni, (pre)hitri tempo življenja veliko krat (ne)zavedno pahnil v nezdrav življenjski slog. Čeprav smo se ozavestili glede perečih problemov sodobne družbe, smo nemalokrat pozabili na praktično izvajanje teorije. Tako se je tema zdravje pojavila kot pomembno splošno tematsko področje v vzgojno-izobraževalnem procesu tudi pri pouku angleščine, ki jo je potrebno sprotno nadgrajevati, saj se v veliki meri navezuje še na opravljanje poklicne mature, predvsem na ustni del. Glavni cilj pri pouku tujega jezika je bil ozavestiti dijake skozi obravnavane učne vsebine in jih spodbuditi k zdravemu življenjskemu slogu sedaj, kot tudi v njihovem nadaljnjem življenju.

KLJUČNE BESEDE: dijaki, učitelji, zdravje, prehrana, gibanje.

HEALTH AS A GENERAL THEMATIC AREA IN ENGLISH CLASS – PROMOTION OF A HEALTHY LIFESTYLE THROUGH LEARNING A FOREIGN LANGUAGE

ABSTRACT

At the secondary school during the English lessons, we have come up against a very important area of every individual, and that is one's health. The purpose of the article is to represent different ways that have been used in English class in order to promote healthy lifestyle. We have found out that a modern "(too) rapid tempo" of life has many times (sub)consciously pushed us into an unhealthy lifestyle. Although we have been aware of topical issues of modern society, we several times forgot about the practical prosecution of the theory. And so, health has ended up in the educational process as an important general thematic area also in English class that has to be regularly upgraded, since it is in great deal connected to taking the matura examination, especially to its oral part. In the foreign language class, the main educational aim was to make students aware through discussed teaching contents and encourage them to a healthy lifestyle now and also in their further lifetime.

KEYWORDS: students, teachers, health, diet, activities.

RASTLINE, KI UČENCEM CEDIJO SLINE

POVZETEK

Namen mojega prispevka je predstaviti projekt Rastline, ki učencem cedijo sline, ki se je v okviru izbirne dejavnosti – Eko krožka izvajal na Osnovni šoli Zadobrova. Uživanje hrane z večjo vsebnostjo sladkorja predstavlja pomembno tveganje za zdravje otrok. Zato smo želeli s projektom, ugotoviti kako dobro učenci poznajo posledice rednega uživanja sladkorja. Naš cilj pa ni bila le analiza vedenja učencev o dani problematiki, s katero smo potrdili večino naših hipotez. Večji poudarek je bil na dejavnostih, v okviru katerih smo učence opremili s konkretnimi praktičnimi znanji. Predvsem smo jih želeli seznaniti s tem, kako lahko na zdrav in brezgrešen način zadovoljijo željo po sladkih ter slanih prigrizkih. S tem namenom smo izvedli več praktičnih kuharskih delavnic. V okviru le-teh so pod mentorstvom učitelja učenci samostojno pripravili zdrave in okusne prigrizke ter posladke brez belega sladkorja kot so: ajdove kokice, korenčkov in ohrovtov čips, žele bomboni iz jabolčne čežane. Ne glede na to, da smo ugotovili, da učenci še vedno najpogosteje segajo po belem sladkorju in da slabo poznajo alternativna naravna sladila, so bili zaradi zanimivega načina podajanja snovi ter njihove aktivne participacije v času celotnega učnega procesa, pripravljene sprejeti novosti na področju zdravega prehranjevanja.

KLJUČNE BESEDE: sladkor, rastline, učenci, zdrava prehrana, praktična znanja.

PLANTS THAT ARE MOUTH-WATERING FOR CHILDREN

ABSTRACT

The purpose of my paper is to present the project called Plants that are mouth-watering for children, that was carried out in Zadobrova Primary School. Consuming foods with a higher sugar content poses a significant risk to children's health. That is why we wanted to find out how well the students know the consequences of regular sugar consumption through a project called *Rastline, ki učencem cedijo sline* («Plants that are mouth-watering for children»). Our aim was not only to analyse students' behaviour on a given issue, which confirmed most of our hypotheses. There was an even greater emphasis on activities in which students were equipped with concrete practical skills. Above all, we wanted to increase the awareness of how they can satisfy the desire for sweet and savoury snacks in a healthy way. For this purpose, we carried out several practical workshops with students. Under the supervision of the teacher, students independently and with their own effort successfully prepared up many healthy and tasty sugar-free treats, such as: buckwheat popcorn, carrot and kale chips, apple jelly candy. Regardless of the fact that students still most often reach for white sugar and that they have a little knowledge about alternative natural sugars, they were ready to accept innovations of healthy eating habits. We achieved this because of interesting way of teaching and by actively involving students in the entire learning process.

KEYWORDS: sugar, plants, students, healthy diet, practical skills.

LIKOVNA SUBJEKTIVIZACIJA KOT VZVOD ZA KREATIVNOST V PEDAGOŠKEM PROCESU REGGIO EMILLIA

POVZETEK

Likovna apreciacija je izredno ključni element pri subjektivizaciji likovnega izražanja otrok. Učitelji se pomena likovne apreciacije in ustvarjalnosti otrok ne zavedajo dovolj, vendar je problem zelo aktualen in večni, saj otroci že v najzgodnejših letih razvijajo notranji način mišljenja, ocenjevanja in videnja sveta prek mentalnih konceptov in simbolnih likovnih skic. Iz notranje doživljajske perspektive otroci artikulirajo svet skozi svojo likovno risbo. Medtem ko otrok ustvarja, se izoblikuje okolje, kjer transformira temeljne probleme v nove dosežke. Cilj strokovne raziskave je predstaviti vzvod spodbujanja otrok k svobodnem izražanju idej, mnenj in občutkov v procesu subjektivizacije likovnega izražanja. Metoda likovne apreciacije ima vlogo podpore in spodbude pri otrokovem razvoju razumevanja sveta. V pedagoškem prestopu Reggio Emilia ustvarjalnost predstavlja jedro vseh spoznavnih dejavnosti otrok, ki nikakor ni vezana le na umetniško ustvarjanje, ampak jo vidijo tudi kot način spoznavanja, razmišljanja in odločanja, v kateremkoli vidiku spoznavnega procesa. Pristop Reggio Emilia poudarja, da je spodbudno okolje in skrbno načrtovanje procesa ključno za učenje, kjer otroci sami eksperimentirajo, raziskujejo, ter načrtujejo in se samostojno odločajo, pri tem pa razvijajo vrlini kot sta samopodoba in samozavest. Vse to jim daje večjo možnost uspeha pri učenju, razvijanju in napredovanju.

Ključne besede: likovna apreciacija, likovno izražanje, subjektivizacija, pedagoški koncept Reggio Emilia, metoda estetskega transferja.

ART SUBJECTIVIZATION AS A LEVERAGE FOR CREATIVITY IN THE PEDAGOGICAL APPROACH REGGIO EMILLIA

ABSTRACT

Artistic appreciation is an extremely crucial element in the subjectivization of children's artistic expression. Teachers are not aware enough of the importance of artistic appreciation and creativity, yet the problem is very important, since children develop the way they think, assess and see the world through their mental concepts and symbolic visual representations. From an internal experiential world, children articulate and develop the world through their art drawings. When the child draws, he also develops an internal environment where the child can transform fundamental problems into new achievements. The aim of professional research is to present the leverage of encouraging children so that they freely express feelings, ideas and opinions in the process of subjectivization of artistic expression. The art appreciation method plays a role of a main supporter and encouragement in the child's development of understanding of the world. In Reggio Emilia's pedagogical transition, creativity is at the core of all the cognitive activities of children, which in no way is related only to artistic creation but also as a way of knowing, thinking, deciding, realizing in any aspect of the cognitive process. Reggio Emilia's approach emphasizes that a supportive environment and careful process of preplanning are keys to learning, where children experiment, explore, plan and make decisions on their own, with that develop virtues such as self-esteem. All that gives them a greater chance and sense of success in life.

Keywords: artistic appreciation, artistic expression, subjectivization, the pedagogical concept of Reggio Emilia, aesthetic transfer method.

GIBANJE IN DOBRODELNOST NA OŠ VODICE V SODELOVANJU Z LOKALNO SKUPNOSTJO

POVZETEK

Na osnovni šoli Vodice se zelo dobro zavedamo pomena zdravega načina življenja, zato smo se pred desetimi leti vključili v mednarodni projekt Tek podnebne solidarnosti v organizaciji Karitasa Slovenije. V celoletni projekt so bili vključeni vsi učenci podaljšanega bivanja. Cilj projekta je bil navdušiti otroke za tek in gibanje na prostem. Otroci so s pretečenimi metri tekli v znak spoštovanja do otrok, ki nimajo sredstev za dostojno življenje. V prispevku so opisani različni primeri, kako smo projekt z učenci izpeljali tekom leta in kako smo ga zaključili. Glavni namen prispevka je predstaviti načine sodelovanja OŠ Vodice z lokalno skupnostjo in drugimi izvenšolskimi društvi. S primeri gibalnih aktivnosti in različnih dobrodelnih prireditev želimo spodbuditi k akcijam tudi druge vzgojno-izobraževalne ustanove. Z večletnimi izkušnjami smo ugotovili, da gibalne dejavnosti lahko z dobrodelnimi akcijami povežemo na različne načine, s katerimi med drugim tudi pomagamo lokalni skupnosti. Gibanje in dobrodelnost sta v našem primeru močno povezana, saj smo celoletni gibalni projekt zaključili z dobrodelno akcijo, na kateri je sodelovala širša lokalna skupnost. Zavedamo se, da naša družba nikoli ne bo pravična za vse, zato tudi slovenski narod potrebuje dobrodelnost. Šport združuje, povezuje in navdihuje in če mu dodamo še dobrodelno noto, to postane nekaj resnično velikega. Tudi na osnovni šoli Vodice smo združili moči in gibanje povezali z dobrodelnostjo. Rezultat sodelovanja mladih in starih je bila neizmerna hvaležnost socialno ogroženih občanov.

KLJUČNE BESEDE: gibanje, dobrodelnost, tek, zdrav način življenja.

MOVEMENT AND CHARITY AT PRIMARY SCHOOL VODICE IN COOPERATION WITH THE LOCAL COMMUNITY

ABSTRACT

At Primary school Vodice, we are well aware of the importance of a healthy lifestyle. Therefore, we joined the international project Run for Climate Solidarity organized by Caritas Slovenia ten years ago. All students who attend after school classes were included in the year-long project. The goal of the project was to inspire children to run and exercise outdoors. The children ran their distances as a sign of respect for children who do not have the means to live a decent life. The article describes various examples of how the project was carried out with students during the year and how it was concluded. The main purpose of the article is to present the methods of cooperation of Primary School Vodice with the local community and other local associations. With examples of movement activities and various charity events, we want to encourage other educational institutions to act as well. With many years of experience, we have found that movement activities can be connected with charity campaigns in various ways, which, among other things, helps the local community. Movement and charity were strongly connected in our case when we concluded the year-long movement project with a charity campaign that included the wider local community. We are aware of the fact that our society will never be fair for everyone, so that is why the Slovenian nation also needs charity. Sport unites, connects and inspires, and when a charitable note is added to it, it becomes something truly great. At Primary school Vodice, we too joined forces and connected the movement with charity. The result of the cooperation of young and old was the immense gratitude of underprivileged citizens.

KEY WORDS: movement, charity, running, lifestyle.

VPLIV PLESNIH RITMOV ZA POZITIVNO VZDUŠJE V PRVEM RAZREDU

POVZETEK

Kot učiteljica v prvem razredu sem se v preteklem letu znašla pred izzivom, kako ustvariti sproščeno okolje, kjer bodo šestletniki z veseljem pridobivali nova znanja. Na strukturiranem izobraževanju v tujini, z naslovom Motivacija+, sem se srečala z različnimi pristopi, od katerih me je najbolj pritegnil plesni ritem. V prispevku analiziram zakaj menim, da je ples dejavnost, ki ima več pozitivnih vplivov na vzdušje v razredu. Ples je oblika izražanja, s katero se srečujemo od zgodnjih otroških let in nas spremlja skozi različna življenjska obdobja. Med opazovanjem otrok v času odmora, ko se je vrtela glasba, se mi je porodila ideja, da pridobljeno znanje iz izobraževanja vnesem v svoje delo. Ples je bil vključen v učne ure glasbe, kjer so se učenci s pomočjo gibanja in plesa hitreje in lažje naučili besedila novih pesmi. Nato pa je bil 10 minutni ples dodatno vključen tudi kot sprostitvev med daljšimi aktivnostmi, ki so zahtevale sedeče ali bolj zbrano delo. Učenci so s plesom izboljšali koordinacijo, orientacijo v prostoru, kljub medsebojnemu sodelovanju so ohranjali svoj osebni prostor, razgibavali so celotno telo in ustvarjali lastne plesne gibe. Po izvajanju plesa se je izkazalo, da so se na začetku še najbolj zadržani učenci sprostili in prepustili ritmu glasbe ter izrazili svojo govorico telesa. Predvsem pa so se učenci s plesom sprostili, se med seboj povezali in lažje nadaljevali z nalogami, ki so od njih zahtevale zbrano in sedeče delo.

KLJUČNE BESEDE: ples, gibanje, sprostitvev, ustvarjalnost.

POSITIVE EFFECT OF DANCE RHYTHMS ON FIRST GRADE PUPILS

ABSTRACT

As a first grade teacher, last year I was faced with the challenge of how to create a relaxed environment where six-year-olds would enjoy learning new skills. While participating at the structured educational program abroad called »Motivation«, I learned different approaches and the one that attracted me the most was dance rhythm. In the paper, I analyze why I think dancing is an activity that has a huge positive impact on the pupils in the classroom. Dance is a form of expression that we encounter from early childhood and accompanies us through different periods of life. While observing the children at break time, with the music playing, I had the idea to bring the knowledge I gained from the educational program into my work. Dance was integrated into our music class, where pupils learned the lyrics of new songs faster and easier with the help of movement and dance. Then, a 10-minute dance was additionally included as a relaxation during longer activities that required sitting or more concentrated work. The dance helped the children to improve their coordination and orientation, maintain their personal space despite interacting with each other, exercise their whole body and create their own dance moves. After dancing, it turned out that even the most reserved pupils relaxed and let themselves go to the rhythm of the music and expressed their body language. But most of all, dancing helped the children to relax, connect with each other and easily continue with the tasks that required them to stay focused while studying in sitting position.

KEYWORDS: dance, movement, relaxation, creativity.

OBRAVNAVA ŠTEVIL V POVEZAVI Z GIBANJEM

POVZETEK

Današnja generacija otrok in mladostnikov si v prostem času pogosteje poišče razvedrilo pred televizijskimi in računalniškimi zasloni oziroma preživi popoldan s pametnimi telefoni in tablicami v rokah, namesto da bi čas namenili športu, gibanju ter igri s prijatelji. Pomanjkanje gibanja, neustrezne prehranjevalne navade in slaba kakovost hrane povzročajo, da imajo že otroci prekomerno telesno težo. Ker imajo v prvem razredu na urniku samo tri ure športa tedensko, je bil moj namen, da gibanje vključim v preostale šolske ure oziroma predmete. Cilj mojega projekta je bil, da pripomorem k bolj zdravemu načinu življenja. Z gibanjem sem povezala obravnavo števil pri matematiki. Z učenci smo izvedli številne dejavnosti: preštevali smo predmete in pike na kocki ter ob tem izvedli ustrezno število gibalnih nalog, hodili smo po številki, ki smo jo izdelali iz vrvi, številke smo oblikovali s svojimi telesi, skakali smo ristanec ter se igrali igrice bum in ptički v gnezda. Ugotovila sem, da imamo v prvem razredu lahko več gibanja kot ga predvideva urnik, če ga vključim med preostale šolske predmete. Gibalne naloge so bile za učence igra, ob kateri so pridobivali novo znanje, posledično pa smo pripomogli k oblikovanju zdravih življenjskih navad.

KLJUČNE BESEDE: matematika, prvošolci, gibalna igra, število.

DISCUSSING NUMBERS IN CONNECTION TO PHYSICAL EXERCISE

ABSTRACT

Today's generation of kids and teenagers is more likely to seek entertainment in front of computer or television screens. They also like to spend their afternoons handling their smartphones or tablets instead of dedicating their time to sport and outdoor activities with their friends. The lack of movement, improper eating habits and bad quality of the food they eat cause excessive body weight. Due to the fact that first year students only have three periods of sports in their weekly schedule, my intention was to incorporate movement into other school subjects as well. My goal was to contribute to a healthier lifestyle. I connected the discussion about numbers with physical exercise. My students and I carried out various physical activities: we counted objects and dots on a die while performing an appropriate number of physical activities, like walking across a number that we formed with a rope, we shaped numbers with our bodies, we played hopscotch and the games "boom" and "birds: to their nests!"

I discovered that first year students can have much more exercise than the schedule envisages, if I integrate it into other school subjects. Physical exercises were a form of play for students and it enabled them to gain new knowledge and as a result, we contributed to creating healthy lifestyle habits.

KEYWORDS: maths, first year students, physical exercise game, numbers.

RAZVIJANJE OTROKOVE PREDOPISMENJEVALNE ZMOŽNOSTI NA PODLAGI OTROŠKEGA TISKA

POVZETEK

Prispevek predstavlja pomembnost razvijanja otrokove predopismenjevalne zmožnosti na podlagi otroškega tiska. Pomen branja je pomemben tako za posameznika kot za širšo družbo. Otroški tisk je otroku ponujen že zelo zgodaj. Revije na otroku pustijo svoj pečat že v zgodnjem predšolskem obdobju. S prebiranjem otroških revij lahko spontano pridobi novo znanje, ki mu bo koristilo v življenju. Prispevek je sestavljen iz dveh delov, in sicer iz teoretičnega in praktičnega dela. V teoretičnem delu povzetka je predstavljen pomen branja za posameznika in širšo družbo, na kakšen način lahko spodbujamo branje pri predšolskem otroku in na kakšen način spodbujamo branje predšolskih otrok v vrtcu Galjevica. V zaključnem delu teoretičnega dela je opisana revija Cicido. V drugem delu prispevka so predstavljeni problem, namen in zastavljena cilja. Praktična nastopa, ki sta skupaj vsebovala sedem dejavnosti sta bila izvedena v vrtcu Sončni žarek, ki deluje v občini Velike Lašče. Izvedena sta bila v skupini Metulji, kjer je bila starost otrok od štiri do pet let. Z izvedenimi nastopi dejavnosti je bilo ugotovljeno, da so dejavnosti iz revije Cicido kakovostno primerne za predšolske otroke in bi te lahko večkrat strokovni delavci uporabili pri svojem pedagoškem delu. Strokovni delavci na njih velikokrat pozabljajo in dejavnosti raje načrtujejo iz lastnih zamisli oz. iz druge literature.

KLJUČNE BESEDE: predšolski otrok, spodbujanje branja, revija Cicido, dejavnosti, učenje in igra.

DEVELOPING CHILDREN'S PRE-LITERACY SKILLS THROUGH CHILDREN'S PRINT

ABSTRACT

This paper presents the importance of developing children's pre-literacy skills through children's print. The importance of reading is as important for the individual as it is for the society. Children's print is offered to the child from a very young age. Magazines leave their mark on a child. By reading children's magazines, a child can spontaneously acquire new knowledge that will be useful to him or her in life. This paper is divided into two parts, a theoretical part and a practical part. The theoretical part of the abstract presents the importance of reading for the individual and the wider society, how reading can be encouraged in pre-school children and how reading is encouraged in pre-school children in the Galjevica kindergarten. The final part of the theoretical part describes the Cicido magazine. In the second part of the paper, the problem, the purpose and the objectives are presented. The two practical performances, which comprised a total of seven activities, were carried out in the kindergarten "Sončni žarek", which operates in the municipality of Velike Lašče. They were carried out in the "Butterflies" group, where the age of the children ranged from four to five years. The activities were of a high quality and were suitable for pre-school children and could be used by preschool teachers in their pedagogical work on several occasions. They are often forgotten by teachers who prefer to plan activities from their own ideas or from other literature.

KEYWORDS: pre-school child, reading promotion, Cicido magazine, activities, learning and play.

Z IZVAJANJEM JOGE V VRTCU DO ZDRAVEGA RAZVOJA, SPOSOBNOSTI DALJŠE KONCENTRACIJE IN SPROSTITVE

POVZETEK

Joga je znanost o telesu, umu, zavesti in duši. Je poseben svet, tako za male kot velike otroke. Ni namenjena le razvoju motoričnih sposobnosti, gibljivosti, moči ter prožnosti posameznih mišičnih sklopov, temveč tudi občutenju lastnega telesa, razvijanju sposobnosti komunikacije s samim seboj ter sposobnost koncentracije in sprostitve. Z rednim izvajanjem joge ob našem hitrem tempu vsakdana, lahko v svoje življenje ponovno vrnemo sprostitve, zadovoljstvo, radost, notranji mir in telesno gibljivost. Nezavedno to svoje slabo počutje prenašamo na svoje otroke, zaradi katerega so vznemirjeni, nimajo koncentracije, se ne morejo umiriti, so napeti in anksiozni, imajo negativno samopodobo ter posledično nemiren spanec. Pred letom dni sem se odločila, da v naš vrtčevski vsakdan vpeljem urice joge in sprostitve ter s tem pripomorem, da vsi postanemo bolj umirjeni, sproščeni, imamo daljšo koncentracijo, pozitivno mnenje o svojem lastnem telesu, se naučimo pravilnega dihanja, ki vpliva na naš živčni sistem ter smo bolj sproščeni. V svoji raziskavi sem skušala otroke na igriv način popeljati v svet gibanja skozi igro in domišljajske predstave, pritegniti njihovo pozornost s pravljičami, posnemanjem različnih živali ter prisposodobami iz vsakdanjega življenja. Po realizaciji izvajanja uric joge sem ugotovila, da smo dosegli načrtane cilje ter s tem postali bolj samozavestni, zbrani in ustvarjalni.

KLJUČNE BESEDE: joga, sprostitve, koncentracija, gibalni razvoj, zdravje.

PRACTICING YOGA IN KINDERGARTEN TO HEALTHY DEVELOPMENT, LONGER CONCENTRATION AND RELAXATION

ABSTRACT

Yoga is the science of body, mind, consciousness and soul. It is a special world, both for small and big children. It is not only aimed at developing motor skills, mobility, strength and flexibility of individual muscle groups, but also at feeling one's own body, developing the ability to communicate with oneself, and the ability to concentrate and relax. By regularly practicing yoga in addition to our fast-paced everyday life, we can bring relaxation, contentment, joy, inner peace and physical mobility back into our lives. Unconsciously, we transfer this malaise to our children, as a result of which they are agitated, lack concentration, cannot calm down, are tense and anxious, have a negative self-image and, as a result, restless sleep. A year ago, I decided to introduce yoga and relaxation classes into our kindergarten's daily routine, thereby helping us all to become calmer, more relaxed, have longer concentration, a positive opinion of our own body, and learn to breathe correctly, which affects our nervous system and we are more relaxed. In my research, I tried to take children into the world of movement in a playful way through games and imaginative performances, to attract their attention with fairy tales, imitation of various animals and parables from everyday life. After the implementation of the yoga classes, I realized that we had achieved the set goals and thus became more self-confident and creative.

KEY WORDS: yoga, relaxation, concentration, movement development, health.

INTERESNA DEJAVNOST RAZGIBAJMO MOŽGANE

POVZETEK

Z namenom spodbujanja gibanja, optimalnega delovanja možganov ter jutranje priprave telesa in uma na boljšo pripravljenost za učenje pri pouku sem za učence razredne stopnje pred poukom enkrat na teden izvajala interesno dejavnost z imenom razgibajmo možgane. Vsako srečanje smo začeli v krogu in uvodne minute namenili kratkemu pogovoru o funkcijah naših možganov ter pomenu vpliva gibanja na njihovo delovanje. Učenci so na tak način spoznali zgradbo in zakonitosti njihovega delovanja. Tematika osrednjega dela je bila vsakokrat različna – učenci so krepili grobo in finomotorične spretnosti, spomin, urili pozornost in koncentracijo, razvijali logično mišljenje, se učili reševanja problemov, urili vidno-prostorsko koordinacijo, ... Hkrati so se ob aktivnostih sprostiti in zabavali, s čimer so zmanjšali svojo telesno in duševno napetost. Aktivnosti so bile usmerjene tudi v trening socialnih veščin, saj so učenci sodelovali z vrstniki ter urili svoje spretnosti učinkovitega sporazumevanja. Srečanje smo običajno zaključili v krogu in se umirili s sprostitvenimi dejavnostmi ter pripravili na nov delovni dan. Učenci so k interesni dejavnosti radi prihajali in izrazili željo, da bi imeli vsak dan možnost jutranjega razgibavanja, kar bi pozitivno vplivalo na njihovo sodelovanje pri pouku in bolj učinkovito učenje.

KLJUČNE BESEDE: možgani, gibanje, interesna dejavnost, razgibajmo možgane.

EXTRACURRICULAR ACTIVITY LET'S EXERCISE THE BRAIN

ABSTRACT

With the aim of encouraging movement, optimal brain function, and preparing the body and mind in the morning to be better prepared for learning in class, I carried out an extracurricular activity called let's exercise the brain once a week before class. We started each meeting in a circle and dedicated the opening minutes to a short conversation about the functions of our brain and the importance of the influence of movement on its functioning. The topic of the main part was different every time – students strengthened gross and fine motor skills, memory, trained attention and concentration, developed logical thinking, learned to solve problems, trained visual-spatial coordination, ... At the same time, they relaxed and had fun during the activities, which reduced their physical and mental tension. The activities were also aimed at social skills training, as the students worked with their peers and trained their communication skills. We usually ended the meeting in a circle and calmed down with relaxation activities to prepare for a new working day. The students liked coming to the extracurricular activity and expressed their desire to have the opportunity to exercise in the morning every day, which would have a positive effect on their participation in lessons and more effective learning.

KEYWORDS: brain, movement, extracurricular activity, brain exercise.

MEDPREDMETNI PRISTOP K POUČEVANJU MATEMATIKE V DRUGEM IN TRETJEM VZGOJNO-IZOBRAŽEVALNEM OBDOBJU

POVZETEK

Glavna naloga učiteljev ni več le predaja znanja, temveč opora pri učenju učencev. Tradicionalno podajanje učnih vsebin je za učence velikokrat monotono, nezanimivo, pri pouku postajajo neaktivni, nekateri nemirni. Na naši osnovni šoli si želimo razvijati didaktične pristope in oblike učenja, s katerimi bi prispevali k dvigu splošnih kompetenc učencev tudi z vidika matematične in naravoslovne pismenosti. Omenjeno udeležujemo v sklopu projekta NA-MA POTI, saj želimo preko prožnih oblik učenja, z aktivno vlogo učencev, povezovanjem naravoslovno-matematičnega področja z drugimi področji med drugim izboljšati odnos otrok do naravoslovja in matematike. V prispevku je predstavljenih nekaj praktičnih idej, kako povezati matematiko z drugimi predmetnimi področji (slovenščino, naravoslovjem, biologijo, tehniko in tehnologijo, angleščino in geografijo), da bodo učenci sposobni znanje, ki ga pridobijo pri matematiki osmisliti in ga prenesti v rabo na raznolikih področjih življenja. Aktivnosti so bile izvedene v oddelkih drugega in tretjega vzgojno-izobraževalnega obdobja v okviru omenjenega projekta. Učenci so spoznali, kdaj sadjarji pričakujejo pojav škodljivcev pri jablani, našo državo so primerjali z drugimi državami, spoznali višino našega največjega pesnika, se preizkusili kot prevajalci in slaščičarji ter dihala obravnavali še nekoliko drugače. Ugotavljamo, da s povezovanjem medpredmetnih vsebin učitelji vzbudimo otrokovo radovednost, ustvarjalnost. V razredu so se pri teh urah, ki smo jih učitelji izvedli vsak pri svojem predmetu ali združili moči v eni ali dveh urah, vzpostavili drugačni odnosi, saj tak način dela postavlja v ospredje učenca in mu dopušča možnost za aktivno vlogo pri grajenju znanja.

KLJUČNE BESEDE: delo v skupinah, matematika, medpredmetno povezovanje, projekt NA-MA POTI.

CROSSCURRICULAR APPROACH TO TEACHING MATHEMATICS IN THE SECOND AND THIRD EDUCATIONAL PERIOD

ABSTRACT

Nowadays, the role of the teacher is not merely passing on knowledge, but also facilitating the students in their learning. The traditional approach to teaching frequently results in the lessons being monotonous, uninteresting while the students become restless and inactive. At our elementary school, we want to develop didactic approaches in forms of learning that would contribute to raising the general competence of students, also from the point of view of mathematical and scientific literacy. We implement the aforementioned as part of the Na-Ma Poti project, as we want to creating opportunities to develop students' positive attitude to science and mathematics through flexible forms of learning, with the active participation of students, connecting the science-mathematics field with other fields. The article presents a set of practical ideas on how to connect mathematics with other subjects (slovenian, science, biology, technology, english and geography) to make the students apply the knowledge acquired in mathematics in various fields of life. The activities were carried out in the departments of the second and third educational period within the framework of the mentioned project. The students learned when fruit growers expect the appearance of pests in apple trees, compared our country with other countries, learned about the height of our greatest poet, tried out as translators and confectioners, and treated the respiratory tract in a slightly different way. We find that by integrating content from different subjects, the teacher can awaken the students' curiosity and creativity. As a result, class dynamics changes during these lessons, which the teachers each carried out in their own subject or joined forces in one or two hours, because it implements the student-centred approach which makes the student actively involved in the learning process.

KEYWORDS: group work, mathematics, cross-curricular integration, project NA-MA POTI.

RAZŠIRJENOST ENERGIJSKIH PIJAČ MED MLADIMI NOGOMETAŠI

POVZETEK

Trg energijskih pijač je v zadnjih letih gotovo eden izmed najhitreje rastočih trgov. Zviti oglaševalski prijemi v obliki aktivnega življenjskega sloga, adrenalinskih športov in vrhunskih dosežkov privabljajo še posebej mlade, ki z energijsko pijačo poistovetijo vse prej omenjeno. Omeniti velja, da strokovnjaki nazorno opozarjajo, da energijske pijače niso primerne za uživanje pred, med in po intenzivni telesni aktivnosti. Zato toliko bolj skrbijo izsledki raziskave Z zdravjem povezana vedenja v šolskem obdobju iz leta 2020, da mladi uživajo energijsko pijačo med ukvarjanjem s športom. Omenjeni izsledki so iztočnica tega strokovnega prispevka, v katerem sem raziskal razširjenost energijskih pijač med mladimi nogometaši nogometne šole Aluvar Beltinci, kjer aktivno trenira več kot 140 otrok od 4. do 18. leta starosti. Pridobljeni rezultati po metodi anketiranja potrjujejo paradoksalno stanje, da je ukvarjanje s športom eden izmed motivov za uživanje energijskih pijač pri mladih nogometaših.

KLJUČNE BESEDE: energijska pijača, športna aktivnost, mladi nogometaš.

PREVALENCE OF ENERGY DRINKS AMONG YOUNG FOOTBALLERS

ABSTRACT

The energy drink market has certainly been one of the fastest growing markets in recent years, with clever advertising in the form of active lifestyles, adrenaline sports and top achievements attracting young people in particular, who identify with energy drinks. It is worth noting that experts warn that energy drinks are not suitable for consumption before, during and after intense physical activity. This makes it all the more worrying that the findings of the 2020 School Health Related Behaviours Survey show that young people consume energy drinks while playing sport. These findings are the starting point for this expert paper, in which I investigated the prevalence of energy drinks among young football players of the Aluvar Beltinci football school, where more than 140 children aged 4-18 years are actively training. Unfortunately, the results obtained by the survey method confirm the paradoxical situation that playing sport is one of the motives for the consumption of energy drinks by young football players.

KEYWORDS: energy drink, sports activity, young football player.

ODNOS DIJAKOV DO ŠOLSKE MALICE NEKOČ IN DANES

POVZETEK

V današnjem času se je povečala količina zaužite hrane. Prevelika količina in nezdrava hrana med mladostniki vodita do debelosti, sladkorne bolezni tipa 1, povišanega holesterola in krvnega tlaka. Večina, mladostnikov zaužije premalo sadja in zelenjave, ter poje preveč energijsko goste hrane, slanih prigrizkov in nezdravih maščob ter popije preveč sladkih pijač. Glavni problem je, da mladostniki izpuščajo dnevne obroke in se prehranjujejo neredno. Med šoloobveznimi mladostniki se pogosto pojavlja izpuščanje zajtrka in drugih obrokov. Šolska malica je tako za nekatere dijake edini topel kuhan obrok. Zato se zavedamo, kako pomembna je ustrezna sestava šolskih jedilnikov. Zato smo se na IC Piramida Maribor odločili, da pripravljamo zdravo šolsko malico. Izogibamo se hrani v pločevinkah in zamrznjeni hrani. Zmanjšali smo uporabo soli, bele moke in sladkorja. Mesne jedi smo zamenjali z ribami. Goveje meso je iz ekološke pridelave. Naši dijaki imajo na razpolago stalen dostop do pitne vode (pitniki na hodnikih in pred šolskimi delavnicami). Starši in učitelji ne smemo pričakovati, da bo dijakom priporočena malica ustrezala in da jo bodo sprejeli. Zato se je komisija za prehrano odločila, da bodo postregli pestro, zdravo hrano in se angažirali pri uvajanju zdravih prehranskih navad dijakov. Upoštevajo se želje dijakov z izvajanjem šolske anketa, do te mere, da je prehrana zdravstveno ustrezna in sestavljena po smernicah zdravega prehranjevanja v vzgojno izobraževalnih ustanovah.

KLJUČNE BESEDE: mladostniki, šolska malica, nezdravo prehranjevanje, zdrav način življenja.

THE ATTITUDE OF STUDENTS TOWARDS SCHOOL FOOD NOW AND THEN

ABSTRACT

Food intake has increased in present times. Overexposure and unhealthy food lead to obesity, type 1 diabetes, high cholesterol levels and blood pressure among adolescents. The majority of adolescents does not consume enough fruits and vegetables and eats too much energy-rich foods, salty snacks and unhealthy fats as well as drinks too much sugary drinks. The main problem is that adolescents leave meals out and eat irregularly. Among school-age adolescents there is a tendency of omitting breakfast and other meals. For some students, school lunch is the only warm cooked meal. Therefore, we are aware of how important an appropriate composition of school menus is. This is the reason why we at IC Piramida Maribor have decided to prepare healthy school meals. We avoid canned and frozen foods. We have reduced the use of salt, white flour and sugar. Meat dishes were replaced with fish. Beef is taken from organic production. Our students have permanent access to drinking water (drinking fountains in the hallways and in front of the school's workshops). Parents and teachers should not expect that the recommended lunches and snacks will suit the students and will be accepted by them. Therefore, the Commission for Food has decided to serve a varied and healthy diet and will commit itself to introduce healthy eating habits among students. Student's wishes are taken into account by using school surveys, as long the food is appropriate and composed according to the healthy nutrition in educational institutions guidelines.

KEYWORDS: adolescents, school meals, unhealthy eating habits, healthy lifestyle.

KAKO SE PREHRANJUJEJO MLADI V SREDNJI ŠOLI?

POVZETEK

Zdravje je za človeka največje bogastvo ter prvina kakovosti življenja. V obdobju adolescence je zdrava prehrana, poleg telesne aktivnosti, še kako pomembna, saj vpliva na psihični in fizični razvoj mladostnika. Prehranjevalne navade vplivajo na počutje, razpoloženje, kognitivne sposobnosti in celostno psihofizično počutje mladostnika. Zanimale so nas prehranjevalne navade naših dijakov in zadovoljstvo s šolsko malico, zato smo na šoli izvedli anketo. Namen prispevka je predstaviti prehranjevalne navade in njihovo zadovoljstvo s ponudbo šolske malice. Rezultati so pokazali, da večina dijakov dnevno zaužije tri obroke ali več. Dijaki so povedali, da največ informacij o zdravi prehrani dobijo na internetu. Omenjena informacija nas je presenetila oz. smo pričakovali odgovor, da je šola vir, kjer dobijo največ informacij o zdravi prehrani. Prav tako smo presenečeni nad samooceno dijakov glede zdravega načina prehranjevanja, saj dijaki ne znajo oceniti, ali se zdravo prehranjujejo ali ne. Omenjena podatka nam bosta koristila za izhodišče, da bodo učitelji v sklopu nekaterih strokovnih predmetov tej tematiki posvetili več pozornosti. Glede zadovoljstva s šolsko malico pa so dijaki povedali, da so z njo zadovoljni. Z omenjenim prispevkom želimo prikazati, da je pomembno prisluhniti mladim in njihova mnenja vključiti v naše strokovno delo z njimi.

KLJUČNE BESEDE: mladostnik, pomen prehranjevanja, prehranjevalne navade, vloga staršev.

HOW DO YOUNG PEOPLE EAT IN SECONDARY SCHOOL?

ABSTRACT

Health is a person's greatest asset and an element of quality of life. During adolescence, healthy eating is particularly important, alongside physical activity, as it influences the mental and physical development of the adolescent. Eating habits affect the adolescent's well-being, mood, cognitive abilities and overall psycho-physical well-being. We were interested in the eating habits of our high school students and their satisfaction with the school snacks, so we have conducted a survey at school. The aim of our work is to present the eating habits and their satisfaction with the school lunch offer. The results have shown that most high school students eat three or more meals a day. High school students say that they get most of their information about healthy eating habits on the internet, which surprised us a lot, because we expected to find out that it is at school where they get most information about healthy food. We were also surprised by students' self-assessment of their healthy eating habits, as they are not able to decide whether they eat well or not. This information will be useful as a starting point for teachers to pay more attention to this topic in their subjects. As regards satisfaction with the school snacks, high school students said that they were satisfied with the choice. With this contribution, we want to show that it is important to listen to young people and to include their opinions in our professional work.

KEYWORDS: adolescent, eating habits, importance of eating, the parents' role.

PROJEKT FIT BANDA

POVZETEK

Osnovna šola je vzgojno-izobraževalna ustanova, ki znotraj predpisanega kurikuluma obravnava tudi zdrav življenjski slog. To je tema, s katero se najprej srečajo mladi starši v pogovoru s pediatri na prvih sistematskih pregledih, jo nato otroci spoznavajo v vrtcu in kasneje precej sistematično tudi v programih osnovne šole. Kljub trudu vendarle ne opažamo takšnih rezultatov, kot bi si jih želeli. Trend prekomerne teže in neprimerne prehranjevanja še zmeraj narašča. Z medpredmetnim povezovanjem vidim odlično priložnost za vključevanje teh vsebin znotraj projekta Fit banda v prvem triletju osnovnošolskega izobraževanja. V prispevku sem predstavila konkretne aktivnosti, ki jih izvajamo v tretjem razredu, s katerim motiviramo učence k zdravemu prehranjevanju, k pogostejšemu gibanju in nasploh proaktivni skrbi za svoje zdravje. Preučili smo literaturo, si ogledali poučne filme, povprašali za nasvete medicinsko sestro. Spremljali in primerjali smo tedenske jedilnike ter se nato odločali za manjše spremembe. Primerjali smo vsebnost sladkorja v pijačah in ugotovili, da je lahko izjemno visoka, kar smo nato nazorno predstavili s plakatom. Preizkusili smo se tudi pri peki zdravih sladici. Spoznali smo, da je pomembno priučiti in osvetliti aktivno skrb za lastno zdravje vse, saj ljudje kljub dostopnosti informacij niso dovolj motivirani. Z majhnimi spremembami lahko dosežemo že veliko.

KLJUČNE BESEDE: zdrav življenjski slog, vadba, prehrana.

PROJECT "FIT BANDA – FIT GANG"

ABSTRACT

A primary school is an educational institution that, within the prescribed curriculum, also deals with a healthy lifestyle. This is a topic that young parents first encounter in a conversation with pediatricians during the first systematic examinations, then children learn about it in kindergarten and later quite systematically also in elementary school programs. Despite our efforts, we are not seeing the results we would like. The trend of overweight and inappropriate eating is still growing. With cross-curricular integration, I see an excellent opportunity to include these contents within the Fit band project in the first three years of primary school education. In the paper, I presented the concrete activities that we carry out in the third grade, with which we motivate students to eat healthy, to exercise more often and generally take proactive care of their health. We studied the literature, watched educational films, asked the nurse for advice. We monitored and compared the weekly menus and then decided on minor changes. We compared the sugar content in drinks and found that it can be extremely high, which we then vividly presented with a poster. We also tried our hand at baking healthy desserts. We realized that it is important to teach and highlight the active care of one's own health to everyone, because despite the availability of information, people are not sufficiently motivated.

KEYWORDS: healthy lifestyle, workout, eating habits.

UČNE MOBILNOSTI DIJAKOV V ERASMUS + KOT ZDRAVO UČNO OKOLJE ZA PRIDOBIVANJE TEMELJNIH KOMPETENC

POVZETEK

Nadgradnja temeljnih kompetenc za 21. stoletje je ena od prednostnih osi programa Erasmus+. EU je sicer v svojih smernicah za izobraževalni sistem, ki naj temelji na modelu pridobivanja kompetenc za 21. stoletje, te podrobneje opredelila. Šole pa se razvoja in nadgraditve teh kompetenc lotevajo na različne načine. In sicer z različnimi pedagoškimi praksami ter v različnih okoljih. Na Srednji šoli za oblikovanje Maribor v zadnjih letih dajemo poudarek kompetenci podjetnosti in kreativnemu razmišljanju, nadgradnjo pa postavimo v okolje izven šole, za kar menimo, da ima znaten vpliv na zdravo motivacijo posameznika. Postavlja se nam raziskovalno vprašanje, ali učna mobilnost dijakov v okviru programa Erasmus + spodbudno vpliva na razvoj temeljnih kompetenc pri dijakih. V ta namen se trudimo dijake, udeležence učne mobilnosti, v čim večji meri vključiti v izven šolsko dejavnost »Start up podjetništvo za mlade« in spremljamo njihov napredek. Pri tem primerjamo njihovo aktivnost z učenci, ki niso bili udeleženci učne mobilnosti. Namen mojega prispevka je predstaviti rezultat spremljanja teh dijakov v smislu njihove motivacije za podjetnost. Opravili smo anketiranje pri dijakih, udeležencih mobilnosti, in ugotovili, da pozitivno ocenjujejo lasten napredek pri razvoju strokovnih, digitalnih veščin, veščin podjetnosti in veščin dela s strankami. V kasnejši fazi pa smo pri teh dijakih ugotovili še, da imajo pri izvajanju aktivnosti »Start up vikendi za mlade« manj težav pri preverjanju lastnih poslovnih idej na terenu oziroma so za to aktivnost bolj motivirani, bolj samozavestni pri navezovanju stikov z neznanci ter bolje raziščejo potencial lastne poslovne ideje.

KLJUČNE BESEDE: kompetence, motivacija za učenje, podjetnost, projekt, učno okolje.

LEARNING MOBILITY OF STUDENTS IN ERASMUS + AS A HEALTHY LEARNING ENVIRONMENT FOR ACQUIRING FUNDAMENTAL COMPETENCES

ABSTRACT

Upgrading core competencies for the 21st century is one of the priorities of the Erasmus+ program. The EU defined these in more detail in its guidelines for the education system, which should be based on the model of acquiring competencies for the 21st century. Schools approach the development and upgrading of these competencies in different ways, with different pedagogical practices and in different environments. In recent years, at the Maribor High School of Design, we have emphasized the competence of entrepreneurship and creative thinking. We place their development in an environment outside of school, which we believe has a significant impact on the healthy motivation of the individual. We a focus on research question, whether the learning mobility of students within the framework of the Erasmus + program has a stimulating effect on the development of basic competencies in students. To this end, we try to involve students, participants in learning mobility as much as possible in the extracurricular activity "Start up entrepreneurship for young people" and monitor their progress. In doing so, we compare their activity with students who did not participate in learning mobility. The purpose of my paper is to present the result of monitoring these students in terms of their motivation for entrepreneurship. We conducted a survey of students, mobility participants and found that they positively assess their own progress in developing professional, digital skills, entrepreneurship skills and skills for working with customers. In a later phase, we also found that these students have fewer problems when implementing the activity "Start-up Weekends for Young People" when testing their own business ideas in the field or they are more motivated for this activity, more confident in establishing contacts with strangers and They better explore the potential of their own business ideas.

KEYWORDS: competences, entrepreneurship, learning environment, motivation to learn, project.

VPLIV SAMOPODOBE NA MOTNJE HRANJENJA MED SREDNJEŠOLCI

POVZETEK

Dejstvo je, da motnje hranjenja med mladimi naraščajo ne le po svetu, ampak tudi v Sloveniji in predstavljajo resno duševno motnjo. Glede na porast motenj predstavljajo resen ne samo javno-zdravstveni problem, ampak tudi resen problem prepoznavanja in preventivnega ukrepanja v šolskem okolju. Motnje hranjenja so po Ameriški psihiatrični zvezi (Diagnostic and statistical manual of mental disorders (DSM-V, 2013)), kot tudi po Mednarodni klasifikaciji bolezni in sorodnih zdravstvenih problemov za statistične namene (MKB-10), uvrščene med duševne motnje, ki jih v grobem delimo na anoreksijo nervozo, bulimijo nervozo in kompulzivno prenažanje. Na razvoj motenj hranjenja lahko vplivajo tako biološko-genetski, družinski kot tudi socialno-kulturni dejavniki. Vplive dejavnikov tveganja lahko bistveno zmanjšamo z večanjem pozitivne samopodobe in samospoštovanja. Namen prispevka je ugotoviti vpliv samopodobe na motnje hranjenja. S pomočjo ankete smo ugotovili, da telesna samopodoba zviša tveganje za razvoj motenj hranjenja, saj so dijaki, ki so bili v vprašalniku opredeljeni kot tisti z manj zdravo samopodobo bili tudi bolj nezadovoljni s svojim telesnim izgledom. Praktični namen strokovnega prispevka je opredeliti preventivne ukrepe za večanje in krepitev pozitivne samopodobe v šolskem okolju. Naš načrt dviga samopodobe pri dijakih je vključeval dijake, učitelje in starše. Pripravili in izvedli smo aktivnosti, delavnice in predavanja, ki so vključevala vse, ki pomembno vplivajo na samopodobo mladostnikov.

KLJUČNE BESEDE: motnje hranjenja, anoreksija nervosa, bulimija nervosa, kompulzivno prenažanje, samopodoba.

THE INFLUENCE OF SELF-IMAGE ON EATING DISORDERS AMONG SECONDARY SCHOOL STUDENTS

ABSTRACT

Factually, eating disorders among youth have increased, not only globally but in Slovenia as well, and are regarded as serious mental disorders. Presenting a large issue for the public health system, they additionally present a problem for the public school system regarding recognizing the issue and preventing it. Eating disorders are, according to the American Psychiatric Society (Diagnostic and statistical manual of mental disorders (DSM-V, 2013)) and the International Classification of Diseases (ICD-10), considered a mental disorder, which is roughly divided into anorexia nervosa, bulimia nervosa and binge eating disorder. Eating disorders are multi-fastened and complex, and the causes for their development are never unambiguous. The development of ED 's can be influenced by bio-genetic, family and socio-cultural factors. We can decrease the influence these factors have, by promoting positive self-image and self-respect. However, most people who develop an eating disorder are quite the opposite- having low self-confidence and self-respect (Pelc,2012). The goal of this paper is to figure out how self-image influences eating disorders. The practical purpose of this paper is to define preventative measures for increasing and strengthening positive self-image. The study participants are students from the Secondary School for Food and Nutrition in Maribor, which provided answers through a web survey.

KEYWORDS: eating disorders, anorexia nervosa, bulimia nervosa, binge eating disorder, self-image.

OD DEMONSTRACIJE DO VIDEOANALIZE PRI POUKU ŠPORTA

POVZETEK

Uporaba demonstracije je ena ključnih metod pri poučevanju športa. Z demonstracijo učenci dobijo kakovostne in neposredne predstave o gibanju. Kljub različnim oblikam in možnostim pri uporabi demonstracije, se lahko za odpravljanje napak ali izpopolnjevanje gibanja uspešno uporablja tudi informacijsko-komunikacijska tehnologija (IKT). Zaradi splošne razširjenosti in novih možnosti, ki nam jih tehnologija ponuja, so lahko pametne naprave nepogrešljiv pripomoček pri proučevanju športa. Uvajanje videoanalize v pouk od učitelja ne zahteva več dolgotrajnih priprav in specifičnih računalniških znanj. Z uporabo pametne tablice in ustrezne aplikacije lahko učenci dobijo nazornejše povratne informacije o njihovem gibanju. Cilj prispevka je predstaviti pomen demonstracije in prednosti vključevanja sodobne tehnologije v pouk. Ugotovili smo, da uporaba IKT tehnologije pomembno vpliva na gibalne predstave in motivacijo učencev. Pri tem ima bistven doprinos prav videoanaliza. Do sedaj poznani načini videoanalize so bili za običajne uporabnike zahtevni in časovno potratni. Enostavnejši način, z uporabo tablice in aplikacije, pa je predstavljen v prispevku.

KLJUČNE BESEDE: šport, demonstracija, IKT (informacijsko-komunikacijska tehnologija), videoanaliza.

FROM DEMONSTRATION TO VIDEO ANALYSIS IN PHYSICAL EDUCATION

ABSTRACT

Demonstration is one of the key methods in physical education. Pupils get high-quality visible perceptions using demonstration method. Despite different types and possibilities this method offers us, information and communication technologies (ICT) can also be efficient in learning process. Specially to improve movement and correct mistakes. Smart devices can be an indispensable assistant in physical education due to new possibilities technology offer us. Implementation of video analysis into lessons no longer requires time-consuming preparations and specific computer skills. Pupils can get clearer feedback about their movements just by using a smart tablet with the appropriate apps. The aim of the article is to present the importance of demonstration and the advantages of incorporating modern technology into lessons. We found that the use of ICT technology has a significant impact on pupils' motor perceptions and motivation. Video analysis makes a significant contribution here. The methods of video analysis known until now were difficult and time-consuming for ordinary users. A simpler way, using a tablet and an application, is presented in the article.

KEYWORDS: physical education, demonstration, ICT (information and communication technologies), video analysis.

AKTIVNOSTI ZA KREPITEV PSIHOFIZIČNEGA ZDRAVJA OTROK S POSEBNIMI POTREBAMI

POVZETEK

V Strokovnem centru Mladinski dom Maribor vzgajamo, poučujemo in pripravljamo na samostojno življenje otroke in mladostnike s čustvenimi in vedenjskimi težavami. Pri vsej populaciji otrok in mladostnikov narašča število psihičnih, psihosomatskih, socialno emocionalnih ter motivacijskih težav. Dolgo trajajoči negativni dejavniki kot so revščina, neurejeni družinski odnosi, slaba samopodoba, šibka telesna konstitucija pomenijo tveganje za zdrav razvoj. Tisti otroci in mladostniki, ki so nameščeni v vzgojne ustanove, pa so še posebej ne le socialno, temveč tudi zdravstveno veliko bolj ogroženi od vrstnikov. Le zdrav, fizično krepak in zadovoljen otrok oziroma mladostnik je lahko uspešen, zato z njimi izvajamo različne športne in zdravstvene aktivnosti, projekte, delavnice in tekmovanja na domski, medinstitucionalni, državni ter mednarodni ravni. V prispevku opišem športne in druge aktivnosti za spodbujanje zdravega življenjskega sloga, za krepitev osebne rasti, aktivnosti in terapije s pomočjo živali ter aktivnosti za namen krepitev psihofizičnega zdravja, ki sem jih z otroki in mladostniki izvajala zadnja štiri leta. Ob koncu predstavim evalvacijo na začetku začrtanih ciljev, ki je zelo jasno pokazala, da so naši otroci in mladostniki v času izvajanja opisanih aktivnosti začeli bolj kritično razmišljati o lastnem zdravju, bolj realno ocenjevati in posledično izbirati priložne športne aktivnosti ter da so ponotranjili vrednote, na podlagi katerih bodo znali bolje prispevati k svojemu lastnemu psihofizičnemu zdravju. Ne le evalvacija, temveč tudi vidno boljši rezultati na področju učne uspešnosti ter večje socialne vključenosti v družbo izven institucije nam potrjujejo, da so naša trajnostno usmerjena prizadevanja koristna in da pozitivno vplivajo na psihofizično zdravje otrok in mladostnikov.

KLJUČNE BESEDE: čustvene in vedenjske težave, vzgoja za zdravje, psihična odpornost, učna uspešnost, psihofizično zdravje.

ACTIVITIES TO STRENGTHEN THE PSYCHOPHYSICAL HEALTH OF CHILDREN WITH SPECIAL NEEDS

ABSTRACT

In Stokovni center Mladinski dom Maribor we raise, teach and prepare children and adolescents with emotional and behavioral problems for an independent life. The number of psychological, psychosomatic, social- emotional and motivational problems is increasing among entire population of children and adolescents. Long- lasting negative factors such as poverty, disordered family relationships, poor self- esteem, weak physical constitution represent a risk of healthy development. Those children and adolescents who are placed in educational institutions are in particular not only socially, but also medically much more at risk than their peers. Only a healthy, physically strong and contented child or adolescent can be successful, which is why we carry out various sports and health activities, projects, workshops and competitions with them in the institution, on the interinstitutional, national and international level. In the article, I describe sports and other activities to promote a healthy lifestyle, to strengthen personal growth, activities and therapy with the help of animals and activities for the purpose of strengthening psychophysical health, which I have carried out with children and adolescents for the last four years. At the end, I present the evaluation of the outlined goals, which very clearly showed that during the implementation of the described activities, our children and adolescents began to think more critically about their own health, more realistically evaluate and consequently choose leisure sports activities, and that they internalized the values, on the basis of which they will be able to better contribute to their own psychophysical health. Not only the evaluation, but also visibly better results in the field of the academic performance and greater social inclusion in society

outside the institution confirm to us that our sustainability- oriented efforts are useful and that they have a positive effect on the psychophysical health of children and adolescents.

KEYWORDS: emotional and behavioral problems, health education, psychological resilience, academic performance, psychophysical health.

USMERJANJE UČENCEV PODALJŠANEGA BIVANJA V ZDRAVO ŽIVLJENJE IN KULTURNO PREHRANJEVANJE

POVZETEK

Zdravo življenje in zdrava prehrana otrok sta ključnega pomena za njihovo psihofizično zdravje in temelj za njihov razvoj. Učenci si od doma pridobijo različne prehranske navade. Veliko prehranskih navad pa si pridobijo tudi v šoli. S projektom Zdravo življenje in kulturno prehranjevanje, ki smo ga v mesecu septembru izvedli na OŠ Ljudski vrt Ptuj v oddelkih podaljšanega bivanja, smo želeli doseči, da imajo učenci spoštljiv odnos do hrane, da ne odklanjajo novih jedi zaradi nepoznavanja, temveč jih poskusijo. Pri projektu so sodelovali učenci od prvega do petega razreda, ki po pouku obiskujejo oddelke podaljšanega bivanja (okrog tristo učencev). Učenci so zapisali bonton prehranjevanja v šolski jedilnici, izdelovali so plakate o zdravem življenju ter likovno in literarno ustvarjali na to temo. Spoznavali so zdrave prigrizke in pripravljali sadne malice. Sklenili so, da bodo upoštevali bonton kulturnega prehranjevanja, da hrane ne bodo metali proč, se posluževali zdravih prigrizkov in omejevali nezdravo hrano. Spoznali so, da zdrav način življenja zajema zdravo in raznovrstno prehrano, vsaj pol ure gibanja na dan, počitek in higieno, pa tudi to, da delo opravljamo z veseljem, smo spoštljivi do drugih ljudi in prijateljev ter se ukvarjamo s stvarmi, ki nas razveselijo in sprostitjo.

KLJUČNE BESEDE: zdrava prehrana, gibanje, zdrav način življenja, kultura prehranjevanja.

DIRECTING EXTENDED STAY STUDENTS TO A HEALTHY LIFE AND CULTURAL NUTRITION

ABSTRACT

A healthy life and a healthy diet of children is crucial for their psychophysical health and the foundation for their development. Students acquire different eating habits from home. Many eating habits are also acquired at school. With the project Healthy life and cultural eating, which we carried out in the month of September at Ljudski vrt Primary School Ptuj in the extended stay sections, we wanted to achieve that students have a respectful attitude towards food, that they do not reject new dishes due to unfamiliarity, but rather try them. Pupils from the first to the fifth grade participated in the project, who after school visit the extended stay departments (around three hundred pupils). The students wrote down the etiquette of eating in the school cafeteria, made posters about healthy living, and created art and literature on this topic. They learned about healthy snacks and prepared fruit snacks. They concluded that they will observe the etiquette of cultural eating, that they will not throw food away, serve healthy snacks and limit unhealthy food. They realized that a healthy lifestyle includes a healthy and varied diet, at least half an hour of exercise a day, rest and hygiene, as well as doing work with joy, being respectful to other people and friends, and doing things that make us happy and relax.

KEYWORDS: healthy diet, exercise, healthy lifestyle, eating cultur.

ŠOLSKI PLANINSKI KROŽEK – Z GIBANJEM DO ZDRAVJA

POVZETEK

V razvoju posameznika je gibanje pomemben dejavnik, ki vpliva na naš razvoj, zdravje in dobro počutje, predvsem pa je sredstvo za normalen otrokov razvoj. V sodobnem času pa še toliko bolj, ko so nekateri otroci obsedeli pred televizijskimi, računalniškimi in drugimi zasloni. Pomanjkanje gibanja se kaže v zdravstvenih težavah, delovni storilnosti, ki je slabša, v negativnem obnašanju, posnemanju negativnih oseb, ki jih vidijo na spletu. Taki otroci so velikokrat pod stresom in prav gibanje je najučinkovitejši način spopadanja z njim. Strokovni delavci naše šole smo se odločili, da učence 1. in 2. triade za gibanje motiviramo z različnimi planinskimi aktivnostmi v sklopu interesne dejavnosti. Vsako šolsko leto organiziramo pet daljših enodnevnih pohodov na različne lokacije, kjer jim hojo popestrimo še z dodatnimi gibalnimi izzivi. Ugotovili smo, da smo razmišljali pravilno, saj se je gibalna aktivnost otrok vidno povečala. V planinski krožek se vpisuje vse več učencev, ki so za pohode navdušili tudi svoje družinske člane. Skupaj tako aktivno preživljajo prosti čas na planinskih izletih.

KLJUČNE BESEDE: hoja, gibanje, planinski krožek.

SCHOOL MOUNTAINEERING CLUB – WITH MOVEMENT FOR HEALTH

ABSTRACT

In the development of an individual, movement is an important factor that affects our development, health and well-being, above all, it is a means for the normal development of children. In modern times even more so, since some children spend a lot of time in front of television, computer and other screens. Lack of movement manifests itself in health problems, work mortality that is worse, negative behavior, imitating negative people they see on online. Such children are often under stress, and movement is the most effective way to deal with it. The professional workers at our school have decided to motivate the students of the 1st and 2nd triad for movement with various mountaineering activities as part of an extracurricular activity. Every school year we organize five longer one-day hikes to different locations, where we enrich their walking with additional movement challenges. We have found out that we were thinking correctly, as the children's movement activity has visibly increased. More and more students are enrolling in the mountaineering club. They have also inspired their family members to go hiking. Therefore, they actively spend their free time together on mountain trips.

KEYWORDS: walking, movement, mountaineering club.

OSNOVNA PRIPOROČILA IN SMERNICE PRI ŠPORTNI PREHRANI ATLETOV

POVZETEK

Vsak šport terja specifične napore. Športnikovo telo kuri svojo energijo iz različnih energijskih sistemov, ki se tekom aktivnosti uspešno obnovljajo. Regeneracija je odvisna od goriva, ki je dostopno v trenutku napora. V kolikor športnik ne pozna osnovnih zakonitosti športne prehrane, bo zelo hitro prišel do stagnacije rezultata in morebitne poškodbe. Kot bivši vrhunski športnik in dolgoletni trener imam veliko opravka z različnimi športniki, zato moj vpogled temelji na praktičnih izkušnjah kot tudi zadnjih smernicah in priporočilih s tega področja. V prispevku so predstavljena spoznanja glede vpliva ustrezne zdrave prehrane na regeneracijske procese v mišicah pri atletih, povečanje mišične mase in zmanjšanje maščobne mase. Spoznanja, kako osnovna uravnotežena in športna prehrana pozitivno vpliva na regeneracijo, rast mišic ter boljši športni dosežek, temeljijo na dolgoletnih izkušnjah predpisovanja prehrane atletom v sklopu trenažnega procesa ter spremljanju dosežka na specifičnih morfoloških testiranjih. Hkrati pa so podprta z raznimi raziskavami.

KLJUČNE BESEDE: atleti, dosežek, mišice, morfologija, prehrana, priporočila, smernice, šport, regeneracija, testiranje.

BASIC RECOMMENDATIONS AND GUIDELINES FOR ATHLETES SPORTS NUTRITION

ABSTRACT

Every sport requires specific efforts. The athlete's body burns its energy from various energy systems, which are successfully renewed during the activity. Regeneration depends on the fuel available at the moment of exertion. If the athlete does not know the basic fundamentals of sports nutrition, he will very quickly come to a stagnation of the result and possibly get injured. As a former elite athlete and long-time coach, I deal with a variety of athletes, therefore my insight is based on practical experience as well as the latest guidelines and recommendations in the field. This article presents findings regarding the impact of adequate healthy nutrition on muscle regeneration processes in athletes, increasing muscle mass and reducing fat mass. The knowledge of how a basic balanced and sports diet has a positive effect on regeneration, muscle growth and better sports performance is based on many years of experience in prescribing nutrition to athletes as part of the training process and monitoring their achievements in specific morphological tests. It is also supported by various researches.

KEYWORDS: athletes, achievement, morphology, muscles, nutrition, recommendations, guidelines, sport, regeneration, tests.

ODNOS MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI MOTNJAMI DO HRANE

POVZETEK

V prispevku je opisan odnos mladostnikov do hrane. Mladostniki, ki so nastanjeni v Strokovnem centru Veržej, v institucijo pridejo z že oblikovanim odnosom do hrane. Ugotovitve izhajajo iz dela z mladostniki, ki so nastanjeni v enoti Dom, starimi med 10 in 14 let, ki obiskujejo 4. do 9. razred Osnovne šole Veržej (najpogosteje s fanti iz Stanovanjske skupine Dokležovje). Na kratko so povzete navedbe različnih mladostnikov glede (pre)hrane v domačem okolju. V prispevku je izpostavljeno, da je v samem letnem delovnem načrtu Osnovne šole Veržej – enota Dom zabeleženo, da se v procesu dela z mladostnikom posveča tudi odpravljanju slabega načina prehranjevanja. Mladostniki se vsak dan srečujejo z različnimi izzivi pri prehranjevanju (npr. kako se vesti pri mizi, kateri pribor uporabljati ipd.). Tako je na temo prehranjevanja in hrane bilo z njimi opravljenih veliko pogovorov, delavnic o bontonu in tudi samih kuharskih delavnic (peka glavnih jedi, priprava testenin, omak, peka slaščic). Na kvalitativni podlagi so navedene ugotovitve glede izvedenih kuharskih delavnic z različnimi mladostniki. Kadar mladostniki aktivno sodelujejo pri pripravi hrane so manj kritični glede okusa, teksture in vonja hrane. Prav tako so bolj pogosto dajali pozitiven odziv in se s svojo izkušnjo pobahali pred vrstniki ter o njej poročali tudi staršem. Doprinosu praksi med drugim zajema učenje o pomenu zdrave in raznovrstne prehrane, učenje bontona pri mizi, predstavitev različnih živil (začimb, jedi), vzpodbujanje funkcionalne pismenosti mladostnikov, učenje in priprava doma skuhanih obrokov, uporabne veščine za vsakdanje življenje, izkustvene kuharske delavnice.

KLJUČNE BESEDE: mladostniki, hrana, odnos do hrane, bonton

THE ATTITUDE OF ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS TOWARDS FOOD

ABSTRACT

The article describes the attitude of young people to food. Young people who are accommodated in the Veržej Professional Center come to the institution with an already formed attitude towards food. The findings come from working with young people who are housed in the Dom unit, between the ages of 10 and 14, who attend the 4th to 9th grade of the Veržej Primary School (most often with boys from the Dokležovje Housing Group). The statements of various young people regarding (over)nutrition in the home environment are briefly summarized. The article points out that in the annual work plan of the Veržej Primary School - Dom unit, it is noted that in the process of working with adolescents, they also focus on poor eating habits. Young people face different challenges every day when it comes to eating (e.g. how to behave at the table, what utensils to use, etc.). Thus, many conversations, etiquette workshops and even cooking workshops (baking main dishes, preparing pasta, sauces, baking desserts) were held with them on the topic of nutrition and food. On a qualitative basis, the findings regarding the conducted cooking workshops with various young people are stated. When adolescents actively participate in food preparation, they are less critical of the taste, texture and smell of food. They also gave a positive response more often and showed off their experience in front of their peers and reported it to their parents. The contribution to practice includes, among other things, learning about the importance of a healthy and varied diet, learning etiquette at the table, arranging different foods (spices, dishes), encouraging the functional literacy of young people, learning and preparing home-cooked meals, useful skills for everyday life, experiential cooking workshops.

KEYWORDS: adolescents, food, attitude to food, etiquette.

MATEMATIČNI TABOR KOT STROKOVNA IN PSIHOFIZIČNA PRIPRAVA NA MATURO

POVZETEK

Matura predstavlja zaključek izobraževanja v srednji šoli. Dijaki takrat pokažejo znanje, ki so ga pridobili v vseh letih šolanja. Pogosto se v tem obdobju znajdejo pod težo različnih pritiskov, ki nanje delujejo stresno. Zato je zelo pomembno, da se na izpite pravočasno in dobro pripravijo. Na Gimnaziji Franceta Prešerna tako že več let organiziramo matematični tabor na katerem dijaki z intenzivnim delom ponovijo in utrdijo celotno snov. V prispevku je predstavljeno, kako smo tabor od prvotne ideje o utrjevanju znanja matematike razvili v tridnevno pripravo v mirnem naravnem okolju, v katero je vključeno veliko gibanja. Ugotovili smo namreč, da je delo mnogo bolj učinkovito, če se dijaki med krajšimi ali daljšimi odmori primerno razgibajo. Zato smo v izvedbo vključili profesorja športne vzgoje. Gibanje je izredno pomembno za razvoj in delovanje možganov ter posledično učno uspešnost dijakov. Poleg tega pa je pomembno tudi za sprostitev. Ker tudi ta igra pomembno vlogo pri opravljanju mature, na tabor povabimo še profesorico psihologije, ki z delavnico o tehnikah sproščanja poskrbi za ustrezno sprostitev po napornem delu. Tabor je predstavljen kot primer dobre prakse, s katerim želimo dati dijakom smernice za nadaljnjo samostojno pripravo na matura, pri kateri je poleg ustreznega znanja pomembna tudi dobra psihična in fizična pripravljenost. Poleg pozitivne motivacije za delo pa se krepi tudi zaupanje, povezanost in medsebojna pomoč pri dijakih in tudi med sodelujočimi profesorji.

KLJUČNE BESEDE: matematični tabor, ponovitev snovi, gibanje, sproščanje.

MATH CAMP AS PROFESSIONAL AND PSYCHOPHYSICAL PREPARATION FOR MATURITY DIPLOMA

ABSTRACT

Maturity diploma marks the end of secondary school education. At that time students demonstrate the knowledge they have acquired during all their years of schooling. During this period, they often find themselves under increased pressure that have a stressful effect on them. Therefore, it is very important to prepare well for the exams and on time. At the France Prešeren High School, we have been organizing a math camp for several years, where students intensively repeat and consolidate the entire knowledge. In this article it will be discussed how we developed the camp from the original idea of consolidating mathematical knowledge into a three-day preparation in a quiet natural environment in which we included a lot of sport movement. We have learned that the work is much more effective if the students exercise during short or long breaks properly. So we included a physical education professor in the implementation. Movement is extremely important for the development and functioning of the brain and consequently for the academic success of students. Additionally, it is also important for relaxation. We also invite a professor of psychology to the math camp, who ensures that we all relax after hard work, with different programs on relaxation techniques, since it plays an important role in the maturity examination. The camp is presented as an example of good practice, with which we want to give students guidelines for further independent preparation for maturity diploma, where in addition to adequate knowledge, good mental and physical preparation are also important. In addition to positive motivation for work, trust, connection and mutual help among students and among participating professors are also strengthened.

KEYWORDS: math camp, consolidation of knowledge, movement, relaxation.

UČENJE Z GIBANJEM, VZDRŽEVANJE SOŽITJA Z NARAVO, POVEZOVANJE Z OKOLJEM! TO JE NAŠA ŠOLA!

POVZETEK

Podružnična osnovna šola Veliki Podlog se nahaja med ravniciami krškega polja, ki ga obdaja krakovski gozd. Umirjena dinamika življenja v manjšem kraju in tukajšnje naravne danosti nam omogočajo varno prepletanje šolskih aktivnosti z lokalnim okoljem. Zaradi zavedanja dolgoročnega pomena medsebojne povezanosti učencev s krajem, želimo čim več učnih dejavnosti izvesti zunaj učilnice. Učenci uresničujejo učne cilje in ob enem spoznavajo domače okolje, kaj jim le-to nudi in omogoča. Otroci za razvoj v celovite osebnosti potrebujejo izkustveno učenje. Med učenjem izven učilnice poteka neposredna interakcija z naravo, doživljanje izkušenj je bolj povezano, učna snov pa pridobi na pomenu. Učenje v naravi zagotavlja gibanje učencev. Učenci so aktivni, vzdržujejo kondicijo in krepijo svoj imunski sistem ter odpornost. Zaradi zavedanja pomena učenja na prostem, vzdrževanja sožitja z naravo in povezovanja z okoljem, bom v prispevku predstavila več aktivnosti, ki smo jih izvedli z učenci v zadnjih dveh šolskih letih.

KLJUČNE BESEDE: podružnična osnovna šola, pouk zunaj, gibanje, narava, povezovanje z okoljem.

LEARNING THROUGH MOVEMENT, MAINTAINING COMMUNITY WITH NATURE, CONNECTING WITH THE ENVIRONMENT! THIS IS OUR SCHOOL!

Branch elementary school Veliki Podlog is located between the plains of the Krsko polje, surrounded by the Kraków forest. The calm dynamics of life in a smaller town and the local natural conditions allow us to safely intertwine school activities with the local environment. Due to the awareness of the long-term importance of the mutual connection of students with the place, we want to carry out as many learning activities as possible outside the classroom. Students realize learning goals and at the same time get to know their home environment, what it offers and enables. Children need experiential learning to develop into complete personalities. During learning outside the classroom, there is direct interaction with nature, experiences are more connected, and the learning material gains meaning. Learning in nature provides students with physical movement. Students are active, maintain fitness and strengthen their immune system and resistance. Due to the awareness of the importance of learning outdoors, maintaining coexistence with nature and connecting with the environment, in this article I will present several activities that we carried out with the students in the last two school years.

KEYWORDS: branch primary school, outdoor lessons, movement, nature, connecting with the environment.

NASTANEK PRESNE LEŠKOVE ENERGIJSKE BOMBICE

POVZETEK

V strokovnem članku bom na kratko predstavila tradicionalno lokalno kuhinjo in nastanek Leškove bombice. Gastronomija v turistični ponudbi določenega kraja igra pomembno vlogo. Veliko obiskovalcev želi potešiti lakoto in žejo z lokalnimi posebnostmi. Zato smo pri izbirnem predmetu turistična vzgoja, v katerega je bilo vključenih 9 učencev, raziskali kulinarično ponudbo Štajerske pokrajine, seveda s poudarkom na kulinariki domačega kraja. Poizvedovali smo za recepti naših babic. Tako so nastale Slivniške bukve. Ker se nismo zadovoljili zgolj z odkrivanjem in spoznavanjem krajevne kulinarike, smo razmišljali o produktu, ki bi bil samo naš – »slivniški«. Iz krajevnih imen Slivnica pri Mariboru, Orehova vas in imena naše šole Franc Lešnik - Vuk smo dobili osnovne sestavine produkta, torej slive, orehe in lešnike. Tem sestavinam smo dodali timijan s šolskega zeliščnega vrta ter med, ki so ga pridelali v šolskem čebelnjaku. Rodila se je presna Leškova energijska bombica, ki je ne samo zdrava, ampak tudi okusna. Z njo smo povezali nekatera krajevna imena občine Hoče-Slivnica s šolo Franc Lešnik - Vuk ter s šolsko maskoto Leško.

KLJUČNE BESEDE: Leškova energijska bombica, lokalna kulinarika, recepti naših babic, šolska maskota Leško.

CREATION OF HAZELNUT ENERGY BALL

ABSTRACT

In a professional article, I will briefly present traditional local cuisine and the creation of 'Leškova bombica'. Gastronomy plays an important role in the tourist offer of a certain place. Many visitors want to satisfy their hunger and thirst with local specialties. Therefore, in the optional subject tourism education, in which 9 students were included, we explored the culinary offer of the Styrian region, with an emphasis on the cuisine of the hometown. We inquired about our grandmothers' recipes. This is how the Slivniška tomes were born. Since we were not satisfied with just discovering and getting to know the local cuisine, we thought about a product that would only be ours – 'from Slivnica'. From the local names Slivnica pri Mariboru, Orehova vas and the name of our school, Franc Lešnik - Vuk, we got the basic ingredients for the product, i.e. plums, walnuts and hazelnuts. To these ingredients we added thyme from the school's herb garden and honey produced in the school's apiary. Leško's energy ball was born, which is not only healthy, but also tasty. With it, we connected some local names of the municipality of Hoče-Slivnica with the school Franc Lešnik - Vuk and with the school mascot Leško.

KEYWORDS: grandmothers' recipes, Leško's energy ball, local cuisine, school mascot Leško

SKRB ZA HRBTENICO S POUČEVANJEM SKOZI GIBANJE

POVZETEK

Zgodovinski razvoj človeka kaže, da najbolj naravni položaj in način za gibanje pri človeku sedenje na tleh in hoja. Mnogi učitelji se zavedamo, da bi bilo gibanje potrebno zavestno vpeljati v učne ure, pa vendar učiteljem predstavlja velik izziv način, kako spraviti učence v gibanje, ne da bi izgubili nadzor nad dogajanjem v razredu ter z enakim doseganjem učnih ciljev. Cilj prispevka je predstaviti, kakšne so posledice večurnega sedenja pri pouku od otroštva naprej, in katere rešitve za omilitev so na razpolago učiteljem. Narejen je pregled od začetka vpeljevanja gibanja v razrede, v 1. triadi, do danes, ko le-to postaja del učenja. Članek opredeli učiteljevo odgovornost za razvoj otrokove hrbtenice pri učnih urah in razloži, kaj lahko naredimo za razvoj zdravih navad v zgodnjem obdobju, ki bodo odločilno vplivale na otrokovo življenje.

KLJUČNE BESEDE: stol, hrbtenica, prisilna drža, gibanje v razredu, učenje.

SPINE CARE THROUGH TEACING WITH MOVEMENT

ABSTRACT

The historical development of humans shows that the most natural position and way of movement for a human is sitting on the ground and walking. Many teachers are aware that we should consciously introduce movement into our lessons, but what represents a challenge is not knowing exactly how to get students to move without losing control over what is happening in the classroom and with the same achievement of learning goals. The aim of the article is to present the consequences of sitting for long hours in classes from childhood onwards, and the mitigation solutions available to teachers. The article also gives an overview from the beginning of how movement was introduced into classrooms, in the 1st triad until the modern era, when it is becoming integrated into learning. In addition, the author defines the teacher's responsibility for the development of a child's spine during lessons and explains what can be done to develop healthy habits in the early period, since this will have a decisive impact on the child's whole life.

KEYWORDS: chair, spine, forced posture, movement in the classroom, learning.

KAKO SE SPOPRIJETI Z MOTNJAMI HRANJENJA V ŠOLSKIH KLOPEH

POVZETEK

Motnje hranjenja, za katere so značilne patološke prehranjevalne navade, so bolezen sodobne in razvite družbe, s katero se vse pogosteje spoprijemajo tudi otroci in mladostniki, posledično pa se z njo v čedalje večji meri srečujemo tudi v šolskem prostoru. Gre za kompleksno bolezen, ki ne prizadene le deklice, temveč tudi dečke, običajno pa se pojavlja skupaj z drugimi duševnimi motnjami, kot so depresija, anksioznost, obsesivno kompulzivna motnja, itd. Za uspešno zdravljenje motenj hranjenja je pomembno, da zgodaj odkrijemo in prepoznamo bolezenske znake. Prav zato moramo biti tudi pedagoški delavci seznanjeni z naravo in kompleksnostjo te bolezni, saj lahko pomembno pripomoremo k njenemu reševanju. V prispevku bomo predstavili glavne oblike motenj hranjenja, s poudarkom na anoreksiji, ki se pri osnovnošolskih otrocih najpogosteje pojavlja. Predstavili bomo znake, ki nakazujejo na nastanek motenj hranjenja pri otrocih in na katere moramo biti pozorni tudi pedagoški delavci, da se lahko pravočasno in primerno odzovemo na njih. Na konkretnem primeru bomo predstavili načine, kako se lahko šola odzove, ko se pri učencu pojavijo motnje hranjenja in se osredotočili na dejavnosti, ki jih lahko šola izvaja z namenom preventivnega delovanja in zgodnjega odkrivanja in prepoznavanja te bolezni.

KLJUČNE BESEDE: motnje hranjenja, otroci in mladostniki, preventivno delovanje, vloga šole.

DEALING WITH EATING DISORDERS IN SCHOOL ENVIRONMENT

ABSTRACT

Eating disorders, characterized by abnormal or disturbed eating habits, are a disease of modern developed societies and increasingly common even with children and adolescents. As a result of this we encounter them to an increasing extent in the school environment. These complex disorders affect not only girls but also boys and usually occur hand in hand with other mental disorders, such as depression, anxiety, obsessive compulsive disorder, etc. In order to successfully treat eating disorders, symptoms must be detected and recognized early. This is precisely why educators must be familiar with the nature and complexity of this disease, as we can significantly contribute to its treatment. In this article, we will present the main types of eating disorders, with an emphasis on anorexia, which is the most common among primary school children. We will present the symptoms of emerging eating disorders in children, to which educational workers must pay attention in order to respond to them in a timely and appropriate manner. Using a case study, we will present the ways in which the school can react, when a student has an eating disorder, with focus on the actions that the school can take with the aim of prevention and early detection and recognition of this disease.

KEYWORDS: children and adolescents, eating disorders, preventive action, role of school.

ZDRAVA IN URAVNOTEŽENA PREHRANA UČENCEV V ŠOLI IN DOMA

POVZETEK

Zdrava in uravnotežena prehrana, ki je kombinirana z gibanjem, je ključna za psihofizično zdravje otrok. Na prehranjevanje, ki je tesno povezano z zdravjem otrok, pomembno vplivata šola in domače okolje. Način prehranjevanja lahko predstavlja dejavnik tveganja, ki ogroža zdravje posameznika (pojav različnih bolezni – debelost, bolezni srca in ožilja), oziroma zaščitni dejavnik, ki krepi zdravje in izboljša kakovost življenja. V prispevku so predstavljeni rezultati raziskave, ki smo jo opravili s pomočjo anketnega vprašalnika. Anketirali smo 120 učencev druge triade naše osnovne šole. Tema raziskave je bila zdravo in uravnoteženo prehranjevanje učencev v šoli in doma. Podatki kažejo, da kar tri četrtine učencev vedo, da prehrana vpliva na zdravje ljudi. Šest desetih učencev uživa le tri obroke. Pogosto učenci dnevno zaužijejo manj obrokov in večinoma ne zajtrkujejo. Med žitnimi izdelki ne izberejo vedno polnozrnatih. Učenci popijejo največ vode in nesladkanega čaja. Z vidika zdravja je treba že v obdobju odraščanja poskrbeti za zdrav način prehranjevanja doma in v šoli. Rezultati ankete so spodbudni, saj dokazujejo, da se anketirani učenci zavedajo pomena zdrave prehrane.

KLJUČNE BESEDE: zdrava in uravnotežena prehrana, prehranske navade, motnje hranjenja, osnovna šola.

A HEALTHY AND BALANCED PUPILS' DIET AT SCHOOL AND AT HOME

ABSTRACT

A healthy and balanced diet combined with physical exercise is crucial for the psychological and physical health of children. Nutrition is closely linked to children's health and is strongly impacted by school and the home environment. Diets can function as a risk factor endangering the health of an individual (the occurrence of different diseases like obesity and cardiovascular diseases) or as a protective factor strengthening health and improving the quality of life. In my paper I will present the results of a survey conducted among 120 primary school children in the second triad on the topic of a healthy and balanced pupils' diet at school and at home. The data show that as many as three quarters of pupils are aware of the fact that a diet influences people's health. Furthermore, six tenths of the interviewees only consume three meals a day. It is a common fact that pupils have less daily meals and they mostly do not have breakfast. From a variety of cereal products, they do not always choose the wholegrain ones. Pupils mostly drink water or unsweetened tea. From the health point of view, it is necessary to provide for a healthy diet at home and at school as early as in the period of adolescence.

KEYWORDS: healthy and balanced diet, dietary habits, eating disorders, primary school.

PROJEKT HODIM IN ODKRIVAM SLOVENIJO NA OŠ HELENE PUHAR KRANJ Z UČENCI S POSEBNIMI POTREBAMI

POVZETEK

Današnji življenjski slog nas oddaljuje od narave in od gibanja na svežem zraku, kar smo želeli s projektom Hodim in odkrivam Slovenijo vsaj delno spremeniti. Hojo kot elementaren način premikanja po zemeljski obli in smo želeli dodatno osmisliti in medpredmetno povezati z ostalimi učnimi vsebinami. Tako smo tekom projekta učenci in zaposleni s hojo v okolico šole »nabirali« metre oziroma kilometre, ki smo jih seštevali in beležili. S seštevkom prehojenih razdalj smo ponazorili potovanje po Sloveniji, katero smo razdelili na 7 pokrajin. Vsaki pokrajini je bilo namenjeno 1 mesec. Izhodišče je bila naša šola, končna točka mesto Piran. Zaposleni in 53 učencev iz desetih oddelkov posebnega programa vzgoje in izobraževanja smo skupno prehodili 1603,4 km, kar pomeni da smo obhodili Slovenijo, katere meje so dolžine 1370 km. Tekom projekta so učenci napredovali v telesni pripravljenosti, znanju o Sloveniji, samostojnosti (priprava na sprehod ter gibanje na zunanjih površinah) in v socialni komponenti, saj zunanje okolje in telesna aktivnost pozitivno vplivata na vsakega posameznika. Tako so bili učenci bolje osredotočeni na delo, manj razdraženi pri šolskem delu, manj pa je bilo tudi medsebojnih konfliktov. Učenci so se naučili, da je potrebno sprehod prilagoditi »najšibkejšemu« posamezniku ter da se moramo pri tem vsi prilagajati - ker smo skupina, ki je skupaj odšla na sprehod in se bo s sprehoda tudi skupaj vrnila. Tako je skupinski cilj prevladal nad individualnimi željami posameznika. Projekt v prihodnosti odpira različne možnosti nadgradnje. Tako se lahko virtualno sprehajamo po različnih državah, kontinentih in povezujemo različne zemljepisne točke.

KLJUČNE BESEDE: otroci in mladostniki s posebnimi potrebami, hoja, medpredmetno povezovanje, spoznavanje in odkrivanje Slovenije, aktivnosti na prostem.

THE PROJECT "WALKING AND DISCOVERING SLOVENIA" AT THE HELENE PUHAR SCHOOL IN KRANJ WITH STUDENTS WITH SPECIAL NEEDS

ABSTRACT

Today's lifestyle distances us from nature and from movement in the fresh air, which we wanted to at least partially change with the project I walk and discover Slovenia. Walking as an elementary way of moving around the globe, and we wanted to give it additional meaning and cross-curricularly connect it with other learning content. Thus, during the course of the project, students and employees "accumulated" meters or kilometers by walking around the school, which we added up and recorded. With the sum of the distances covered, we illustrated the journey through Slovenia, which we divided into 7 regions. Each province was allocated 1 month. The starting point was our school, the final point was the city of Piran. Employees and 53 students from ten departments of the special education program walked a total of 1,603.4 km, which means that we bypassed Slovenia, whose borders are 1,370 km long. During the project, the students progressed in physical fitness, knowledge of Slovenia, independence (preparation for walking and movement on outdoor surfaces) and in the social component, as the outdoor environment and physical activity have a positive effect on each individual. Thus, students were better focused on work, less irritated during school work, and there were fewer conflicts among themselves. The students learned that it is necessary to adapt the walk to the "weakest" individual and that we all have to adapt - because we are a group that went for a walk together and will also return from the walk together. Thus, the group goal prevailed over the individual wishes of the individual. The project opens up various upgrade options in the future. In this way, we can virtually walk through different countries, continents and connect different geographical points.

KEYWORDS: children and young people with special needs, walking, cross-curricular connections, getting to know and discovering Slovenia, outdoor activities.

GIBALNE DEJAVNOSTI PRI POUKU MATEMATIKE V 1. RAZREDU

POVZETEK

Otroci in odrasli smo zaradi načina življenja pogosto prikrajšani za prosti čas in gibanje, ki bi nam ga ta prinesel. In prav gibanje je za doseganje dobrih učnih dosežkov zelo pomembno. Aktivira namreč možganske funkcije, dviga nivo koncentracije in motivacije ter odpravlja težave v fizičnem razvoju. Ker učenci v šoli preživijo veliko časa, imajo učitelji v njihovem vsakdanu zelo pomembno vlogo. Predvsem prvošolci gibanje res močno potrebujejo in zato je vključevanje raznovrstnih gibalnih dejavnosti pri obravnavanju učne snovi pri vseh predmetih tako zelo pomembno. Otroci namreč v takšnih dejavnostih uživajo in se nevede učijo hitreje, kot bi se na kakršenkoli drugačen način. V prispevku so predstavljene dejavnosti, ki so bile na začetku šolskega leta vključene v pouk matematike. S tem vas želimo vzpodbuditi k temu, da tovrstne dejavnosti uporabite tudi sami in vas navdušiti za vsakodnevno vključevanje gibanja v učni proces. Ugotovili smo namreč, da si otroci s pomočjo gibanja lažje zapomnijo nove pojme, hitreje usvojijo novo učno snov in so med dejavnostmi bolj zbrani in prisotni. Med dejavnostmi nimajo časa za klepetanje in motenje pouka, saj so jim dejavnosti zanimive in zabavne. V prihodnje bi bilo dobro gibanje vključevati v vse predmete učnega načrta in učencem omogočiti sproščeno, hitro in kvalitetno učenje.

KLJUČNE BESEDE: gibanje, učenje, matematika, koncentracija, veselje.

PHYSICAL ACTIVITY OF FIRST GRADE STUDENTS AT MATHS

ABSTRACT

Children and adults very often have limited free time and time for physical activities. Yet, physical activity is one of the key factors for good learning results. It activates brain functions, rises the concentration and motivation level and eliminates difficulties in physical development. Since students spend a lot of time at school, teachers play an important role in their everyday life. First grade students are those who especially need physical activities. That is why such activities should be included into all school subjects. Students enjoy this type of lessons a lot and unknowingly acquire more knowledge than they would with other types of activities. The article shows some of the activities used at maths at the beginning of the school year. It should encourage you to use such activities for yourself and include physical activities into your lessons. The usage of physical activities showed that they help the students to remember new expressions easier, that they acquire knowledge faster and that such activities help them stay focused and present. Since the students find the activities interesting and fun, they have less time for chatting and disturbing the lessons. In future, physical activities should be included in all school subjects and with this enable them to have relaxed, fast and quality learning.

KEYWORDS: physical activity, learning, maths, concentration, joy.

KAKO MLADOSTNIKE PRIPRAVITI DO ZAVEDANJA POMENA ZDRAVE PREHRANE ZA PREPREČEVANJE RAZVOJA SLADKORNE BOLEZNI

POVZETEK

Sladkorna bolezen je tegoba današnjega časa. Število bolnikov narašča, kar je močno povezano z nezdravim načinom življenja, ki vključuje tudi nezdravo prehrano. Pomembno je, da se že mladi tega zavedajo in poskušajo živeti zdravo. V članku opisujemo metodo, s katero dijake vzpodbudimo, da razmišljajo o sestavi zdravega jedilnika. Na osnovi pogovora z dijaki ugotavljamo, da se dijaki zavedajo pomena zajtrka, zdrave sestave obroka ter zadostne količine zaužite tekočine. Regulacijo količine glukoze smo dijakom predstavili s pomočjo oralnega glukoznega tolerančnega testa. Opisane so težave in možne rešitve, s katerimi se srečujemo pri samem testu, ki bi ga lahko izvajali tudi pri zdravstveni vzgoji v osnovnih šolah in s tem popestrili pouk.

KLJUČNE BESEDE: zdrav obrok, sladkorna bolezen, oralni glukozni tolerančni test.

HOW TO PREPARE YOUNG PEOPLE TO BE AWARE OF THE IMPORTANCE OF A HEALTHY DIET FOR PREVENTING THE DEVELOPMENT OF DIABETES

ABSTRACT

Diabetes is a big problem of today. The number of patients is increasing, which is strongly related to an unhealthy lifestyle, which also includes an unhealthy diet. It is important that even young people are aware of this and try to live a healthy life. Article is describing a method by which we encourage students to think about the composition of a healthy menu. Based on the conversation with the students, we found that the students are aware of the importance of breakfast, the healthy composition of the meal and the sufficient amount of liquid consumed. The regulation of the amount of glucose to students is presented with an oral glucose tolerance test. Problems and possible solutions encountered in the test itself are described, which could also be implemented in health education in primary schools and thus enrich the lessons.

KEYWORDS: healthy meal, diabetes, oral glucose tolerance test.

BRANJE IN DUŠEVNO ZDRAVJE

POVZETEK

V strokovnem prispevku se bomo osredotočili na bralne navade mladostnikov in predstavili možen pozitiven vpliv branja na duševno zdravje, saj branje vpliva na mladostnikov intelektualni, čustveni, jezikovni in socialni razvoj. Branje oblikuje osebno in družbeno identiteto. Vse to je del duševnega zdravja mladostnikov in zato jim lahko omogoča, da razvijejo svoje umske in čustvene sposobnosti ter zadovoljivo opravljajo različne družbene vloge. Ker branje lahko pozitivno vpliva na duševno zdravje mladostnikov, bomo predstavili branje kot pozitivno izkušnjo. Le-ta je pomembna, ker lahko branje postane vseživljenjska prostočasna dejavnost z mnogimi za duševno zdravje pomembnimi dejavniki. Duševno zdravje omogoča, da se posameznik samozavestno, učinkovito spopada z izzivi, ki ga prinaša javno in zasebno življenje. Branje je povezano z zunanjo in notranjo motivacijo. Zunanja motivacija je povezana z zunanjimi dejavniki, ki so v šoli ocena ali znanje. Notranja motivacija je povezana z željo po branju. Predstavili bomo načine, s katerimi spodbujamo zanimanje za branje, kot so pisanje dnevnika branja, razprava o branem, aktualizacija. Cilj je, da s temi načini vsaj pri nekaterih dijakih zunanjo motivacijo povežemo z notranjo in jih spodbudimo, da branje postane način preživljanja prostega časa in temelj duševnega zdravja.

KLJUČNE BESEDE: branje, duševno zdravje, zunanja bralna motivacija, notranja bralna motivacija.

READING AND MENTAL HEALTH

ABSTRACT

In the expert contribution, we will focus on the reading habits of adolescents and present the possible positive impact of reading on mental health. Reading affects a young person's intellectual, emotional, linguistic and social development. Reading shapes personal and social identity. All this is part of the mental health of young people and can therefore enable them to develop their mental and emotional capacities and fulfill various social roles satisfactorily. Since reading can have a positive effect on the mental health of young people, we will present reading as a positive experience. This is important because reading can become a lifelong leisure activity with many important factors for mental health. Mental health enables an individual to deal confidently and effectively with the challenges that public and private life brings. Reading is related to external and internal motivation. Extrinsic motivation is related to external factors, which in school are grades or knowledge. Intrinsic motivation is related to the desire to read. We will present ways to encourage interest in reading, such as writing a reading journal, discussing what you have read, updating. The goal is to use these methods to connect external motivation with internal motivation, at least for some students, and encourage them to make reading a way of spending their free time.

KEYWORDS: reading, mental health, extrinsic reading motivation, intrinsic reading motivation.

PRISPEVEK ŠOLE K ZDRAVEMU ŽIVLJENJSKEMU SLOGU UČENCEV

POVZETEK

Sodobna digitalna tehnologija ima vedno večji pomen za naše vsakdanje življenje, še posebej pa vpliva na mlajše generacije, saj je okupirala večino njihovega prostega časa. Že nekaj let opazamo, korona pa je stanje še poslabšala, da naši učenci preživljajo vedno več časa pred računalnikom ali ob uporabi telefona, kar vpliva ne samo na vse manjšo gibalno dejavnost otrok ter posledično na povečano telesno težo in druge pridružene bolezni, vpliva tudi na njihov psihosocialni razvoj, razvijajo pa se lahko tudi različne oblike odvisnosti. Naša šola je v šolskem letu 2018/19 pričela uvajati poskus koncepta razširjenega programa (RaP) v osnovni šoli, v okviru katerega učencem ponuja različne dejavnosti in aktivnosti kot preventivo in odpravo negativnih posledic sodobnega načina življenja. V tem prispevku so predstavljene dejavnosti, s katerimi želimo učence naše šole usmeriti k bolj zdravemu in varnemu življenjskemu slogu. Učenci se jih udeležujejo v skladu s svojimi željami in interesi, na nas, učiteljih, pa je, da jih za to ustrezno motiviramo. Podrobneje je predstavljena jutranja dejavnost, katere cilj je učence usmeriti v bolj zdrave načine preživljanja prostega časa. V ospredje sem postavila družabne igre in igro kot tako ter razvoj prečne večšine sodelovanja in komunikacije in ugotovila, da se je koncept igre, kot smo jo poznali nekoč, zelo spremenil. Postopno uvajanje družabnih iger v višjih razredih je izboljšalo razredno klimo, številnim učencem je olajšalo socializacijo ter okrepilo samopodobo, napredovali so na področju komunikacije, ki je predpogoj za uspešno sodelovanje.

KLJUČNE BESEDE: zdrav življenjski slog, prosti čas, družabne igre, sodelovanje in komunikacija.

THE SCHOOL'S CONTRIBUTION TO STUDENTS' HEALTHY LIFESTYLES

ABSTRACT

Modern digital technology has an increasing impact and relevance on our daily lives, especially on younger generations, as it has occupied most of their free time. For several years now, and it has been exacerbated by the corona, we have observed that our students are spending more and more time in front of the computer or on the phone, which not only has an impact on children's decreasing physical activity and consequently on weight gain and other associated diseases, but also on their psychosocial development, and can lead to the development of various forms of addiction. In the year 2018/19 our school has started to experiment with the concept of the Extended Programme (EP) in primary school, offering pupils a range of activities to prevent and counteract the negative consequences of modern lifestyles. This paper presents the activities that aim to guide the pupils of our school towards a healthier and safer lifestyle. Pupils take part in these activities according to their preferences and interests, and it is up to us, as teachers, to motivate them to do so. The morning activity is presented in more detail, the aim of which was to orient pupils towards healthier ways of spending their leisure time. I focused on board games and game itself, and on the development of transversal skills of cooperation and communication, and found that the concept of play as we used to know it has changed a lot. The gradual introduction of board games in the upper grades has improved the classroom climate, facilitated socialization and self-esteem for many pupils, and improved communication, which is a prerequisite for successful cooperation.

KEYWORDS: healthy lifestyle, free time, board games, cooperation and communication.

PREDNOSTI OPISMENJEVANJA V PRVEM RAZREDU Z VKLJUČEVANJEM KREATIVNEGA GIBA

POVZETEK

Sodoben način življenja prinaša s seboj problematiko pomanjkanja gibanja, tako pri odraslih kot pri otrocih. Gibanje pozitivno deluje na razvoj motoričnih spretnosti, kot tudi na zdrav čustveni, socialni in kognitivni razvoj vsakega posameznika. Za uspešno doseganje ciljev potrebujejo učenci več gibanja in motivacijsko naravnani pouk. Ravno zato učitelji v 1. razredu v proces začetnega opismenjevanja vnašamo dejavnosti kreativnega giba, za katere se je izkazalo, da dodatno motivirajo učence za usvajanje novih črk in povezovanje v besede. Z vključevanjem kreativnega giba smo dosegli aktivno vključenost vseh prvošolcev v proces opismenjevanja, kar je pozitivno vplivalo na boljšo motiviranost in uspešno napredovanje vseh vključenih. Opismenjevanje preko kreativnega giba je pritegnilo k sodelovanju tudi učence z nižjo motivacijo in z nižjimi bralnimi sposobnostmi. V proces opismenjevanja vnašamo elemente otroške joge (gibalna abeceda), tako da vsako novo obravnavano črko ponazorimo s točno določenim gibom. Učenci se tako naučijo zapisati vse črke abecede s svojim telesom. V procesu utrjevanja tako preko gibanja nezavedno utrjujejo zapisovanje in branje besed. Eno izmed dejavnosti spoznavanja črk ter učenje branja in pisanja prenesemo v učilnico na prostem, kjer učenci iz naravnih materialov sestavljajo črke, jih povezujejo v besede in berejo nastavljene povedi. Učenci se uspešno opismenjujejo tudi v manjših skupinah, ko s sodelovalnim učenjem in ustvarjalnim gibom domiselno kreirajo črke oziroma krajše besede, ki jih nato ostali sošolci prebirajo. Predstavljene dejavnosti lahko učitelj uporabi pri usvajanju ciljev začetnega opismenjevanja v vseh fazah pouka in tako z vključevanjem kreativnega giba popestri vsakodnevno branje iz knjig in pisanje v zvezke.

KLJUČNE BESEDE: opismenjevanje, otroška joga, ustvarjalni gib, učilnica na prostem.

BENEFITS OF LITERACY IN THE FIRST CLASS INCLUDING CREATIVE MOVEMENT

ABSTRACT

Lack of movement is a problem of modern life. The movement has a positive effect not only on the development of motor skills but also on healthy emotional, social and cognitive development. In order to successfully achieve their goals, students need more movement and motivational lessons. As first grade school teachers, we aim to plan activities already in the literacy process in such a way as to connect them with movement, which motivates the students for the initial learning of letters and learning to read and write. By including the creative movement, we achieved the active involvement of all in the literacy process, which had a positive effect on motivation. Literacy through movement also attracted students with lower motivation and lower reading skills to participate. We introduce elements of yoga for children (movement alphabet) into the literacy process, so that each new letter presented is illustrated with a specific movement. Students learn to write letters of the alphabet with bodies. One of the activities is transferred to an outdoor classroom, where students form letters from natural materials, connect them into words and read set sentences. Pupils also successfully become literate in small groups when, through creative movement, they imaginatively create letters or short words, which are then read by the rest of their classmates. Activities can be used by the teacher to reach the goals of initial literacy in all phases of the lesson and thus, by including creative movement, enriching daily reading from books and writing into notebooks.

KEYWORDS: literacy, yoga for children, creative movement, outdoor classroom.

OBRAVNAVA ZDRAVJA IN PREHRANJEVALNIH NAVAD PRI POUKU KNJIŽEVNOSTI V SREDNJEM POKLICNEM IZOBRAŽEVANJU

POVZETEK

Čeprav živimo v družbi, ki je po splošnem mnenju boljša od pretekle, imamo občutek, da temu ni tako. Izboljšale so se prometne povezave, hitrejši je dostop do informacij, police trgovin vabijo in možnosti za športna ali adrenalinska doživetja je vse več, vendar je v porastu odstotek mladostnikov s težavami v duševnem ali/in telesnem razvoju. V vzgojno-izobraževalnem sistemu narašča število mladih, ki kljub možnostim ne berejo, ne poznajo kulturne dediščine, (pre)množi uveljavljajo posebne potrebe, opazen je upad telesnih sposobnosti in gibanja, vidne so nezdrave prehranjevalne navade, pomanjkanje spanca ipd. Da bi bil mlad človek kos zahtevam okolice in svojim potrebam, je smiselno opozarjati in dajati zglede, kako pomembno je ohranjanje našega zdravja - tudi pri pouku književnosti. Ni nujno, da je tisto, kar je nastalo v prejšnjih stoletjih, slabo in preživeto. Književna dela je potrebno približati dijakom, jih usmerjeno interpretirati ter osmisliti z lastnimi izkušnjami. Voden pogovor ob literarnem delu lahko daje primerne podlage za življenje, opozarja na nasilje do drugih ali sebe, opominja na vrednote in navade, ki ohranjajo človeško vrsto. Naš namen je predstaviti, kako učni načrt srednjega poklicnega izobraževanja omogoča obravnavo tematike zdravja in prehranjevalnih navad ter podkrepiti stališče s primeri dobre prakse. Anketa med dijaki je pokazala, da je obravnavo tovrstnih tem znotraj pouka književnosti zanimiva in koristna. Morda imajo zaradi starosti pomanjkanje empatije, vendar se zavedajo, da so odgovorni za lastno zdravje, da imajo moč pomagati družbeno šibkejšim in ohranjati tradicijo naroda, k čemur prispeva tudi leposlovje.

KLJUČNE BESEDE: srednje poklicno izobraževanje, književni pouk, zdravje in prehranjevalne navade v slovenskem leposlovju.

ADDRESSING HEALTH AND EATING HABITS IN THE TEACHING OF LITERATURE IN SECONDARY VOCATIONAL EDUCATION

ABSTRACT

Although we live in a society that is generally considered to be better than the past, we have the feeling that this is not the case. Transport links have improved, access to information is faster, shop shelves are more inviting and there are more opportunities for sporting or adventure experiences, but the percentage of young people with mental and/or physical disabilities is on the rise. In the education system, there is a growing number of young people who, despite opportunities, do not read, are ignorant of their cultural heritage, (too) many claim special needs, there is a marked decline in physical ability and exercise, unhealthy eating habits, lack of sleep, etc. To help young people cope with the demands of their surroundings and their own needs, it makes sense to remind and set examples of the importance of maintaining our health - including in literature lessons. What was created in previous centuries is not necessarily bad and outdated. It is necessary to bring works of literature closer to the students, to interpret them in a focused way and to make them meaningful through their own experiences. A guided conversation with a literary work can provide a suitable basis for living, draw attention to violence against others or oneself, and remind us of the values and habits that preserve the human species. Our aim is to present how the curriculum of secondary vocational education and training allows the topic of health and eating habits to be addressed, and to support this view with examples of good practice. The student survey showed that it is interesting and useful to discuss such topics in literature lessons. They may lack empathy because of their age, but they are aware that they are responsible for their own health, that they have the power to help the socially weaker and to preserve the traditions of the nation, to which fiction also contributes.

KEYWORDS: secondary vocational education, literature lessons, health and eating habits in Slovenian fiction.

UTRJEVANJE MATEMATIČNIH ZNANJ Z GIBALNIMI AKTIVNOSTMI

POVZETEK

Gibanje je primarna otrokova potreba. Z gibanjem otrok aktivira možganske funkcije, učenje pa je lahkotnejše in bolj učinkovito. Na specialnopedagoškem področju je pomembno, da izhajamo iz otrokovih potreb in mu čim bolj nazorno predstavimo učne vsebine. Spoznanje o pomanjkljivem znanju ter težave s pomnjenjem in priklicem matematičnih znanj pri dveh učencih iz 7. razreda me je spodbudilo k izvedbi učnih vsebin v gozdu. Učenca sta se pri dejavnostih gibala in rokovala z naravnim materialom, se ga dotikala, ga gledala in opazovala. Vse, kar sta delala, sta ubesedila in drug drugega poslušala. Na ta način sta pridobivala informacije po več senzornih poteh. Ugotovila sem, da sta bila za delo visoko motivirana, sodelovalno naravnana, sproščena in neobremenjena. Vse to je pripomoglo, da sta lažje utrdila in bolje povezala svoje znanje. Pridobila sta si boljše predstave o rimskih številkah in izboljšala pomnjenje geometrijskih pojmov. Ker si največ zapomnimo, če stvari preizkusimo z gibanjem, je smiselno in priporočljivo to čim pogosteje vnašati v učne vsebine. Tega bi se morali zavedati vsi, ki delamo z otroki v vzgojno-izobraževalnem procesu.

KLJUČNE BESEDE: gozd, učenje z gibanjem, matematično znanje, učenci s posebnimi potrebami.

THE CONSOLIDATION OF MATHEMATICAL KNOWLEDGE THROUGH PHYSICAL EXERCISE

ABSTRACT

Exercise is a primary need in children. Exercise activates a child's brain functions, while learning becomes easier and more effective. In the area of special paedagogics it is essential to base our activity on children's needs and present the subject as clearly as possible. I realized there were gaps in knowledge and difficulty with memorizing and recall of mathematical knowledge in two 7th grade students, and that is what encouraged me to implement lessons in the forest. During the lesson the students were moving around, handling natural materials, touching them, watching them and observing them. Whatever they were doing, they put into words and listened to each other. In this way they were acquiring information through several sensory paths. I concluded they were highly motivated for the job, willing to cooperate, relaxed and carefree. All this led to easier consolidation and better assimilation of their knowledge. They improved their perception of Roman numerals and bettered their memorizing of geometric concepts. One memorizes best if one tests things actively, so it is a good idea and recommended to use activity in the learning process as often as possible. Anyone who works with children in education should be aware of this fact.

KEYWORDS: forest, learning through physical activity, mathematical concepts, special needs students.

BISTER UM IN ZDRAVO TELO ZAPOSLENIH V VZGOJNO-IZOBRAŽEVALNEM ZAVODU VIŠNJA GORA

POVZETEK

Dobro zdravje je temeljni pogoj za socialni, ekonomski in osebni razvoj. Je najpomembnejši dejavnik kakovosti življenja. Živimo v času, ki narekuje hiter tempo življenja in zahteva od zaposlenih natančnost, ažurnost, profesionalnost in ne dopušča napak. Naloga zaposlenih v Vzgojno izobraževalnem zavodu Višnja Gora, ki delajo z mladostniki, s čustveno vedenjskimi težavami, je da poskrbijo za uporabnike. Izpostavljeni so velikim psihofizičnim obremenitvam, ki zahtevajo v danih situacijah hitre, odločne in odgovorne odločitve. Biti morajo v dobri fizični kondiciji in bistrega uma. Zato smo 30 zaposlenim z vprašalnikom zastavili dvanajst vprašanj. Zaposlene smo povprašali o prehrani, gibanju, zdravju ter varnosti na njihovem delovnem mestu. Analiza odgovorov je pokazala, da imajo zaposleni vpliv na program dela (ki ga so-oblikujejo v letnem delovnem načrtu), da večinoma lahko vplivajo na gibanje na delovnem mestu (predvsem vzgojitelji, saj skupaj z mladostniki dogovarjajo prostočasne dejavnosti), ne morejo na prehrano (zaradi narave dela nimajo odmora med delovnim časom). Tempo dela zaposlenih je zahteven in naporen, na delovnem mestu doživijo veliko stresnih situacij. Stresne situacije v skupinah narekujejo tempo in delo skupine, zato se zaposleni na delovnem mestu, v času kriznih intervencij, premalo gibajo. Z uporabniki imajo veliko konfliktnih situacij, ki zahtevajo premišljene in hitre odločitve, zato je izredno pomemben bister um zaposlenih (nanj vplivajo fizična kondicija, prehrana, druženje). Zaskrbljujoče je, da 60 odstotkov anketiranih ne pozna zakona o varnosti in zdravju pri delu in kar 83 odstotkov zaposlenih ni prebralo ocene tveganja, ki jo je za njihovo delovno mesto pripravil delodajalec.

KLJUČNE BESEDE: zdravje, delovno mesto, zakon, ocena tveganja.

THE CLEAR MIND AND PHYSICAL HEALTH OF EMPLOYEES IN EDUCATIONAL INSTITUTE OF VIŠNJA GORA

ABSTRACT

Good health is the basis for social, economical and personal growth and the biggest indicator of the quality of life. We live in a time, where a quick lifestyle requires employees to be accurate, professional and does not let us make mistakes. The duty of educators in Educational institute of Višnja Gora is that they teach the children, with emotional and behavioural problems, about the importance of good health and help them in achieving it. That is why the educators need to be in good physical and mental condition. They are often exposed to situations, which require quick and good decision making. This is the reason why we asked 30 educators 12 questions about diet, fitness, health and the safety at their workplace. An analysis of the answers shows, that the employees have an impact on the work programme (which they assist create in the yearly work plan), that mostly they can change the amount of fitness in the workplace (mostly educators, as they, together with the children, form leisure activities), but they do not have any influence on the diet (the nature of the work does not allow for a break). Stressful situations of employees dictate the tempo and the work of the educational group. Educators have a lot of conflicts with the users, which require quick and thoughtful thinking. That is the reason why a sharp mind is needed (it is affected by fitness, food and friends). It is very concerning that 60% of employees do not know the law and that 83% have not read the risk assessment made by the employer.

KEYWORDS: health, workplace, law, risk assessment.

KAKO NA GIBALNO UČINKOVITOST DIJAKOV VPLIVAJO RAZLIČNE UČNE OBLIKE PRI POUKU ŠVZ

POVZETEK

Gibalna neaktivnost, sedeč način življenja, nereden in neuravnotežen način prehranjevanja vodijo do nezdravega življenjskega sloga mladostnikov. Primerno prehranjevanje in telesna aktivnost postajata v srednjih šolah nujna učiteljev, da dijake vzpodbudijo pri ustvarjanju samostojnega in odgovornega odnosa do oblikovanja zdravega življenjskega sloga. V gibalnem smislu so dijaki v teh časih z izjemo tistih, ki so vključeni v trenažni proces, premalo gibalno aktivni in nevajeni premagovanja težjih naporov, kar se kaže v gibalni neučinkovitosti. Pomanjkanje zadostne količine telesne aktivnosti vodi v kronične nenalezljive bolezni, ki so danes med najbolj pogostimi vzroki umrljivosti in zaradi tega morajo učitelji, ob že tako majhnem številu ur športne vzgoje v srednjih šolah, načrtovati ure tako, da so dijaki pri pouku čim bolj gibalno aktivni. Cilj izvedene aktivnosti je bil ugotoviti, katera učna oblika je bolj primerna za izvedbo ur športne vzgoje pri odbojki. Na podlagi fiziološkega indikatorja smo s pomočjo merilca srčnega utripa primerjali motorično učinkovitost istega dijaka pri pouku s frontalno učno obliko nalogami in skupinsko učno obliko z dopolnilnimi nalogami. Pri slednji smo uporabili delo v z dopolnilnimi nalogami in ugotovili da je gibalni učinek na dijaka pri tej obliki večji, kar je presenetljivo saj se v praksi najbolj pogosto uporablja frontalna učna oblika. Pri urah športne vzgoje učiteljem predlagamo uporabo skupinske učne oblike z dopolnilnimi nalogami, predvsem pri posredovanju novih učnih vsebin in utrjevanju snovi, saj je v primerjavi s frontalno obliko bolj učinkovita.

KLJUČNE BESEDE: motorična učinkovitost, oblika dela, predmet športna vzgoja srednja šola.

HOW DIFFERENT FORMS OF LEARNING AFFECT STUDENTS MOVEMENT EFFICIENCY IN THE SVZ CLASS

ABSTRACT

Physical inactivity, a sedentary lifestyle, an irregular and unbalanced diet lead to an unhealthy lifestyle for adolescents. Appropriate nutrition and physical activity are becoming a necessity for teachers in secondary schools to encourage students to create an independent and responsible attitude towards creating a healthy lifestyle. In terms of movement, students during these times, with the exception of those who are involved in the training process, are not physically active enough and are not used to overcoming more difficult efforts, which is reflected in movement inefficiency. The lack of a sufficient amount of physical activity leads to chronic non-communicable diseases, which today are among the most common causes of mortality, and for this reason, with the already small number of hours of physical education in secondary schools, teachers must plan the hours in such a way that students are as physically active as possible during lessons. The aim of the activity was to find out which teaching format is more suitable for conducting physical education lessons in volleyball. On the basis of a physiological indicator, with the help of a heart rate monitor, we compared the motor efficiency of the same student in lessons with frontal learning form tasks and group learning form with supplementary tasks. For the latter, we used work with supplementary tasks and found that the movement effect on the student is greater with this form, which is surprising because in practice the frontal teaching form is most often used. In physical education lessons, we suggest to teachers the use of a group teaching format with complementary tasks, especially when imparting new learning content and consolidating material, as it is more effective compared to the frontal format. Learning form with additional tasks, especially in the transmission of the new learning content and consolidation of material, as it is more effective compared to the frontal form.

KEYWORDS: motor efficiency, form of work, subject physical education secondary school.

SKRB ZA ZDRAV ŽIVLJENJSKI SLOG NA OSNOVNI ŠOLI POLJANE

POVZETEK

Zdravje in izobraževanje imata veliko skupnega. Njuno združevanje omogoča, da ustvarimo boljše okolje za učenje, poučevanje in delo. Zdrava prehrana in redna telesna dejavnost vplivata na telesno in duševno zdravje vsakega izmed nas. Besede, kot so zdravje, prehrana in gibanje, na šoli združimo v izvedbo tehniškega dne za učence od 6. do 9. razreda, in sicer vsak tretji petek v novembru, ko obeležujemo dan slovenske hrane. Učence in zaposlene na šoli seznanimo s cilji projektov Zdrava šola, Šolska shema in Tradicionalni slovenski zajtrk. Dan dejavnosti je dober primer ozaveščanja otrok o pomenu kmetijstva in čebelarstva za pridelavo hrane. Učence ozaveščamo o pomenu zajtrkovanja in jih spodbujamo k vsakodnevnemu uživanju zajtrka. V preteklem šolskem letu so bile vsebine tehniškega dneva poleg pomena zajtrka za zdravje še pomen kmetijstva in čebelarstva, pravilno ravnanje z odpadki in zavržki hrane, priporočila za uporabo zaslonov v prostem času ter vpliv spanja na zdravje posameznika. Predstavljene so posledice pretirane uporabe digitalnih naprav, saj je skrb vzbujajoče, da nekateri učenci preživijo pred zasloni več ur na dan. Z delitvami sadja in zelenjave iz Šolske sheme skušamo učencem približati različne vrste ter tako vplivati na pestrost prehrane in oblikovanje dobrih prehranskih navad, ki so ključ do zdravja. Z ozaveščanjem in preventivnimi delavnicami vedno večje število otrok zajtrkuje, izboljšalo se je uživanje zelenjave pri šolskih obrokih, otroci uživajo v gibalnih aktivnostih in raje pijejo vodo kot nesladkan čaj. Spodbujamo zdrav življenjski slog in tako zmanjšujemo število otrok s čezmerno telesno težo, ki negativno vpliva na zdravje.

KLJUČNE BESEDE: zdravje, prehrana, gibanje, tehniški dan.

HEALTHY LIFESTYLE AT POLJANE PRIMARY SCHOOL

ABSTRACT

Health and education have much in common. Combining them allows us to create a better place for learning, teaching and working. A healthy diet and regular physical activity have an impact on everyone's physical and mental health. At school, we combine words such as health, nutrition and exercise to organise a technical day for pupils in grades 6 to 9 on the third Friday in November, which is named the Slovenian Food Day. I inform pupils and school staff about the objectives of the Healthy School, School Scheme and Traditional Slovenian Breakfast projects. The activity day is a good example of raising children's awareness of the importance of agriculture and beekeeping for food production. This is how pupils become aware of the importance of breakfast and encouraged to eat breakfast every day. We discuss proper waste management and food waste. Pupils are informed about the recommendations for the use of screens in leisure time and about the impact of sleep on individual health. The consequences of excessive use of digital devices are presented, as it is worrying that some pupils spend several hours a day in front of screens. Through the School Scheme we deliver different types/sorts of fruit and vegetables and so we introduce different food varieties, thereby influencing dietary diversity and the development of good eating habits, which are crucial to health. Through awareness-raising and prevention workshops, an increasing number of children eat breakfast, there has been an improvement in the consumption of vegetables in school meals, children enjoy physical activities and prefer water to unsweetened tea. We are promoting healthy lifestyles to reduce the number of overweight children, which has a negative impact on their health.

KEYWORDS: health, nutrition, exercise, technical day.

MLADI PLANINCI DO OPTIMALNEGA ZDRAVJA

POVZETEK

Raziskave dokazujejo, da je vsakdanja hoja najboljša telesna vadba v vseh življenjskih obdobjih in da je narava naše skupno vadišče. Ljudje postanemo močnejši, vzdržljivejši, mišična vlakna se okrepijo, pospešitev krvnega obtoka pa deluje spodbudno na vse notranje organe, tudi na razvoj in delovanje možganov. K optimalnemu razvoju in zdravju učencev veliko prispevamo s šolsko interesno dejavnostjo Mladi planinci, ki poteka na Osnovni šoli Vransko-Tabor v sodelovanju z lokalnim planinskim društvom že vrsto let. Učence navajamo na zdrav življenjski slog in na aktivno preživljanje prostega časa, spodbujamo gibanje, krepimo in ohranjamo njihovo duševno in telesno zdravje ter vplivamo na spremembe njihovih potovalnih navad v smeri trajnostne mobilnosti. Ugotavljam, da s pohodi in druženjem v naravi mladi planinci postanejo sproščeni in veseli, gibalno spretnejši, hitreje in bolje usvajajo nove veščine, teoretična in praktična znanja planinske šole, se dobro vsestransko razvijajo, raziskujejo in spoznavajo svoje telo ter okolico. To dokazujeta uvrstitvi učencev Podružnične osnovne šole Tabor v preteklem letu na Slovenskem planinskem orientacijskem tekmovanju (SPOT), na katerem je ekipa kategorije A dosegla 3. mesto, ekipa kategorije G pa 1. mesto. Ugotovitve je mogoče podkrepiti z evalvacijo dela interesne dejavnosti in z lestvico počutja učencev. S predstavljenim načinom sodelovanja spodbujamo motiviranost, povezanost in zaupanje v skupini ter lokalni skupnosti, razvijamo odgovornost do sebe in drugih ter odgovornost in skrb za varno ter čisto okolje.

KLJUČNE BESEDE: planinski krožek, življenjski slog, trajnostna mobilnost.

YOUNG MOUNTAINEERS ON THEIR WAY TO OPTIMAL HEALTH

ABSTRACT

Research shows that walking every day is the best physical exercise in all periods of life and that nature is a place for everyone to exercise. We become stronger and our stamina improves, our muscles strengthen, whereas all of our internal organs benefit from faster blood circulation, including the development and better functioning of the brain. "Young Mountaineers" is extracurricular activity the Vransko-Tabor Primary School has been organising for many years with the good co-operation of the local mountaineering society, thereby adding significantly to the pupils' optimal development and health. In this way, our pupils become familiar with a healthy lifestyle and active leisure time so as to promote exercise, help strengthen and maintain their mental and physical health and contribute to changes in their travel habits leading towards sustainable mobility. I have established that thanks to hiking and socialising in nature, young mountaineers become relaxed, joyful, improve faster and better their motor skills, learn new skills as well as theoretical and practical knowledge of the mountaineering school, explore and get to know their body and environment better. This was proven last year by the ranking of the Tabor Primary School's pupils in the Slovenian Mountaineering Orienteering Competition (SPOT), where the A category team placed third and the G category team first. General findings can be corroborated by an evaluation of a selection of the extracurricular activity and with a pupil well-being scale. Through the above-mentioned co-operation, we improve motivation, connectedness and trust within the group and with the local community, while encouraging the taking of responsibility for oneself and other people along with care for a safe and clean environment.

KEYWORDS: mountaineering club, lifestyle, sustainable mobility

PROMOCIJA ZDRAVEGA NAČINA ŽIVLJENJA NA RAZREDNI STOPNJI OSNOVNE ŠOLE

POVZETEK

Prispevek opisuje primer dobre prakse, ki jo načrtno izvajamo in dopolnjujemo že več desetletij. Šola, kot vzgojno izobraževalna ustanova, ima ključno vlogo pri vzgoji mladega človeka, da bo odrasel v zdravo in odgovorno odraslo osebo. V prispevku opisujem načrtno delovanje za zdravje na razredni stopnji osnovne šole, kjer je skoraj 500 učencev od 1. do 5. razreda. Načrtno delovanje za promocijo zdravja vključuje uživanje zdrave in uravnotežene prehrane pri šolskih obrokih, sodelovanje v šolski shemi, rekreativne odmore in mnoge druge športne dejavnosti, preventivne dejavnosti, pouk v naravi, sodelovanje v evropski mreži zdravih šol... Letos poučujem v 5. razredu in moji učenci potrebujejo veliko gibanja. Športne dejavnosti, ki so vpete v pouk brez določenega urnika, učence sproščajo in povezujejo ter dodatno pripomorejo k promociji zdravja. Spontano se učijo, hkrati pa razvijajo in ozaveščajo primeren in odgovoren odnos do zdravja. Učencem je z načrtovanim in premišljenim učnim procesom omogočena nenehna povezava teorije s prakso. Medpredmetno povezovanje in timsko delo omogočata doseganje dobrih rezultatov.

KLJUČNE BESEDE: uravnotežena prehrana, zdravje, medpredmetno povezovanje, športni vsakdan, timsko delo, šolska shema

PROMOTION OF A HEALTHY LIFESTYLE AT PRIMARY SCHOOL, CLASS LEVEL

ABSTRACT

The paper describes an example of good practice, which we have been systematically implementing and supplementing for several decades. The school, as an educational institution, plays a key role in the education of a young person so that he/ she will grow into a healthy and responsible adult. In the paper, I describe a well-planned action for health at the class level of a primary school, where there are almost 500 students from the 1st to the 5th grade. Planned action for health promotion includes eating a healthy and balanced diet at school meals, participation in the school scheme, recreational breaks and many other sports activities, preventive activities, lessons in nature, participation in the European network of healthy schools ... This year I am teaching in the 5th grade and my students need a lot of movement. Sports activities, which are incorporated into lessons without a fixed schedule, relax and connect students and additionally contribute to the promotion of health. They learn spontaneously, and at the same time develop and raise awareness of an appropriate and responsible attitude towards health. Through a planned and thought-out learning process, students are enabled to constantly connect theory with practice. Cross-curricular integration and teamwork enable good results to be achieved.

KEYWORDS: balanced nutrition, health, cross-curricular integration, daily sports, teamwork, school scheme

POPESTRIMO URO FIZIKE Z UČENJEM NA PROSTEM

POVZETEK

Gibanje je za učence zelo pomembno, saj pozitivno vpliva na razvoj možganov in sposobnost učenja. Tega se zavedamo tudi učitelji fizike, zato je naš cilj vključiti čim več gibanja v pouk fizike.

V prispevku je predstavljen pouk zunaj šolskih prostorov, na prostem, v naravi, pomen kombiniranja učenja fizike tako v razredu kot učenja na prostem ter pozitiven vpliv takega pouka na celostni razvoj učencev, njihovo počutje, motiviranost in vedoželjnost. V nadaljevanju je predstavljena učna ura, ki smo jo z učenci osmega razreda izvedli zunaj učilnice. Učenci so izvedli kuhinjske poskuse kot na primer iskanje šivanke med kamenjem, težišče metle, vlečenje vrvi, upogljivo jajce. Učenci so bili bolj zainteresirani za učenje, postavljali so več vprašanj in bolj sodelovali kot po navadi, saj jim je bilo učenje, kjer niso rabili le sedeti, bolj zanimivo. Z gibanjem motiviramo učence, da najdejo boljšo povezavo med šolskim znanjem in vsakdanjim življenjem. Rezultati znanja učencev so bili odlični, kar se je pokazalo pri nadaljnjem šolskem delu in preverjanju znanja. Namen prispevka je, da s primerom iz prakse pokažemo, da s takšnim načinom poučevanja dosežemo večjo motiviranost učencev, ki se kaže pri njihovem delu. Učenje v naravi z gibanjem jim je bil všeč, izrazili so tudi željo, da bi na tak način delali še večkrat.

KLJUČNE BESEDE: fizika, gibanje, motivacija, osmi razred

LET'S MAKE THE PHYSICS LESSON MORE INTERESTING WITH OUTDOOR LEARNING

ABSTRACT

Movement is very important for students, as it has a positive effect on brain development and the ability to learn. Physics teachers are also aware of this, so our goal is to include as much movement as possible in physics lessons. The paper presents lessons outside school premises, outdoors, in nature, the importance of combining physics learning both in the classroom and outdoors and the positive impact of such lessons on the holistic development of students, their well-being, motivation and curiosity. Furthermore, we present a lesson that we conducted with the eighth-grade students outside a classroom. The students performed kitchen experiments such as finding a needle among stones, the center of gravity of a broom, pulling a rope, and a bending egg. The students were more interested in learning, they asked more questions and participated more than usual, because they found learning, where they didn't have to just sit, more interesting. Through movement, we motivate students to find a better connection between school knowledge and everyday life. The results of the students' knowledge were excellent, which was shown in further school work and knowledge testing. The purpose of the paper is to show with an example from practice that with this kind of teaching method we can achieve greater motivation of students, which is reflected in their work. They liked learning in nature through movement, and expressed their desire to work in this way more often.

KEYWORDS: eighth grade, motivation, movement, physics

ZDRAVLJENJE S HOMEOPATIJO

POVZETEK

Homeopatija je ena najbolj znanih in najuspešnejših metod zdravljenja alternativne medicine. Gre za sistem zdravljenja z zdravili naravnega izvora. Tesno je povezana z življenjem njenega utemeljitelja, nemškega zdravnika, Samuela Hahnemanna (1755–1843), ki so ga navdihovala dela velikih zdravnikov, kot sta Hipokrat in Paracelzus. Hahnemann je homeopatijo razvijal skozi več desetletij. Leta 1810 je napisal temeljno teoretsko delo homeopatije, *Organon umetnosti zdravljenja*. Homeopatska zdravila telesu vračajo podrti energetske in duhovno ravnovesje, odpravljajo motnjo na ravni življenjske sile, in s tem organizem spodbujajo, da se ozdravi sam. Homeopatija ima svoje prednosti in pomanjkljivosti. Homeopatska zdravila so poceni, njihova priprava je enostavna. Učinkovita so tako pri akutnih kot kroničnih boleznih. Uspešno zdravijo tudi psihične težave, kot so anksiozna stanja, strahovi, depresije itd. Učinkovita so tudi pri zdravljenju otrok z raznovrstnimi težavami. Pomanjkljivost homeopatije je, da zdravil ne moremo predpisovati rutinsko, ampak individualno. To zdravniku homeopatu vzame veliko časa in zahteva precej znanja in veščine. Zelo dobro izšolanih zdravnikov homeopatov je v Sloveniji malo. Do znanstvenega dokaza o učinkih klasične homeopatije, kot ga zahteva uradna medicina, ni mogoče priti. Homeopatsko zdravljenje poteka izključno po načelu podobnosti, ki temelji na energijskem sozvočju med zdravilom in bolnikom. S homeopatijo si lahko pomagamo pri samozdravljenju manjših težav s pomočjo farmacevta homeopata. Pri zdravljenju resnejših bolezni potrebujemo pomoč dobrega in izurjenega zdravnika homeopata ali se odločimo za zdravljenje s sodobno medicino.

KLJUČNE BESEDE: alternativna medicina, homeopatija, homeopatska zdravila, življenjska sila

HOMEOPATHIC TREATMENT

ABSTRACT

Homeopathy is one of the most well-known most successful alternative medicine treatment methods. It is a system of treatment with drugs of natural origin. It is closely related to the life of its founder, the German physician Samuel Hahnemann (1755–1843), who was inspired by the works of great physicians, such as Hippocrates and Paracelsus. Hahnemann developed homeopathy over many decades. In 1810, he wrote the fundamental theoretical work of homeopathy, *The Organon of the Healing Art*. Homeopathic remedies restore the body's broken energy and spiritual balance, eliminate the disorder on the level of life force and thus encourage the organism to heal itself. Homeopathy has its advantages and disadvantages. Homeopathic medicines are cheap and their preparation is easy. They are effective in both acute and chronic diseases. They successfully treat also psychological problems, such as anxiety conditions, fears, depression, etc. They are also effective in treating children with different problems. The disadvantage of homeopathy is that we cannot prescribe remedies routinely. Instead we prescribe them individually. However, this takes a lot of time and requires a lot of knowledge and skills of the homeopath doctor. Very well trained homeopath doctors are few in Slovenia. Scientific proof of the effects of classical homeopathy, as required by official medicine, cannot be obtained. Homeopathic treatment is carried out exclusively according to the principle of similarity, which is based on the energy harmony between the medicine and the patient. Utilizing homeopathy, we can help ourselves in the self-treatment of minor problems with the help of a homeopath pharmacist. In the treatment of more serious diseases, we need the help of a good and trained homeopath or we decide for the treatment with modern medicine.

KEYWORDS: alternative medicine, homeopathy, homeopathic medicines, life force

GLASBENE DEJAVNOSTI Z GIBANJEM V PRVEM VZGOJNO-IZOBRAŽEVALNEM OBDOBJU

POVZETEK

Gibanje je osnovna potreba učenca, ki obiskuje prvo vzgojno–izobraževalno obdobje. Če ta potreba ni zadovoljena, je učenje manj učinkovito. Smotno je, da v pouk v prvih treh razredih vključimo čim več dejavnosti, pri katerih so učenci gibalno aktivni. Glasba sama po sebi spodbuja gibanje, saj vsebuje ritem. Je tudi vez, ki med seboj povezuje in prepleta veliko področij: afektivno-socialnega, kognitivnega in psihomotoričnega. Spodbuja celostno učenje in deluje motivacijsko ter sproščujoče. Učenec, ki je sproščen in gibalno aktiven, je za učenje veliko bolj dovzeten. Pri poučevanju v prvem vzgojno–izobraževalnem obdobju sem se osredotočila na to, da sem v pouk vnesla čim več gibanja v povezavi z glasbo. V prispevku bom predstavila glasbene dejavnosti z gibanjem, ki jih vključujem v pouk v prvem vzgojno-izobraževalnem obdobju. Predstavljene dejavnosti vključujejo pesem, ki jo učenci spremljajo na lastne inštrumente in so ob tem gibalno aktivni, gibalno izražanje ob poslušanju glasbe in poslušanje glasbe s pripomočki, ki spodbujajo gibanje. Predstavila bom tudi dejavnost za učenje vzorcev pri matematiki, ki se povezuje z gibanjem in glasbo. Izvedene aktivnosti so na učence delovale zelo motivacijsko. Opazila sem tudi, da se je izboljšala razredna klima. Učenci so s pomočjo takega načina poučevanja razvijali svojo motoriko in hkrati tudi posluš, širili pevski obseg, spoznavali glasbene pojme, se urili v ritmih in se več gibali med poukom. Namen prispevka je doprinos k zakladnici dobrih praks, ki spodbujajo aktivnost učencev pri pouku, več gibanja v procesu učenja in vključevanje celostnega poučevanja s pomočjo gibalno-glasbenih dejavnosti.

KLJUČNE BESEDE: gibanje, glasba, celostno poučevanje, pouk.

MUSICAL ACTIVITIES WITH EXERCISE IN THE FIRST EDUCATIONAL PERIOD

ABSTRACT

Exercise is a basic need of a student attending the first educational period. If this need is not met, learning is less effective. When teaching the first triad, it is advisable to include as many physical activities as possible. Music consists of rhythm and therefore encourages movement. It also acts as a bond that connects and intertwines many fields – affective-social, cognitive and psychomotor ones. It promotes holistic learning and has a motivating and relaxing effect on students, who are subsequently more receptive to learning. Teaching the first educational period, I focused on introducing as much exercise connected to music as possible. In this article, I will present the musical activities with exercise that I incorporate in the music lessons of the first triad. The activities include a song that the students accompany using their own instruments while being physically active, movement expression while enjoying music, and listening to music with aids that encourage movement. I will also present an activity for learning patterns in mathematics that is connected with exercise and music. I also noticed that musical activities with exercise had a motivating effect and that the classroom climate has improved significantly. Through this method of teaching, the students developed their motor skills and an ear for music, expanded their vocal extent, learned about music terms, practiced rhythms and exercised more. The purpose of this article is to contribute to the treasure trove of good practices that encourage student activity in lessons, more physical activity in the learning process and the inclusion of holistic learning through musical activities with exercise.

KEYWORDS: exercise, music, holistic learning, lessons.

OZAVEŠČANJE DIJAKOV GLEDE POMENA PRAVILNE DRŽE VRATU V SKLOPU STROKOVNEGA MODULA – TEHNIŠKA MEHANIKA

POVZETEK

V sklopu strokovnega članka je predstavljen primer dobre prakse ozaveščanja dijakov glede pomena pravilne države vratu med uporabo elektronskih naprav, kot so npr. mobilni telefoni v sklopu strokovnega modula Tehniška mehanika, ki se izvaja na srednjem strokovnem izobraževanju – program strojni tehnik. Pri dolgotrajni nepravilni državi vratu se lahko pojavijo dodatne obremenitve vratnega predela, ki pa lahko vodijo do bolečin in dolgotrajnejše slabe države. Namen strokovnega članka je predstavitev načina ozaveščanja dijakov o negativnih učinkih slabe države vratu, da v sklopu mehanike poenostavljeno računajo obremenitve mišic in sklepov v vratu in tako se ozavešča o pomenu pravilne države. Tako dijaki na konkretnem primeru spoznavajo, da pravilna država neposredno vpliva na njihovo zdravje in jih dodatno spodbudi k aktivnemu gibanju in krepitvi mišic. Pri obravnavi redne šolske snovi v sklopu poglavja Statični moment sile se je poleg praktičnih primerov iz strojništva šolsko uro povežalo z biomehaniko. Cilj povezave s področjem biomehanike je ta, da dijaki z obstoječim znanjem iz statičnih momentov poenostavljeno izračunajo, s kolikšnimi obremenitvami so obremenjene mišice in sklepi, obenem pa dojamajo pomen pravilne države pri dolgotrajnejši uporabi elektronskih naprav kot so mobilni telefoni, tablični računalniki idr.

KLJUČNE BESEDE: država vratu, biomehanika, obremenitve mišic in sklepov.

RAISING STUDENTS' AWARENESS OF THE IMPORTANCE OF CORRECT NECK POSTURE AS PART OF THE TECHNICAL MECHANICS MODULE

ABSTRACT

This paper presents an example of good practice in raising students' awareness of the importance of correct neck posture when using electronic devices such as mobile phones. The topic was discussed in the Technical Mechanics module of the secondary vocational education programme Mechanical Technician. Prolonged incorrect neck posture can lead to additional strain on the cervical region, which in turn can lead to pain and prolonged poor posture. Therefore, the aim of this expert paper is to make students aware of the negative effects of poor neck posture and to teach them to support this theory with simplified calculations of the loads on the muscles and joints in the neck in the context of mechanics. In this way, students have an appealing opportunity to understand that correct posture has a direct impact on their health and further encourages them to be active and strengthen their muscles. In addition to practical examples from mechanical engineering, the lesson was linked to biomechanics in the scope of the regular school material in the chapter Static Moment of Force. The aim of the link with biomechanics is that students, with their existing knowledge of static moments, should be able to calculate in a simplified way the loads on muscles and joints and at the same time understand the importance of correct posture in prolonged use of electronic devices such as mobile phones, tablets, etc.

KEYWORDS: neck posture, biomechanics, muscle and joint loads.

USTVARJANJE JEDILNEGA LISTA PRI POUKU ANGLEŠČINE

POVZETEK

Ko mladostniki vstopijo v srednjo šolo, že relativno dobro poznajo nasvete za zdrav načina življenja, kamor prav zagotovo sodi tudi zdrava prehrana. Na Gimnaziji Celje - Center tudi pri pouku tujih jezikov obravnavamo teme, povezane z zdravo in uravnoteženo prehrano. V prispevku je predstavljen sodoben učni pristop pri poučevanju angleščine, imenovan TBL (an. task-based learning), kjer učenci usvajajo jezik z interaktivno komunikacijo, medtem ko rešujejo naloge, ki vodijo h končnemu izdelku. V našem primeru je to jedilni list v restavraciji po njihovi izbiri.

Zdrav življenjski slog je močno odvisen od prehranjevalnih navad, zato za uvod naredimo kratko raziskavo, kjer dijaki spoznajo prehranjevalne navade svojih sošolcev. Rezultati ankete so dobro izhodišče za debato o tem, kako zdravo se v resnici prehranjujejo. Dijaki v nadaljevanju dobijo nekaj splošnih navodil za izdelavo jedilnega lista, vendar jim je prepuščena izbira o vrsti hrane, ki jih njihova restavracija ponuja, sami določijo cene, svojo restavracijo poimenujejo, jedilni list opremijo tudi s privlačnimi ilustracijami. Za sošolce pripravijo predstavitev in v svojo restavracijo poskušajo privabiti čim več gostov. Dijaki so motivirani, saj so soočeni z realno življenjsko situacijo. Tak pristop spodbuja kreativnost in sodelovanje, ter vključuje veščine govorenja, poslušanja in pisanja v tujem jeziku.

KLJUČNE BESEDE: jedilni list, prehranjevalne navade, TBL, zdrav način življenja.

CREATING A RESTAURANT MENU IN AN ENGLISH CLASS

ABSTRACT

When young people enter high school, they are already relatively familiar with the guidelines for a healthy lifestyle, which certainly includes healthy eating. At Gimnazija Celje - Center, topics related to a healthy and balanced diet are often discussed during foreign language classes. This paper presents a modern learning approach in teaching English, called TBL (task-based learning), where students acquire the language through interactive communication while solving tasks that lead to the final product. In our case, it is the menu at the restaurant of their choice.

A healthy lifestyle strongly depends on eating habits, so as an introduction, we do a short survey where students learn about the eating habits of their classmates. The results of the survey are a good starting point for the debate about how healthy their diet actually is. Later on, the students are given some general instructions for creating a menu, but they are left to choose the type of food that their restaurant offers, determine the prices themselves, name their restaurant, and equip the menu with attractive illustrations. They prepare a presentation for their classmates and try to attract as many guests as possible to their restaurant. Students are motivated because they are faced with a real life situation. Such an approach encourages creativity and cooperation, and includes speaking, listening and writing skills in a foreign language.

KEYWORDS: menu, eating habits, TBL, healthy lifestyle.

ŠOLA V NARAVI JE ŠOLA ZA ŽIVLJENJE

POVZETEK

Vsako šolsko leto se za četrtošolce Osnovne šole Vodice prične z letno šolo v naravi v Zambratiji. Glavni namen šole v naravi ni le opravljanje plavalnega tečaja, temveč veliko več; učenci tukaj premagajo strah pred globoko vodo, se spoznajo z nevarnostmi v njej, raziskujejo življenje ob obali in v morski vodi, dobro usvojijo ali nadgradijo izbrano plavalno tehniko ter spoznajo številne vodne športe. Vzporedno s plavalnim tečajem pa se na izkustveni način prek različnih dejavnosti in gibalnih aktivnosti obravnavajo naravoslovne vsebine, ki so predpisane po učnem načrtu. Te so namreč za mnoge učence precej abstraktne, zato je njihova obravnava v naravnem okolju učinkovitejša, kot če bi jih obravnavali v razredu.

Nikakor ne smemo spregledati tudi psihosocialnega vidika, ki ga nudi šola v naravi. Večdnevno bivanje izven domačega okolja, življenje v skupini vrstnikov, skrb zase in za svoje potrebščine, stiske in ugodja, ki jih učenci ob vsem tem doživljajo, močno prispevajo k oblikovanju pozitivne samopodobe.

Na podlagi večletnih izkušenj z letno šolo v naravi predstavljeni primeri dobre prakse kažejo, kako so učenci s preprostimi dejavnostmi skozi lastno aktivnost prišli do novih, za življenje pomembnih spoznanj.

KLJUČNE BESEDE: plavalni tečaj, izkustveno učenje, učenje v naravi, psihosocialni vidik, samopodoba.

SCHOOL IN THE OPEN – AIR IS SCHOOL FOR LIFE

ABSTRACT

Fourth grade students of Primary School Vodice begin their school year with the open – air school in Zambratija. Its main goal is not only to take a swimming course. Students gain much more - they overcome their fear of deep water, explore life along the coast and in the sea, become aware of dangers in the water, master and improve their swimming techniques and get to know several water sports. Along with the swimming course, they deal with science contents prescribed by the curriculum through experimental learning and different activities. The curriculum is often quite abstract for the students, therefore dealing with it in a natural environment is much more effective than learning in a classroom.

We must not overlook the psychosocial aspect of the open – air school. Staying outside their home environment, together with a group of peers, taking care of themselves and their needs, distress and pleasures that students experience, contribute a lot to the student's positive self-image.

This article deals with examples of good practice based on years long experiences of the open – air school where students gain new, life-long important findings through their own activities.

KEYWORDS: swimming course, experimental learning, learning in the open – air school, psychosocial aspect, self-image.

SPODBUJANJE GIBANJA S PLESNIMI DEJAVNOSTMI

POVZETEK

Gibanje je izredno pomemben segment zdravega življenjskega sloga otrok. Ne le, da je osnova za razvoj motoričnih spretnosti in sposobnosti, pomembno vpliva tudi na čustveno, socialno in kognitivno področje. Med aktivnostmi pri predmetu šport zaseda pomembno mesto tudi ples, saj ga Učni načrt za športno vzgojo obravnava enakovredno vsem drugim športnim vsebinam. Ples je tista zvrst gibanja, pri kateri otroci spoznavajo samega sebe in svojo okolico. Ob tem si oblikujejo samopodobo in razvijajo socialne veščine. Gibanje ob glasbi ima tudi pomemben vpliv na počutje in razpoloženje otrok. Zato se učitelji v šoli trudimo, da gibanje otrok spodbujamo tudi z različnimi gibalno plesnimi dejavnostmi. V članku je predstavljeno, kako smo učence 4. razreda, ki sprva niso želeli sodelovati v plesnih aktivnostih, motivirali in navdušili za gibanje ob glasbi. Nevsiljivo, a načrtno in vztrajno, smo glasbo in plesne gibe pričeli vključevati v gibalne odmore med poukom in spodbujali učence, da so sodelovali pri izbiri glasbe. Motivirali smo učenke, ki sta obiskovali prostočasno dejavnost hip-hopa, da sta predstavili različne plesne gibe in pritegnili pozornost sošolcev. Pri predmetu šport smo ob različnih zvrsteh glasbe predstavili korake plesov in usmerjali k učenju teh. Učence smo spodbujali k povezovanju naučenih gibov v krajše koreografije oziroma k ustvarjanju lastnih gibov, pa vse do priprave plesne koreografije in nastopa na zaključni prireditvi ob koncu šolskega leta.

KLJUČNE BESEDE: gibanje, šport, plesne dejavnosti, motivacija, vztrajnost.

ENCOURAGING MOVEMENT THROUGH DANCE ACTIVITIES

ABSTRACT

Movement is an extremely important segment of a healthy lifestyle for children. Not only is it the basis for the development of motor skills and abilities, it also has a significant impact on the emotional, social and cognitive areas. Among the activities in the Physical Education class, dance is indispensable, as the Physical Education Curriculum treats it equally with all other sports content. Dance is the kind of movement in which children get to know themselves and their surroundings. At the same time, they shape their self-image and develop social skills. Movement to music also has a significant impact on children's well-being and mood. That's why the teachers at the school try to encourage the children's movement with various dance activities. It is presented in the article, how we motivated and inspired 4th grade students who initially did not want to participate in dance activities. Unobtrusively, but carefully planned and persistent, we began to include music and dance movements in breaks during the lesson and encourage the students to also participate in the choice of music. We motivated the two students who attended the free-time hip-hop activity to present different dance moves and attract the attention of their classmates. In the Physical Education classes we presented the steps of different types of dances and guided the learning of them. We encouraged the students to combine the movements into shorter choreographies or to create their own movements, all the way to the preparation of dance choreography and performance at the final event at the end of the school year.

KEYWORDS: movement, sport, dance activities, motivation, persistence.

ZAJTRKOVALNE NAVADE OSNOVNOŠOLCEV

POVZETEK

Zajtrk je pomemben dnevni obrok, ki ga ni priporočljivo izpuščati, ker lahko to negativno vpliva na zdravje posameznika. Kljub temu pa raziskave kažejo, da veliko otrok in mladostnikov v Sloveniji ne zajtrkuje redno. Projekt Tradicionalni slovenski zajtrk promovira redno in zdravo zajtrkovanje. Ob izvedbi tradicionalnega slovenskega zajtrka je bila v osnovni šoli izvedena raziskava, v kateri je sodelovalo 99 osnovnošolcev, starih od 10 do 13 let, s katero smo hoteli ugotoviti, kakšne so zajtrkovalne navade učencev. Raziskava je pokazala, da se večini učencev zajtrk zdi pomemben, vendar pa le slaba polovica otrok vsak dan zajtrkuje doma. Zajtrk večinoma izpuščajo zaradi pomanjkanja časa in zgodnje ure vstajanja. Otroci - sploh starejši - si večinoma sami pripravijo zajtrk, ki najpogosteje vključuje kosmiče in kruh. Večina otrok doma ne je tradicionalnega slovenskega zajtrka. Raziskava ne ugotavlja bistvenih razlik pri zajtrkovalnih navadah otrok iz različnih razredov oziroma različne starosti.

KLJUČNE BESEDE: zajtrk, zdravo prehranjevanje, osnovna šola, Tradicionalni slovenski zajtrk.

BREAKFAST EATING HABITS OF PRIMARY SCHOOL STUDENTS

ABSTRACT

Breakfast is an important meal of the day and omitting it is not recommended due to negative impacts on individual's health. Nevertheless, researches show that many children and adolescents in Slovenia do not eat breakfast regularly. The project Traditional Slovenian Breakfast promotes regular and healthy breakfasting. Along with the Traditional Slovenian Breakfast, a survey of primary school students' breakfast eating habits was conducted among 99 students aged 10 to 13. The survey has shown that most primary school students think that breakfast is important but less than half of them eat breakfast every day at home. They mostly omit breakfast due to the lack of time and the need to get up early. Children – especially older ones – mostly prepare their breakfast themselves and they most often eat cereals and bread. The majority of the students do not eat the Traditional Slovenian Breakfast at home. The survey findings show no substantial differences in breakfast eating habits among children from different classes or of different ages.

KEYWORDS: breakfast, healthy eating, primary school, Traditional Slovenian Breakfast.

DODATNI ŠPORTNI PROGRAM NA OSNOVNI ŠOLI TABOR I MARIBOR

POVZETEK

Dodatni športni program je nadstandardni program, ki ga ponuja Osnovna šola Tabor I Maribor že 35 let. Z njim želimo spodbujati in razvijati zdrav način življenja, nadgraditi znanja in spretnosti s področja različnih športov ter vzpodbuditi pomen gibanja v naravi. Vključuje redne vsebine (rolanje, frizbi, preskakovanje kolebnice, moštvene športe, igre z loparji, lazenja, plazenja, atletske vsebine ...), ki se izvajajo v šoli (telovadnica, zunanja igrišča) enkrat na teden, tečajne oblike smučanja (od 1. do 3. razreda – enkrat letno 10-urni tečaj), drsanja (od 1. do 4. razreda 4,5-urni tečaj, v 5. razredu imajo 3-urni tečaj in v 6. razredu 2-urni tečaj) in plavanje (v 2. razredu imajo 10-urni tečaj), pohode (od 1. do 9. razreda – letno izpeljemo en pohod na oddelek) in dodatne športne šole (taborjenja, smučarske šole) od 1. do 9. razreda (v vsakem razredu je ena športna šola, izjema sta 6. in 8. razred, kjer se izvajata dve športni šoli letno). Ker je to nadstandardni program, je v celoti financiran s strani staršev oziroma skrbnikov. Vključitev v program je prostovoljna. Dodatni športni program izkazuje izjemne rezultate pri razvijanju motoričnih spretnosti in spodbujanju navdušenja za šport pri učencih, poleg tega pa služi kot motivacija za zdrav način življenja. Zelo je poudarjena tudi odgovornost do sebe in drugih, zlasti pri skupinskih igrah. Ta prispevek lahko veliko prinese k športni stroki, saj je dobra ideja za izpeljavo tega programa v celoti ali le delno tudi na ostalih šolah.

KLJUČNE BESEDE: dodatni športni program, šport, športne šole, tečajne oblike.

ADDITIONAL SPORTS PROGRAM AT TABOR I MARIBOR ELEMENTARY SCHOOL

ABSTRACT

The additional sports program is an above-standard program, that has been offered by Tabor I Maribor Elementary School for 35 years. With it, we want to promote and develop a healthy lifestyle, upgrade knowledge and skills in the field of various sports, and raise and promote awareness of the importance of movement in nature. It includes regular contents (rollerblading, frisbee throwing, jumping rope, team sports, racket sports, crawling, athletic activities ...) that take place in the school (gym, outdoor playgrounds) once a week, courses in skiing (from 1st to 3rd grade -10 hours course once a year), ice skating (from 1st to 4th grade 4,5 hours course, 5th grade 3 hours and 6th grade 2 hours course) and swimming (in 2nd grade 10 hours course), hikes (from 1st to 9th grade – one hike a year for each grade) and additional sports schools (camps, ski schools) from 1st to 9th grade (each grade one sports school, exceptions are 6th and 8th grade with two sports schools a year). As this is an above-standard program, it is fully funded by parents or guardians. Participation in the program is voluntary. The additional sports program shows outstanding results in developing motor skills and encouraging enthusiasm for sports in students, and also serves as an animation towards a healthy lifestyle. Especially in group games, responsibility towards oneself and others is highly emphasized. This contribution can bring a lot to the sports profession, as it is good idea to implement this program in full or only partially at other schools as well.

KEYWORDS: additional sports program, sport, sports schools, course form.

PREMAGAJMO STRES

POVZETEK

V sodobnem življenju smo vsakodnevno podvrženi stresu. Vedno se nam mudi, pogosto ne najdemo dovolj časa za zadovoljevanje svojih potreb, saj družba od vsakega izmed nas, zahteva vse več. Od posameznika je odvisno, kako se bo odzval na stresne dejavnike. Način spoprijemanja s stresom določajo osebnost, izkušnje, energija, medosebni odnosi ter širše in ožje okolje, v katerem oseba živi. Določen dogodek lahko za nekoga predstavlja stresor, za drugega pa dobrodošlo spodbudo v življenju.

Eden pomembnejših stresorjev za otroke in mladostnike je šola. Marsikateri učenec se ne zna spoprijemati z zahtevami in nalogami, ki jih šolski sistem pričakuje od njih. Težava se pojavi tam in takrat, ko je stresnih situacij preveč, so preveč zgoščene, premočne ali predolgo trajajo. Če je telo dalj časa pod negativnim stresom, se razvijejo značilna znamenja in simptomi, ki vplivajo na celostni razvoj posameznika.

V nadaljevanju članka je predstavljenih nekaj učinkovitih sprostitvenih tehnik, ki so protiutež stresu. Različne tehnike sproščanja lahko izvajamo med poukom, v jutranjem varstvu, jutranjem krogu, podaljšanem bivanju, med odmori, razrednimi urami, v šoli v naravi, v okviru krožkov itd. Tehnike sproščanja so primerne za vse učence in zaželeno je, da jih izvajamo vsakodnevno. Učence učimo, da se umirijo, prisluhnejo tišini in se poglobijo vase, da bodo ostali zdravi, neobremenjeni in uravnoteženi mladostniki oz. odrasle osebe.

KLJUČNE BESEDE: stres, simptomi, šola, tehnike sproščanja.

LET'S OVERCOME STRESS

ABSTRACT

In modern life, we are subjected to stress on a daily basis. We are always in a hurry, we often do not find enough time to satisfy our needs, because society demands more and more from each of us. It depends on the individual how he will react to stressful factors. The way one copes with stress is determined by personality, experience, energy, interpersonal relationships and the wider and narrower environment in which the person lives. A certain event can be a stressor for someone, but a welcome encouragement in life for another.

One of the most important stressors for children and adolescents is school. Many students do not know how to cope with the demands and tasks that the school system expects of them. The problem arises there, and when there are too many stressful situations, they are too concentrated, too strong, or last too long. If the body is under negative stress for a long time, characteristic signs and symptoms develop that affect the overall development of the individual.

The rest of the article presents some effective relaxation techniques that counterbalance stress. Different relaxation techniques can be practiced during lessons, in morning care, morning circle, extended stay, during breaks, class hours, in school in nature, in groups, etc. Relaxation techniques are suitable for all students and should be practiced daily. We teach students to calm down, listen to the silence and delve deeper into themselves, so that they remain healthy, unburdened and balanced young people, or adults.

KEYWORDS: stress, symptoms, school, relaxation techniques.

POUČEVANJE GLASBENE UMETNOSTI Z GIBALNIMI AKTIVNOSTMI V 2. TRILETJU OŠ

POVZETEK

Glasbena umetnost je v učnem načrtu za osnovne šole opredeljena s tremi področji glasbenih dejavnosti: poslušanje, izvajanje in ustvarjanje. Opažam, da glasbene dejavnosti pozitivno vplivajo na razpoloženje učencev, ki so pogosto utrujeni od sedenja, nemirni, razdražljivi in slabovoljni. Menim, da je pomembno in potrebno glasbene dejavnosti zastaviti tako, da se učenci ob njih sprostijo, umirijo, razbremenijo in seveda čim več gibajo. Glasbena umetnost ni namenjena le učenju glasbene teorije, ki je marsikdo ne bo v življenju nikoli potreboval. Ustvarjanje, poslušanje, izvajanje glasbe pa pozitivno vplivajo na razvoj možganov, poleg tega pa lahko te dejavnosti nadgradimo tako, da razvijajo tudi gibalne spretnosti. Zakaj bi se gibal le pri športu? Gibanja je premalo, sploh v današnjem stilu življenja. Zato pa ga lahko vključimo v marsikatero glasbeno dejavnost. Pri prepevanju skladb učence spodbujam, da ne sedijo, ampak se v ritmu glasbe zibajo, plešejo, ustvarjajo plesne korake. Spoznavanje in utrjevanje notnih vrednosti je lahko štafetna igra, kjer tečejo do košare z žogicami, na katerih so notne vrednosti. Odboji žogice od tal morajo ustrezati notni vrednosti na njej. Tako skupina zbira žogice in s tem točke. Razvijanje ritma je zabavno in aktivno tudi z glasbenimi cevmi. Učenci stojijo in glasbeno cev udarjajo ob svoje telo in s tem se proizvede določen ton. Z glasbenimi cevmi lahko spremljamo katerokoli skladbo ali samo vadimo ritem. Naštela sem le nekaj aktivnosti. Možnosti pa je še veliko. Pomembno je le, da se učenci čim več gibajo, premikajo, da so aktivni.

KLJUČNE BESEDE: glasba, gibanje, glasbena umetnost, 2. triletje OŠ.

TEACHING THE ART OF MUSIC WITH MOVEMENT ACTIVITIES IN THE 2ND TRIMESTER OF ELEMENTARY SCHOOL

ABSTRACT

In the primary school curriculum Musical art is defined by three areas of musical activities: listening, performing and creating. I notice that musical activities have a positive effect on the mood of students who are often tired of sitting, restless, irritable and moody. I believe that it is important and necessary to organize musical activities in such a way that students relax, calm down, relieve themselves and, of course, move as much as possible.

The art of music is not just about learning music theory, which many people will never need in their lives. Creating, listening, and performing music have a positive effect on brain development, and these activities can also be upgraded to develop motor skills. Why only exercise in sports? There is not enough movement, especially in today's lifestyle. Therefore, it can be included in many musical activities. When singing songs, I encourage students not to sit, but to sway to the rhythm of the music, dance, create dance steps. Learning and remembering note values can be a relay game where they run to a basket of balls with note values on them. The bounces of the ball off the ground must correspond to the note value on it. This is how the group collects balls and thus points. Developing rhythm is fun and active even with boomwhackers. Students stand and strike the boomwhacker against their body to produce a specific tone. With the music tubes, we can follow any song or just practice the rhythm. I listed only a few activities. There are still many possibilities. It is only important that the students move as much as possible, to be active.

KEYWORDS: music, movement, musical art, 2nd trimester of elementary school.

VSAKODNEVNE GIBALNE DEJAVNOSTI NA PROSTEM ZA PREDŠOLSKE OTROKE

POVZETEK

Prispevek predstavlja izvajanje gibalnih dejavnosti na prostem v predšolskem obdobju od prvega starostnega obdobja naprej. Otroci imajo tako že ob vstopu v vrtec nudene možnosti za razvoj gibalnih spretnosti in sposobnosti, ki sprva potekajo od naravnih oblik gibanja in vse do zahtevnejših oblik gibanja.

Gibanje skušamo vnesti v vsakdanjik otrok z različnimi igrami, vendar z načrtnim postavljanjem igrač in športnih rekvizitov, vse z namenom gibalnega razvoja otroka. Gibalne spretnosti in sposobnosti otroci razvijajo v prostorih vrtca, atriju ter vrtčevskem igrišču. Ko otroci usvojijo gibanje znotraj in zunaj vrtca, sledi raziskovanje okolice. Le-ta nudi otrokom možnosti izvajanja različnih gibalnih dejavnosti, tako se otroci v jesenskem in spomladanskem času udeležijo kroša, raziskujejo gozd v vseh štirih letnih časih, opravijo daljše sprehode v okolici vrtca (Botanični vrt, PST). Otroci se tedensko aktivno vključujejo v vodene športno gibalne urice, ki ob toplih mesecih potekajo na prostem, ostali del leta pa v telovadnici. Gibalno področje nadgrajujemo tudi z uspešnim vključevanjem staršev v vzgojno izobraževalni proces, v skupne izlete, pohode, krovne dogodke. S tem želimo ozaveščati starše o pomenu gibalnih dejavnosti v predšolskem obdobju. Namen prispevka je prikazati kakšne gibalne aktivnosti lahko nudimo otrokom v predšolskem obdobju za njihov vsestranski razvoj.

KLJUČNE BESEDE: gibanje, predšolski otroci, narava.

DAILY OUTDOOR MOVEMENT ACTIVITIES FOR PRE-SCHOOL CHILDREN

ABSTRACT

The contribution presents the implementation of physical activities outdoors in the preschool period from the first age period onwards. As soon as children enter kindergarten, they are offered opportunities to develop movement skills and abilities, which initially range from natural forms of movement to more demanding forms of movement. We try to introduce movement into the children's everyday life with various games, but with planned placement of toys and sports props, all with the aim of developing the child's movement. Children develop movement skills and abilities in the kindergarten, atrium and kindergarten playground. When the children master the movement inside and outside the kindergarten, the exploration of the surroundings follows. It offers children the opportunity to perform various physical activities, so children participate in cross-country running in autumn and spring, explore the forest in all four seasons, and take long walks in the surroundings of the kindergarten (Botanical Garden, PST). Children are actively involved in weekly guided sports activities, which are held outdoors during the warm months, and in the gym during the rest of the year. We also improve the area of physical activity by successfully involving parents in the educational process, in joint trips, hikes, and umbrella events. With this, we want to make parents aware of the importance of movement activities in the preschool period. The purpose of the article is to show what movement activities we can offer to children in the preschool period for their all-round development.

KEYWORDS: movement, preschool children, nature.

EKOLOŠKA PREHRANA MED NAJSTNIKI

POVZETEK

Vedno pogosteje se srečujemo z ekološko pridelano hrano. Ponudba ekoloških živil pa je na trgu čedalje večja. Ekološka pridelava je oblika in način kmetovanja, ki spoštuje naravne življenjske cikle. Cilj prispevka je opisati kaj je ekološko pridelana hrana, ter razliko med ekološko in konvencionalno hrano. Naredili smo spletni anketni vprašalnik med prvimi in tretjimi letniki srednjega poklicnega izobraževanja. Vzorec raziskave so dijaki obeh spolov prvega letnika srednjega poklicnega izobraževanja in tretjega letnika srednjega poklicnega izobraževanja. Vprašalnik vsebuje 10 vprašanj zaprtega tipa. Uporabila smo statistično obdelavo podatkov ki so tabelarično prikazani. Rezultati anketne raziskave so pokazali, da dijaki skozi proces izobraževanja pridobijo znanja o pomenu uživanja ekološko pridelanih živil.

Prehrana je zagotovo pomemben del skrbi za zdravje v vseh ravneh izobraževanja v Sloveniji. Tudi pri načrtovanju jedilnikov je pomembno, da dijake seznanimo o zdravem načinu prehranjevanja z uravnoteženimi obroki ki ustrezajo potrebam dijakov. Na osnovi strokovnih priporočil: Smernice zdravega prehranjevanja v vzgojno izobraževalnih ustanovah se oblikujejo jedilniki za cel mesec vnaprej. Pri pripravi jedi se uporablja ekološko pridelano goveje meso, sadje in zelenjava.

KLJUČNE BESEDE: ekološka hrana, konvencionalna hrana, jedilnik.

ORGANIC DIET AMONG TEENAGERS

ABSTRACT

More and more often we come across organic food. The supply of organic foods on the market is increasing.

Organic farming is a form and method of farming that respects natural life cycles. The aim of the article is to describe what organic food is, and the difference between organic and conventional food. An online survey was conducted among the first and third years of secondary vocational education. The sample of the students included both genders. The questionnaire contained 10 close-ended questions. Statistical processing of the data, which is presented in tabular form, was used. The results of the survey showed that students acquire knowledge about the importance of consuming organically produced foods during the education process.

Nutrition is definitely an important part of health care at all levels of education in Slovenia. Even when planning the menus, it is important to inform students about a healthy way of eating with balanced meals that meet the needs of the students. Based on expert recommendations: Guidelines for healthy eating in educational institutions, we create menus for a whole month in advance. We use organic beef, fruit, and vegetables in the preparation of dishes.

KEYWORDS: organic food, conventional food, menu.

LAŽJE SI ZAPOMNIM, ČE SE LAHKO MED UČENJEM GIBAM

POVZETEK

Vsak učitelj stremi k temu, da bi se med učenci in njim stkale močne vezi, da bi se pri delu čutilo navdušenje učencev, saj bi se tako lahko pospešil proces oblikovanja večjega občutka pripadnosti. To lahko učitelji razvijejo tudi skozi igro, ki jo vključujejo v pouk. Pri poučevanju na takšen način je potrebno vseskozi skrbeti za kreativno okolje in učence čim prej navaditi na delo v manjših skupinah. Nekateri učitelji so pri izobraževalnem procesu ugotovili, da lahko k boljšemu znanju učencev pripomore tudi gibanje. Njihove izkušnje potrjujejo, da to še posebej velja za kinestetični tip učencev.

V prispevku je na začetku predstavljen teoretični del, ki je podkrepjen s pristopi, ki so se izkazali za učinkovite pri procesu učenja in vključujejo različne tipe iger, med njimi tudi gibalne. »Pametni učitelj se igra več« je pristop, ki v učni proces vključuje športne aktivnosti, pripovedovanje zgodb in čuječnost. Spodbuja več načinov učenja, ki med drugim vključujejo avdio-vizualno aktivnost, branje in pisanje ter kinestetične učne pristope. V prispevku je predstavljenih nekaj preizkušenih dejavnosti, ki vključujejo igro in gibanje pri pouku matematike, slovenščine in spoznavanja okolja. Namenjene so zlasti mlajšim učencem, z določenimi prilagoditvami so lahko uporabne tudi pri pouku učencev višjih razredov.

KLJUČNE BESEDE: veselje, gibalne igre, dobro počutje.

I CAN REMEMBER MORE EASILY IF I CAN MOVE AROUND WHILE LEARNING

ABSTRACT

All teachers want to have a strong bond with their students so that the students can feel excitement within the learning process and speed up the process of creating a sense of belonging. Teachers can aid themselves in developing these bonds with their students through play which is incorporated into the learning process. While teaching in this manner it is important to maintain a creative environment and to prepare students for working in smaller groups. Through experience many teachers have learned that physical movement within the learning process can also aid students in having better learning results. Their experiences confirm that this is especially true for the kinesthetic type of students.

The paper consists firstly of a theoretical part, supported by approaches that have been proven effective in the process of learning and involve different types of games, among them movement games. The »smart teacher plays more« approach involves adding sports, storytelling and mindfulness. It encourages multiple learning modalities, including audio-visual activities, reading and writing and kinesthetic learning approaches. In the paper there are presented multiple tried and tested activities which involve different types of games, including movement games in teaching of maths, slovenian language and environmental studies. They are meant for younger students but can be adapted to be applied in classes with students in higher grades as well.

KEYWORDS: joy, movement games, well-being.

DEJAVNOSTI ZA KREPITEV DUŠEVNEGA ZDRAVJA DIJAKOV

POVZETEK

Za dijake naše šole ima dobro duševno zdravje še poseben pomen. Poleg boljše kvalitete življenja, ki ga omogoča posamezniku, mora zdravstveni delavec namreč znati učinkovito sodelovati v strokovnem zdravstvenem timu, pa tudi samo delo s tako zelo občutljivo populacijo zahteva ustrezno psihično stabilnost. Dobro duševno zdravje v otroštvu in mladostništvu napoveduje tudi boljše duševno zdravje v odraslosti.

Za pridobitev vpogleda v duševno zdravje dijakov, dejavnikov, ki ga pogojujejo, o potrebah dijakov po obravnavi specifičnih tem in ustrezni prilagoditvi preventivnega dela z njimi se je med njimi izvedla anketa. Glavnina dijakov je zadovoljna s svojim življenjem, na kar bistveno vplivajo odnosi s prijatelji, starši in družino ter zdravje in uspešnost v šoli. Večina jih sicer izkazuje zdravo samopodobo, izboljšati želijo sprejemanje lastnega videza, učno uspešnost, javno nastopanje, socialne spretnosti ipd. Dijaki so izrazili interes po pogovoru o odnosih v razredu, motnjah hranjenja, duševnih boleznih, spolnosti, »življenjskih« temah in po podpori za večjo učno uspešnost. Predvideva se, da je opisana analiza aktualnih potreb dijakov lahko uspešnejša pri boljšem duševnem zdravju dijakov, saj je preventivno delo prilagojeno stanju konkretne generacije dijakov.

Za namen krepitve duševnega zdravja odraščajoče mladine se bodo izvajale določene delavnice iz Priročnika za preventivno delo z mladostniki (NIJZ). Za namen izboljšanja učne uspešnosti in povečanja motivacije se bo na delavnicah uporabljal Priročnik Učenje učenja Zavoda RS za šolstvo. Za naslavljanje občutljivejših tem, ki zahtevajo varnejše in bolj intimno okolje, pa se bodo dijaki lahko vključili v delo v manjših skupinah, imenovano »Klepetalnica odraščanje«.

KLJUČNE BESEDE: duševno zdravje, socialne veščine, samopodoba, učna uspešnost.

IMPROVING STUDENTS MENTAL HEALTH

ABSTRACT

For our students, good mental health has a special meaning. Beside of a good life-quality, that it enables, a health worker has to be able to effectively cooperate in his professional team as well as also be psychological stable enough to work with such a delicate population. Good mental health in childhood and adolescence predicts good mental health in adulthood.

To get an insight in our students mental health state and which factors condition it, about their needs for addressing specific themes and to accordingly adjust preventive work with them, a survey was done. The majority of students is content with their lives, whereby their relationship with friends, parents and family, their health and school success is of a high importance. Mainly they have a healthy self-esteem, they want to improve the acceptance of their appearance, their school achievements, public speaking, social skills, etc. Students are interested in talking about classroom relationships, eating disorders, mental illness, sexuality, everyday life-themes and in support for improving their school achievements. The described way of analyzing actual needs of students is expected to be more effective in improving their mental health, for it is adjusted to the state, that specific generation of students is currently in.

For improving mental health of growing up youth, workshops from the Manual for preventive work with adolescents published by National Institute of Public Health will be conducted. For improving students school achievements and motivation for learning, a Manual Learning to learn from National Education Institute Slovenia will be used. If they will want to address more sensitive subjects, students will have the possibility to attend a workshop, named Chatroom »Growing up«, which enables working in smaller groups in a safer and more intimate environment.

KEYWORDS: mental health, social skills, self-esteem, academic achievements.

MEDIKALIZACIJA – ŽIVIMO DANES V ZARES BOLJ ZDRAVI DRUŽBI?

POVZETEK

O medikalizaciji družbe sociološka in zdravstvena stroka govorita od 80. let 20. stoletja. Vse več področij našega življenja namreč nadzira medicina, ki je v sodobni družbi nadomestila vlogo religije kot varuha moralnosti – posameznik, ki greši (živi nezdrav življenjski slog), je kaznovan (kazen zanj predstavlja bolezen). Temu je težko slediti, saj so stanja, ki so včasih veljala za normalna oz. običajna, danes označena za odklonska oz. bolezenska. Medikalizacija je zagotovo negativen pojav, saj širi vidik bolezenskih stanj, predvsem na račun bogatenja farmacevtske in prehranske industrije. Glavni vzroki medikalizacije so tehnološki napredek, demografski dejavnik staranja prebivalstva in napredek medicine. Posledica tega procesa pa je naraščajoče število bolezni, večja odgovornost za lastno zdravje se pripisuje posamezniku, ne pa okoliščinam, v katerih posameznik živi. To potrjuje tudi statistika, zlasti s področja mentalnega zdravja (število bolezni je v petdesetih letih naraslo od stotih do več kot 400 bolezni).

KLJUČNE BESEDE: bolezen, zdravje, medikalizacija, individualna odgovornost za zdravje.

MEDICALISATION – DO WE REALLY LIVE TODAY IN MORE HEALTHY SOCIETY?

ABSTRACT

Sociological and medical science has been talking about the medicalization of society since the 1980s. Medicine controls more and more areas of our lives and replaces the role of religion as moral guardian in modern society - the individual who sins (leads an unhealthy lifestyle) is punished (the punishment for him is the disease). This is difficult to trace, because the conditions, which were once considered normal or usual, are now believed to be absurd or pathological. In the article. Medicalization is definitely a negative phenomenon, as it expands the aspect of medical conditions, mainly for the profit of the pharmaceutical and food industries. The main causes of medicalization are technological progress, the aging of the population and the advances in medicine. The result of this process is an increasing number of diseases. Responsibility for one's own health is attributed to the individual rather than to the circumstances in which the individual lives. I also confirm it statistically with data from the increasing number of illness, specially of mental health (from one hundred to 4 hundred diseases in fifty years).

KEYWORDS: disease, health, medicalization, individual responsibility for health.

PREHRANA IN GIBANJE PRI UČENCIH NA PREDMETNI STOPNJI V POSTCOVIDNEM ČASU

POVZETEK

V tednu otroka smo na OŠ Turnišče izvedli različne dejavnosti. Ena od njih je bila anketa o prehranjevanju in športnem udejstvovanju učencev na predmetni stopnji v postcovidnem času. Anketa je bila izvedena v angleškem jeziku, pri pouku angleščine. V anketnem vprašalniku nas je med drugim zanimalo, koliko učencev redno zajtrkuje, kje imajo kosilo, ali jedo večerjo, prigrizke, ali pijejo čaj in katera je njihova najljubša jed. Ugotovili smo, da le 50,68 % učencev redno zajtrkuje in kar 61,64 % je nezdrave prigrizke. Enak delež učencev ima kosilo v šoli, 75,34 % pa jih redno večerja. Kot svojo najljubšo jed je kar polovica učencev izbrala pico, sledijo ji testenine, lazanja in piščanec. Čaj pije le 52,05 % in večina le takrat, kadar so bolni.

Glede športa smo spraševali o njihovem najljubšem športu, ali se aktivno ukvarjajo s športom, ali spremljajo šport na TV in o športnem vzorniku. S športom se ukvarja le 39,72 % učencev, medtem ko jih kar 87,67 % spremlja šport na TV.

Zaskrbljujoče je dejstvo, da je delež učencev, ki se nezdravo prehranjujejo in se ne ukvarjajo z nobenim športom oz. se v prostem času ne gibajo, zelo visok. Vrednote učencev so se v postcovidnem času spremenile, kar gre pripisati tudi (pre)dolgemu šolanju na daljavo.

KLJUČNE BESEDE: prehrana, šport, vrednote učencev, zajtrk, prigrizki, pitje čaja.

FOOD AND EXERCISE AT 11 – 14 YEARS OLD STUDENTS IN POSTCOVID TIMES

ABSTRACT

In »The Week of a Child« we had many different activities at Elementary School Turnišče. One of them was the questionnaire about food and sports activities of 11 to 14 years old students in postcovid times. The questionnaire was answered in English language at the English lessons. In the questionnaire we asked how many students have breakfast on a daily basis, where do they have lunch, do they eat dinner, snacks, if they drink tea and what is their favourite dish. We found out that only 50,68 % students eat breakfast and 61,64 % of them eat unhealthy snacks, The same percentage eat lunch at school, 75, 34 % eat dinner daily. As much as half of them chose pizza as their favourite food, followed by pasta, lasagne and chicken. Only 52,05 % drink tea and most of them only when they are ill.

About sports we wanted to know about students` favourites, do they do any sports, do they watch sports on TV and if they have a sports` idol. Only 39, 72 % of students do sports and as much as 87,67 % watch sports on TV. The worrying fact is that a high percentage of students have unhealthy eating habits and they don`t do any sports/exercise in their free time. The values of students have changed also due to the (too) long lockdown of schools.

KEYWORDS: food, sports, students` values, breakfast, snacks, drinking tea.

POGOVOR Z MLADOSTNIKI V IZOGIB ČUSTVENIH STISK

POVZETEK

V sodobnem času, še posebej v izrednih situacijah, je izjemnega pomena poudarek na duševnem zdravju. Varovalni dejavniki so bistveni pri krepitvi duševnega zdravja in kot slednjim jim je potrebno posvečati posebno pozornost. Pri mladostnikih je v praksi opazen porast čustvenih stisk, težav v duševnem zdravju in škodljivih načinov spoprijemanja s težavami. V izogib najhujšim čustvenim in vedenjskim stanjem je potrebno mladim prisluhniti in se z njimi pogovarjati. V prispevku so obravnavane ugotovitve praktičnega dela v šolskem okolju. Kratka analiza pogovorov, kot polstrukturiranih intervjujev, ponuja uvid v možnosti pomoči. Predvsem so pomembne zaključne ugotovitve, ko učenci in učenke sami izrazijo, da jim veliko pomeni, da jih nekdo posluša, se z njimi pogovarja oz. da lahko nekomu zaupajo. Tekom pogovorov so imeli možnost izraziti lastna čustva in omenjeno dejstvo so navadno interpretirali kot boljše počutje, lahkotnost in večjo splošno motiviranost. Vzorec je zajemal približno dvajset mladostnikov v starosti od 12 do 14 let. Predvsem bi bilo s poglobljenimi in celostnimi oblikami pomoči mogoče zmanjšati tudi pojavnost samopoškodovalnega vedenja. V vzgojno izobraževalnem procesu bi bilo potrebno pomemben poudarek nameniti pogovoru. Metoda pogovora je vse prepogosto obravnavana z vidika minimaliziranja njenega pozitivnega vpliva na vedenje in reševanje čustvenih stisk. Z omenjeno metodo bi pomembno vplivali na duševno zdravje otrok in mladostnikov ter morda preprečili določene težave na čustvenem in vedenjskem področju. Delovanju na preventivnemu delu bi imelo pomemben vpliv tudi v družbi.

KLJUČNE BESEDE: pogovor, čustva, vedenje, samopoškodovalno vedenje.

CONVERSATION WITH ADOLESCENTS TO AVOID EMOTIONAL DIFFICULTIES

ABSTRACT

In modern times, especially in emergency situations, the focus on mental health is of paramount importance. Protective factors are essential in promoting mental health and, as such, should be given special attention. In practice, adolescents are experiencing an increase in emotional distress, mental health problems and harmful ways of coping. To avoid the worst emotional and behavioural situations, young people need to be listened to and talked to. This paper discusses the findings of practical work in a school setting. A brief analysis of the interviews, as semi-structured interviews, provides insight into the possibilities of assistance. Especially important are the final observations, when students themselves express that it means a lot to them to be listened to, to be talked to or to be able to trust someone. During the interviews, they had the opportunity to express their own feelings, which they usually interpreted as feeling better, more at ease and more motivated in general. In particular, the incidence of self-harm behaviour could also be reduced through more in-depth and holistic forms of support. During the educational process, significant emphasis should be placed on conversation. The method of conversation is all too often considered in terms of minimizing its positive impact on behavior and resolving emotional distress. This method would affect the mental health of children and adolescents, perhaps also prevent certain emotional and behavioural problems. Acting on preventive work would have significant impact on society.

KEYWORDS: conversation, emotions, behaviour, self-harm behaviour.

UČENJE BESEDIŠČA V ANGLEŠČINI SKOZI MINI PROJEKT: ZDRAVO IN OKUSNO

POVZETEK

Zdrava prehrana otrok je izjemnega pomena za razvoj možganov, zgradnjo njihovih kosti in mišic, ter organov. Pomembna pa je tudi za njihovo pravilno delovanje in psihofizično stanje otrok. Učenci pri pouku angleščine usvajajo besedišče povezano z živili in obroki, prav tako pa se učijo nasvetov s pomočjo strukture *should, shouldn't* in delijo živila med zdrava in nezdrava.

Zaradi tega smo se v sedmih razredih odločili izpeljati dvotedenski mini projekt na temo: Zdravo in okusno. Učenci so teden dni v dnevnik beležili v angleškem jeziku vse obroke (hrano in pijačo), ki so jih zaužili, nato so izbrali najbolj zdrave obroke celega tedna in jih oddali na posebnem obrazcu. V šoli so nato po skupinah vrednotili prehranjevalne navade in izbrali učenca, ki se je najboljše odrezal. Projekt smo zaključili s pripravo zdravega prigrizka po izboru učencev.

S tem mini projektom smo dosegli, da so učenci usvojili angleško besedišče, spremljali svoje prehranjevalne navade in presojali o tem, ali se prehranjujejo zdravo ali ne. Rezultati so pokazali, da so učenci v tednu spremljanja svoje prehrane poskušali jesti bolj zdravo, da so bili obroki kvalitetnejši in bolj uravnovešeni. Po projektu pa so namesto nezdravih prigrizkov, še nekaj časa izbirali kvalitetnejše prigrizke.

KLJUČNE BESEDE: zdrava prehrana, prigrizki, uravnovešeni obroki, učenje angleščine.

LEARNING ENGLISH VOCABULARY THROUGH MINI PROJECT: HEALTHY AND DELICIOUS

ABSTRACT

Healthy diet is extremely important for the development of the brain, and the structure of bones, muscles, and organs during child's growth. Healthy diet is also important to keep their organs functioning properly and for the good psychophysical condition of children.

During English lessons, students acquire vocabulary related to food and meals, and they also learn to give advice using 'should, shouldn't' structure and divide food articles into healthy and unhealthy food/meals.

For this reason, we decided to carry out a two-week mini project in the seventh grade on the topic: Healthy and delicious.

In the course of seven days, the students recorded all meals (food and drinks) they consumed in a diary. All the notes were written in English language. On the last day they chose the healthiest meal of the whole week and submitted it on a special form. In the school, they evaluated their eating habits in groups and chose the student who did the best. We finished the project by preparing a healthy snack chosen by the students.

With this mini project, we achieved that the students acquired English vocabulary, monitored their eating habits, and evaluated whether they were eating healthy or not. The results showed that during the week of monitoring their diet, the students tried to eat healthier and that their meals were more balanced and of better quality. Some students kept their healthy eating habits even after the end of the mini project and they chose healthier snacks over the previous unhealthy ones.

KEYWORDS: healthy eating, snacks, balanced meals, learning English.

VLOGA VZGOJITELJA V SKRBI ZA ZDRAVJE PREDŠOLSKIH OTROK

POVZETEK

Predšolsko obdobje je pomemben čas, kjer se postavljajo temelji za življenje, je čas, ko iz majhnega začne rasti veliko. To je tudi čas, ko se pri otroku oblikuje otrokova osebnost, prav tako poteka intenziven telesni in duševni razvoj. Slednje otrok pridobiva, oblikuje na podlagi svojih izkušenj, sledi zgledom, bogatijo ga konkretne izkušnje. Predšolski čas je ravno iz vseh teh vidikov potrebno zavzeti odgovorno, zavzeto in resno v konkretni nameri, pri otroku oblikovati navade, ki so osnova za zdrav način življenja. Čeprav se vse začne v družini kot primarni celici otroka, je vloga vrtca in še konkretnije vzgojiteljice izrednega pomena pri vključevanju otroka v svet zdravih navad. S konkretnimi primeri s področja zdravja, ki se v vrtcu izvajajo kot del načrtovanih vsebin, želim poudariti strokovno vlogo vzgojiteljice v vrtcu.

»Čustva na moji dlani« je tematski sklop, ki je v vrtcu bil izpeljan z razlogom osvetlitve pomena socialno – čustvenega razvoja otrok. Prepoznavanje, spodbujanje čustvenega doživljanja, razumevanja čustev predstavlja v predšolskem obdobju temelj za zdravo in uspešno rast posameznika. Še kako pomembno je zato, da otrok preko vsakodnevnih situacij, igre, igre vlog, prebranih zgodb ozavešča svoja čustvena stanja pri sebi in prijateljih, s katerimi dnevno sodeluje, se dogovarja, sobiva. Izdelovanje čutkov, pogled v ogledalo, zabava ob odkrivanju različnih obraznih mimik, bingo z obrazi razpoloženj je le nekaj dejavnosti, ki so bile v pomoč pri razumevanju, da v določenih situacijah vsak otrok različno občuti, doživlja v svoji notranjosti. Sprejeti in izraziti vsako čustvo pa je največ za čustveno in telesno zdravje posameznika.

KLJUČNE BESEDE: predšolska vzgoja, vrtec, vzgojitelj, otrok, zdravje.

THE ROLE OF A PRESCHOOL TEACHER IN CARING FOR PHYSICAL AND MENTAL HEALTH OF A PRESCHOOL CHILD

SUMMARY

The preschool period is an important time in a child's life, where the foundations for life are laid and when the little starts to grow into big. This is also the time when the child's personality is formed alongside an intense physical and mental development. The child acquires the latter and forms it based on their experiences as well as by following examples. Therefore, it is our responsibility that we take the preschool period seriously and commit ourselves to teaching habits, leading to a healthy lifestyle very early on in the child's life. Although everything starts in the family as the child's primary cell the role of the preschool and more specifically, the preschool teacher, is extremely important in introducing the child to the world of healthy habits. I want to emphasize the professional role of a preschool teacher with concrete examples from the field of health which are embedded into the preschool's schemes of work.

"Emotions in the palm of my hand" is a thematic set that was done in preschool with the purpose of highlighting the importance of social-emotional development of children. Recognizing and encouraging emotional experience as well as understanding emotions is the foundation for healthy and successful individual growth in the preschool period. Teaching emotions in the early stages of a child's development enables the child to become aware of their own emotional states through everyday situations such as games, role-plays, storytelling, and by engaging in daily interactions with friends. Creating emotion cards, looking oneself in the mirror and having fun discovering different facial expressions and bingo with mood faces are just some of the activities that were helpful in understanding that in certain situations every child's feelings and experiences are different. Accepting and expressing every emotion is of the greatest importance for an individual's emotional and physical health.

KEYWORDS: preschool education, preschool, preschool teacher, child, health.