



XIV. MEDNARODNA KONFERENCA

PREHRANA, GIBANJE IN ZDRAVJE

ZBORNİK RECENZIRANIH POVZETKOV

Rakičan, 20. 11. – 24. 11. 2023

CIP - Kataložni zapis o publikaciji
Univerzitetna knjižnica Maribor

613.2(082)(086.034.44)
613.7(082)(086.034.44)(0.034.2)

MEDNARODNA konferenca "Prehrana, gibanje in zdravje" (14 ; 2023 ; Rakičan)

Prehrana, gibanje in zdravje [Elektronski vir] : XIV. . mednarodna konferenca "Prehrana, gibanje, zdravje" : zbornik recenziranih povzetkov: prehrana, gibanje zdravje : [Rakičan, od 20. 11. do 24. 11. 2023] / [uredniški odbor Robert Celec ... [et al.]. - Rakičan : RIS Dvorec, 2023

Način dostopa (URL): https://www.ris-dr.si/go/577/3370/XIV._mednarodna_konferenca_PREHRANA_GIBANJE_IN_ZDRAVJE_od_20._do_24._11._2023

ISBN 978-961-7130-14-0

COBISS.SI-ID 172859651

XIV. MEDNARODNA KONFERENCA »PREHRANA, GIBANJE IN ZDRAVJE«

ZBORNİK REZENZIRANIH POVZETKOV: PREHRANA, GIBANJE IN ZDRAVJE

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Naklada:

https://www.ris-dr.si/go/577/3370/XIV._mednarodna_konferenca_PREHRANA_GIBANJE_IN_ZDRAVJE_od_20._do_24._11._2023 (pdf format)

Založnik:

RIS Dvorec Rakičan

Računalniški prelom in tisk:

Robert Kološa s.p.

Leto: 2023

Kraj izida: Lendavska ulica 28, Rakičan, 9000 Murska Sobota

Povzetki, zbrani v zborniku, so avtentično in izvorno delo vsakega posameznika. Udeleženci mednarodne konference so odgovorni za vsebinsko različnost, jezikovno korektnost in inovativnost prispevkov.

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V SOZVOČJU UMA, TELESA IN DUHA

POVZETEK

V okviru obveznih izbirnih vsebin izvajamo več delavnic, ena med njimi je V sozvočju uma, telesa in duha, ki dijaku nudi celostno podporo med odraščanjem. V okviru te delavnice, ki jo lahko izberejo dijaki prvih treh letnikov, se izvajajo različne aktivnosti za harmonizacijo uma, telesa in duha. S sodelavko sva z različnimi tehnikami sproščanja, z ozaveščanjem o zdravih načinih prehranjevanja, prehranskih motnjah in samopodobi ter z izvajanjem fizičnih aktivnosti razvijale in krepile povezavo med različnimi deli človekove osebnosti. Namen delavnice je v dijaku razviti zdrave mehanizme soočanja z izzivi odraščanja oz. izzivi življenja in posledično njihovo »lažje« reševanje.

Program delavnice je oblikovan tako, da dijaki spoznavajo in osvajajo različne tehnike sproščanja in različne fizične aktivnosti, ki jih podprejo z aktivnim sodelovanjem. Njihovo odzivanje na izvajane aktivnosti je odvisno od lastnih osebnostnih lastnosti. Ker program vključuje različne aktivnosti, dijaku omogoča, da lahko intenzivno sodelujejo na različnih področjih, s čimer nadgrajujejo svoja močna osebnostna področja, hkrati pa spoznavajo šibkejša. Pred začetkom delavnice in po koncu so dijaki odgovarjali na tri esejska vprašanja. Njihovi odgovori so se bistveno razlikovali pred izvedbo in po njej. Odgovori nakazujejo, da bi bilo smiselno uvesti obvezen program v okviru obveznih izbirnih vsebin ali predmet, pri katerem bi se dijaki učili vsebin, koristnih za življenje.

KLJUČNE BESEDE: tehnike sproščanja, zdravi načini prehranjevanja, samopodoba, telesna aktivnost

IN HARMONY OF MIND, BODY AND SPIRIT

ABSTRACT

As a part of the mandatory electives, we run several programs, one of which is In harmony of mind, body and spirit, which offers students holistic support in growing up. In the course of this program, which can be chosen by students of the first three years, various activities are carried out to harmonize the mind, body and spirit. My colleague and I have developed and strengthened the connection between different parts of a person's personality by using various relaxation techniques, by raising awareness about healthy eating habits, about nutritional disorders and self-image, and by performing various physical activities. The purpose of our program is to develop and instill the student's health mechanisms for dealing with the challenges of growing up or life's challenges and, as a result, help them resolve their issues more "easily".

The program is designed in a manner that students become familiar with and master various relaxation techniques and physical activities, which are supported by their active participation. Their response to the activities performed depends on their own personality traits. As the program includes various activities, it enables students to participate intensely in various areas, thereby improving their strong personality traits, while at the same time getting to know their weaker ones. Before the actual start of this program and at the end of it the students were asked to answer 3 essay questions. Their answers before and after taking part in the program differed significantly. The results indicate that it would be sensible to implement a compulsory program within the framework of mandatory electives or a school subject in which students would learn skills useful for life.

KEYWORDS: relaxation techniques, healthy eating habits, self-image, physical activity

RAZLAGA VPLIVA PREHRANE NA ČREVESNO MIKROBIOTO NA PRIMERU UPORABE ZNANSTVENE RAZLAGE PRI POUKU

POVZETEK

S pojmom mikrobiota označujemo celotno populacijo mikroorganizmov, ki se nahajajo na določeni lokaciji organizma. Vključuje bakterije ter tudi druge mikrobe, kot so glive, arheje, viruse in praživali. Različne študije kažejo, da ima črevesna mikrobiota zelo pomembno vlogo pri mnogih kroničnih boleznih, kot so debelost, sladkorna bolezen tipa 2, kardiovaskularne bolezni, rak idr. Prehrana človeka ima pomembno vlogo pri sestavi mikrobiote v črevesju posameznika.

Predstavljena učna aktivnost pri pouku biologije za dijake programa splošne gimnazije je vključevala obravnavo povezave med predhodno že usvojenimi temami v sklopu »Raziskovanje in poskusi« ter »Zgradba in delovanje celice; poznavanje osnovnih skupin organskih molekul«. Dijaki so se najprej seznanili z osnovami sestave in vloge črevesne mikrobiote. Nato so spoznali strukturo in konkretni primer znanstvene razlage na temo vpliva različne prehrane na črevesno mikrobioto. Iz vsebine znanstvenega članka so nato v skupinah odgovarjali na vprašanja na učnih listih.

Dijaki so po pričakovanju znanstveni članek označili kot vsebinsko zelo zahtevno besedilo, jih je pa zelo pritegnila tematika. Slednje je imelo zelo pozitiven učinek, saj so z zanimanjem iskali odgovore na zastavljena vprašanja in pogosteje, kot običajno, iskali podporo učitelja. Izkazalo se je, da velika večina dijakov ni poznala pojma »mikrobiota«, še manj so se zavedali njenega pomena in številčnega obsega mikrobov v črevesju. Predstavljeni primer je zelo dobro osmislil pomen znanstvenega raziskovanja in objektivne predstavitve sklepov raziskav, obenem pa na manj poznanem področju pritegnil dijake z vedno aktualno vsebino, ki povezuje prehrano in zdravje.

KLJUČNE BESEDE: biologija, mikrobiota, mikrobiom, organske molekule, zdrava prehrana.

EXPLANATION OF THE INFLUENCE OF DIET ON THE INTESTINAL MICROBIOTA ON THE EXAMPLE OF USING A SCIENTIFIC EXPLANATION IN LESSONS

ABSTRACT

The term microbiota refers to the entire population of microorganisms located in a certain location of the organism. It includes bacteria as well as other microbes such as fungi, archaea, viruses and protozoa. Various studies show that the intestinal microbiota plays a very important role in many chronic diseases, such as obesity, type 2 diabetes, cardiovascular diseases, cancer, etc. Human diet plays an important role in the composition of the microbiota in the intestines of an individual.

The presented school activity in the grammar school program included consideration of the connection between previously adopted topics in the "Research and experiments" and "Cell structure and function; knowledge of basic groups of organic molecules". The students first learned about the basics of the composition and role of the intestinal microbiota. Then they learned about the structure and a concrete example of a scientific explanation on the topic of the influence of different diets on the intestinal microbiota. From the content of the scientific article, they then answered the questions on the worksheets in groups.

As expected, the students characterized the scientific article as a very challenging text in terms of content, but they were very attracted by the topic. The latter had a very positive effect, as they looked for answers to the questions asked with interest and sought the support of the teacher more often than usual. It turned out that the vast majority of students did not know the term "microbiota", they were even less aware of its importance and the numerical range of microbes in the intestines. The presented case made a very good sense of the importance of scientific

research and the objective presentation of research conclusions, while at the same time attracting students in a less known field with always-up-to-date content that connects nutrition and health.

KEYWORDS: biology, healthy diet, microbiome, microbiota, organic molecules.

POVIŠANJE STOPNJE TELESNE AKTIVNOSTI MED POUKOM VODI DO SREČNIH, ZADOVOLJNIH, ZDRAVIH IN USPEŠNIH OTROK

POVZETEK

Bolezni sodobnega časa so posledica onesnaženosti okolja, dednosti in nezdravega življenjskega stila. Nezdrav način prehranjevanja, premalo gibanja in sedeč način življenja vodijo v prekomerno težo ali debelost tudi pri otrocih, ki veliko časa preživijo v šoli. Zaradi nujno potrebnih strategij in dejavnosti za preprečevanje debelosti in kardio-metaboličnih dejavnikov tveganja v šolskem prostoru so se leta 2021 Slovenija, Avstrija in Belgija v sodelovanju z Norveško, nosilko osnovnega šolskega interventnega programa Health Oriented Pedagogical Project, združile v projektu Healthy Active Performance for Happy Children, (HAPHC), ki je namenjen je učencem od 1. do 3. razreda osnovne šole. Gre za izboljšanje učnih rezultatov otrok z vsakodnevnim vključevanjem 45 minut telesne dejavnosti v učni proces, preprečevanje prekomerne telesne teže in z njo povezanih zdravstvenih težav in spremembo življenjskega sloga otrok. V Sloveniji so se v projekt vključile 4 šole, kjer so bile v šolskem letu 2022/2023 izvedene začetne in zaključne meritve psihičnih, kognitivnih in fizičnih sposobnosti otrok. Učenci so se skrbno pripravljenih učnih ur z gibanjem veselili in so v njih zelo uspešno sodelovali. Bili so zbrani, motivirani za delo in z veseljem so se lotili novih nalog. Kljub temu da gre za športno naravnani projekt, so še posebej pri delu v skupinah ali parih krepili medsebojno sprejetost in odnose, si pomagali in se spoznavali. To je odlično vplivalo na pozitivno razredno klimo in počutje učencev. Rezultati meritev so pozitivni in spodbudni za nadaljnje delo ter dobra osnova za spremembe metod poučevanja v osnovnih šolah.

KLJUČNE BESEDE: prekomerna teža, debelost, telesna dejavnost, aktivno učenje

THE INCREASED LEVEL OF PHYSICAL ACTIVITY DURING LESSONS LEADS TO HAPPY, HEALTHY AND SUCCESSFUL CHILDREN

ABSTRACT

Nowadays, health problems are a consequence of environmental pollution, genetics, and an unhealthy lifestyle. An unhealthy diet, insufficient physical activity, and a sedentary lifestyle also result in excess weight or obesity in children who spend a lot of time at school. Due to urgently needed strategies and activities for obesity and cardio-metabolic risk prevention in school environment, Slovenia, Austria, and Belgium in cooperation with Norway, joined efforts in 2021 in project *Healthy Active Performance for Happy Children (HAPHC)*, intended for primary school pupils from grade 1 to 3. The program aims to improve learning outcomes by integrating 45 minutes of physical activity into the learning process, intends to prevent excess weight gain in children and related medical problems, and strives to change the children's lifestyle. Four Slovenian schools were involved in the project, carrying out the baseline and final measurements of the mental, cognitive, and physical abilities of the children. The pupils looked forward to carefully planned lessons that included exercise and successfully participated in them. They were focused, motivated for work, and eager to undertake new tasks. Even though this was a sport-oriented project, it also strengthened interpersonal skills, especially with group work and work in pairs, which had a positive impact on the classroom atmosphere and the well-being of the pupils. The results are positive and encouraging for future work and provide a good basis for implementing different teaching methods in primary schools.

KEYWORDS: excess weight, obesity, physical activity, active learning

GIBALNE/ŠPORTNE NAVADE OTROK IN MLADOSTNIKOV V STROKOVNEM CENTRU MLADINSKI DOM MARIBOR

POVZETEK

Gibalne/športne aktivnosti imajo pomembno vlogo in vpliv na oblikovanje zdravega in kakovostnega načina življenja. So velik dejavnik vzgoje otrok in mladostnikov, ki jih vodijo mimo nevarnih socialno-patoloških vedenjskih vzorcev.

Namen moje raziskave je bil ugotoviti, kakšen je odnos otrok in mladostnikov do gibalnih/športnih aktivnosti, koliko se jih redno giblje in ukvarja s športom, koliko in kako so aktivni, koliko le-teh je vključenih v klub/društvo in redno trenira. Želel sem ugotoviti ali je smiselno in potrebno v našo ustanovo uvesti redno športno vadbo. Odgovore sem poskušal najti s pomočjo ankete med 59 otroki in mladostniki Strokovnega centra Mladinski dom Maribor. Rezultati so zanimivi.

Skoraj tretjina otrok in mladostnikov se sploh ne ukvarja s športom. 17 % jih redno trenira v klubih/društvih. Tretjina jih več kot 2 uri na dan preživi na digitalnih napravah, medtem kot jih več kot polovica (69 %), manj kot 1 uro na dan nameni za gibalne/športne aktivnosti. Več kot polovica otrok in mladostnikov bi si želela obiskovati vadbo v naši ustanovi.

Rezultati ankete nam bodo v pomoč k spodbujanju otrok in mladostnikov v gibalne/športne aktivnosti in njihovi pomembnosti. Glede na rezultate ankete menim, da bi bilo potrebno v samo organizacijo vpeljati organizirano športno vadbo, ki bo namenjena otrokom in mladostnikom, ki so vključeni v Strokovni center Mladinski dom Maribor. Za našo populacijo otrok in mladostnikov so zelo pomembni psihološki in sociološki učinki športne vadbe, zato moramo poskrbeti, da jih čim več vključimo v redno vadbo. Spodbujati moramo neaktivne in poskrbeti, da kvalitetnejše preživijo prosti čas.

KLJUČNE BESEDE: otroci in mladostniki, gibalne/športne aktivnosti, zdravje, prosti čas

MOVEMENT/SPORTS HABITS OF CHILDREN AND ADOLESCENTS IN THE STROKOVNI CENTER MLADINSKI DOM MARIBOR

ABSTRACT

Movement/sports activities have an important role and impact on the formation of a healthy and high-quality lifestyle. They are a major factor in the education of children and adolescents, guiding them past dangerous socio-pathological behavioral patterns.

The purpose of my research was to find out what is the attitude of children and adolescents towards movement/sports activities, how many of them regularly exercise and play sports, how much and how active they are, how many of them are involved in a club/society and train regularly. I wanted to find out whether it makes sense and is necessary to introduce regular sports training in our institution. I tried to find the answers with the help of a survey among 50 children and adolescents in the Strokovni center Mladinski dom Maribor. The results are interesting.

Almost a third of children and adolescents do not play sports at all. 17 % of them train regularly in clubs/societies. A third of them spend more than 2 hours a day on digital devices, while more than half (69 %) spend less than 1 hour a day on movement/sports activities. More than half of the children and adolescents would like to attend training at our institution.

The results of the survey will help us to encourage children and adolescents to movement/sports activities and their importance. Based on the results of the survey, I believe that it would be necessary to introduce organized sports training into the organization itself, which will be aimed at children and adolescents who are included in the Strokovni center Mladinski dom Maribor. For our population of children and adolescents, the psychological and

sociological effects of sports training are very important, so we must make sure that as many of them as possible are included in regular training. We must encourage the inactive and make sure that they spend more quality free time.

KEYWORDS: children and adolescents, movement/sports activities, health, free time

ZAJTRKOVALNE NAVADE SREDNJEŠOLCEV

POVZETEK

Zajtrk predstavlja enega temeljev zdravega prehranjevanja. Sama sem velika zagovornica zdravega življenja, zato o tem prebiram najrazličnejšo literaturo in razglabljam o zdravem načinu življenja tudi z dijaki pri učnih urah. Vse prevečkrat slišim dijake: "Joj, kako sem lačen! Danes zjutraj nisem nič jedel! Kdaj bo malica?"

S prispevkom sem želela raziskati zajtrkovalne navade dijakov Srednje poklicne in tehniške šole Murska Sobota ter spoznati pomen zajtrka v prehrani srednješolcev. Z anketnim vprašalnikom sem ugotovila, da dijaki prvih in četrth letnikov zajtrk vse prevečkrat izpuščajo zaradi pomanjkanja časa in zgodnje ure vstajanja. Polovica dijakov, ki zajtrkuje, svoj zajtrk opravi v šoli – na hitro, le nekaj minut pred poukom. Tisti, ki zajtrkujejo, njihov zajtrk ni raznolik, najpogosteje jedo kruh, rogljičke ali kosmiče. Žal zajtrk pri večini dijakov ne vsebuje sadja in zelenjave. Dijake želim ozavestiti, da je zajtrk najpomembnejši obrok, da opuščanje zajtrka ali neustrezen zajtrk bistveno prispevata k slabi učinkovitosti v šoli. V prispevku so predstavljene možnosti doseganja zdravega načina prehranjevanja pri dijakih.

KLJUČNE BESEDE: zajtrk, srednješolci, zdrava prehrana, šolska uspešnost

BREAKFAST HABITS OF SECONDARY SCHOOL STUDENTS

ABSTRACT

Breakfast is one of the cornerstones of healthy eating. I am a strong advocate of healthy living myself, so I read a wide range of literature on the subject and discuss healthy living with my students in class. Often, I hear students saying, "Oh, I'm so hungry! I didn't eat anything this morning! When is lunch?"

With this research, I wanted to explore the breakfast habits of students at the Secondary Vocational and Technical School Murska Sobota and to learn about the importance of breakfast in the diets of secondary school students. With the questionnaire of first and fourth students, I found that students frequently skip breakfast, due to lack of time and having to get up early. Half of the students who do eat breakfast do so at school, often in a rush, just a few minutes before school. Those, who do have breakfast tend to opt for simple choices such as bread, croissants or cereals. Unfortunately, most students do not eat any fruit or vegetables for breakfast. My goal is to make students aware that breakfast is the most important meal of the day and that skipping it or having an inadequate breakfast contributes significantly to poor academic performance. The article presents possibilities of achieving a healthy way of eating for students.

KEYWORDS: breakfast, secondary school students, healthy eating, academic performance

PREHRANA V VRTCU: PROMOTOR VNOSA ZELENJAVE, SADJA, POLNOZRNATIH ŽIVIL IN OREŠČKOV PRI PREDŠOLSKIH OTROCIH

POVZETEK

Ustrezen vnos zelenjave, sadja, polnozrnatih žitaric in oreščkov ugodno vpliva na zdravje, vendar je vnos teh skupin živil med Slovenci prenizek. Namen naše študije je bil raziskati, ali lahko dosledno oblikovan vrtčevski jedilnik poveča dnevni vnos zdrave hrane pri 5-6 letnih otrocih. V študijo smo vključili otroke iz šestih vrtcev, naključno razporejenih v prototipno skupino (PG) in kontrolno skupino (CG). Vrtci v PG (n = 4) so prejeli 5-dnevni prototipni (intervencijski) jedilnik, vrtci v CG (n = 2) so uporabili standardni jedilnik. Izven vrtcev so se udeleženci prehranjevali kot običajno. Za vsakega udeleženca smo prejeli natančen 7-dnevni prehranski dnevnik z vsemi živili zaužitimi znotraj in zunaj vrtca. Z odprto platformo za klinično prehrano (OPKP) smo analizirali dnevni vnos izbranih skupin živil in ga primerjali s prehranskimi smernicami za otroke. Študijo je zaključilo 57 udeležencev, 40 iz PG in 17 iz CG. V primerjavi s prehranskimi priporočili za dnevni vnos so udeleženci PG in CG med tednom zaužili 54 in 28 % zelenjave, 98 in 100 % sadja, 95 in 42 % polnozrnatih živil ter 100 % in 4 % oreščkov. Udeleženci PG so tako med tednom kot ob vikendih zaužili pomembno večje ($p < 0,05$) količine zelenjave, polnozrnatih živil in oreščkov v primerjavi z udeleženci CG. K pomembno višjemu skupnemu dnevni vnosu ($p < 0,05$) so prispevali izključno obroki v vrtcu, vnosi živil izven vrtca se med udeleženci obeh skupin niso pomembno razlikovali. Ta študija poudarja ključno vlogo dobro oblikovanega in natančno izvedenega načrta prehrane v vrtcih pri povečevanju vnosa zdrave hrane med otroci. Ugotovitve bi lahko pomagale spodbuditi pozitivne spremembe v vrtčevski prehrani.

KLJUČNE BESEDE: prehrana otrok, predšolski otroci, priporočeni dnevni vnos, skupine živil, prehranski dnevnik

NUTRITION IN KINDERGARTEN: PROMOTER OF VEGETABLES, FRUIT, WHOLE GRAINS, AND NUTS INTAKE IN PRESCHOOL CHILDREN

ABSTRACT

Adequate intake of vegetables, fruit, whole grains, and nuts has a beneficial effect on health, but intake of these food groups is low among Slovenians. Our study aimed to research whether a consistently designed kindergarten meal plan can increase the daily intake of healthy foods in 5-6-year-old children. Participants from six kindergartens, randomly assigned to a prototype group (PG) and a control group (CG), were included in the study. Kindergartens in the PG (n = 4) received a 5-day prototype (intervention) menu, while kindergartens in the CG (n = 2) used their standard menu. Outside of kindergartens, participants ate as usual. For each participant, we obtained a detailed 7-day dietary record with all foods consumed inside and outside the kindergarten. Using the Open Platform for Clinical Nutrition (OPEN), we assessed the average daily intake of selected food groups and compared it with the Dietary Guidelines for children. Fifty-seven participants completed the study, 40 from PG and 17 from CG. Compared to the dietary recommendations for daily intake, PG and CG participants consumed 54% and 28% of vegetables, 98% and 100% of fruit, 95% and 42% of whole grains and, 100% and 4% of nuts during the weekdays. PG participants consumed significantly higher ($p < 0.05$) amounts of vegetables, whole grains, and nuts compared to CG participants both during the weekdays and on the weekend. Only kindergarten meals contributed to the significantly higher total daily intake ($p < 0.05$), as food intakes outside the kindergarten did not differ significantly between participants in both study groups. This study highlights the key role of a well-designed and

well-executed kindergarten meal plan in increasing children's intake of healthy foods. The findings could help to promote positive changes in kindergarten nutrition.

KEYWORDS: child nutrition, preschool children, recommended daily intake, food groups, dietary record

POMEN VZGOJNO-IZOBRAŽEVALNIH PROCESOV NA ZDRAVJE OTROK IN ODRASLIH V POVEZAVI S PRAZNIKI IN MEDGENERACIJSKIM DRUŽENJEM

POVZETEK

Praznični čas ni le obdobje veselja, daril in okraševanja domov. V ozadju praznične evforije se odvijajo vzgojno-izobraževalni procesi, ki imajo pomemben vpliv na zdravje otrok. Posebej je pomembno medgeneracijsko druženje, ki prenaša vrednote, tradicije in krepi družinske vezi. Vzgojno-izobraževalni procesi v času praznikov igrajo ključno vlogo pri oblikovanju otrokovega duševnega zdravja in razvoju socialnih veščin. Praznovanje tradicionalnih praznikov pogosto vključuje sodelovanje v družinskih srečanjih, izdelovanje okraskov, kuhanje tradicionalnih jedi in druge dejavnosti, ki spodbujajo kreativnost in timsko delo. Takšne izkušnje ne le bogatijo otrokov vsakdan, ampak tudi prispevajo k razvoju njihove osebnosti. Pomembno je poudariti, da prazniki niso le čas materialne radosti, temveč tudi čas za vzgojo, izobraževanje in medgeneracijsko povezovanje. Namen medgeneracijskega druženja ima veliko dejavnikov, ki vplivajo na posameznike in družbo kot celoto. Poudariti je potrebno izmenjavo izkušenj in znanj, krepitev medsebojnega spoštovanja, boj proti osamljenosti, ter ohranjanje tradicij in vrednot. V ta namen se povezujemo z domom starejših občanov v Slivnici, kjer na podlagi obiskov, nastopov in delavnic uresničujemo zastavljene cilje. Vzgojno-izobraževalni procesi v prazničnem času so zato dragocen vir razvoja, ki presega trenutno veselje in pušča trajen pečat na otrokovi življenjski poti.

KLJUČNE BESEDE: duševno zdravje, dobro počutje, medgeneracijsko druženje, prazniki in običaji

THE IMPORTANCE OF EDUCATIONAL PROCESSES ON THE HEALTH OF CHILDREN AND ADULTS IN CONNECTION WITH HOLIDAYS AND INTERGENERATION SOCIALIZATION

ABSTRACT

The festive season is not only a period of joy, gifts and decorating homes. In the background of the festive euphoria, educational processes take place, which have a significant impact on the child's health. Intergenerational socializing is particularly important, as it transmits values, traditions and strengthens family ties. Educational processes during the holidays play a key role in shaping a child's mental health and developing social skills. Celebrating traditional holidays often involves participating in family gatherings, making decorations, cooking traditional dishes, and other activities that encourage creativity and teamwork. Such experiences not only enrich children's everyday life, but also contribute to the development of their personality. It is important to emphasize that the holidays are not only a time for material joy, but also a time for upbringing, education and intergenerational bonding. The purpose of intergenerational socializing has many factors that affect individuals and society as a whole. It is necessary to emphasize the exchange of experience and knowledge, the strengthening of mutual respect, the fight against loneliness, and the preservation of traditions and values. For this purpose, we connect with the home for senior citizens in Slivnica, where we realize the set goals based on visits, performances and workshops. Educational processes during the holiday season are therefore a valuable source of development that goes beyond the momentary joy and leaves a lasting mark on the child's life path.

KEYWORDS: mental health, well-being, intergenerational socializing, holidays and customs

VPLIV STARIH IGER NA GIBANJE, ZDRAVJE IN RAZVOJ OTROK TER MEDGENERACIJSKO DRUŽENJE IN SODELOVANJE

POVZETEK

Stare igre so lahko odličen način za spodbujanje zdravja otrok in medgeneracijskega druženja. Skozi igro spoznavamo sebe in druge, pridobivamo dragocene izkušnje, rešujemo konflikte, sproščamo jezo in razvijamo spretnosti in čute. Igrače in igre, ki so jih za igro uporabljali naši dedki in babice so bile izdelane iz kamenčkov, vej, kosov blaga, lesa. Kaj pa danes? Stare gibalne igre tonejo v pozabo. Vendar ne pozabimo, da računalniške igrice in plastični junaki ne morejo nadomestiti izkušenj pridobljenih z igro na prostem v družbi vrstnikov, staršev, dedkov in babic. V prvem razredu smo pri projektu: Bilo je nekoč, poleg življenja nekoč, spoznali in se igrali stare igre, ki so se jih igrali nekoč in so se ohranile, do danes. Predstavili smo se staršem in starostnikom v domu. Igranje starih iger spodbuja različne vidike otrokovega zdravja, vključno z intelektualnim, čustvenim in družbenim razvojem. Te igre zahtevajo logično razmišljanje, načrtovanje, koncentracijo in socialne veščine. Otroci se učijo spoštovanja pravil, sposobnosti reševanja konfliktov ter sodelovanja z vrstniki in starejšimi generacijami. Zato je vredno ohranjati in spodbujati tradicijo igranja starih iger, saj imajo pozitiven učinek na razvoj otrok in odnose med generacijami.

KLJUČNE BESEDE: stare igre, gibanje, medgeneracijsko sodelovanje, zdravje, razvoj

THE IMPACT OF OLD GAMES ON CHILDREN'S PHYSICAL ACTIVITY, HEALTH AND DEVELOPMENT, AS WELL AS INTERGENERATIONAL BONDING AND COLLABORATION

ABSTRACT

Playing old games can be an excellent way to promote children's health and intergenerational bonding. Through play we learn about ourselves and others, gain valuable experience, resolve conflicts, release anger, and develop skills and senses. The toys and games our grandparents used to play with were made from pebbles, sticks, pieces of cloth and wood. But what about today? Traditional physical games are fading away. But let's not forget that computer games and plastic action figures cannot replace the experience of playing outdoors with peers, parents and grandparents. In our Year 1 project 'It Was Once', as well as exploring life in the past, we learned about and played old games that have survived to this day. We presented them to parents and elderly residents of a nursing home. Playing these ancient games promotes various aspects of children's health, including intellectual, emotional and social development. These games require logical thinking, planning, concentration and social skills. Children learn respect for rules, conflict resolution and cooperation with peers and older generations. It's therefore worth preserving and promoting the tradition of playing old games, as they have a positive impact on children's development and intergenerational relations.

KEYWORDS: old games, physical activity, intergenerational cooperation, health, development

SPODBUJANJE RAZVOJA GIBALNIH SPOSOBNOSTI MALČKOV

POVZETEK

Z razvojem novih tehnologij v zadnjih desetletjih se je življenjski slog močno spremenil. Zanj je značilno pomanjkanje gibalne aktivnosti. V otroštvu narašča število poškodb zaradi padcev iz različnih položajev. Strokovni delavci v vzgojno-izobraževalnih zavodih imamo pomembno vlogo pri zagotavljanju več gibalne aktivnosti zlasti na prostem. V prispevku predstavljam gibalne sposobnosti malčkov ob vstopu v vrtec. Te se med njimi zelo razlikujejo. Bolj kot starostna razlika v mesecih nanje vplivata socialno okolje in lastna aktivnost. Z namenom spodbujati gibalni razvoj malčkov in zmanjšati razlike v njihovih gibalnih sposobnostih, sem v oddelku 1 do 2-letnikov prednostno načrtovala in izvajala dejavnosti s področja gibanja. Na začetku so bili nekateri malčki gibalno nespretni, imeli so težave z ravnotežjem in z izvajanjem naravnih oblik gibanja. Težave so imeli z vztrajnostjo. Bili so hitro utrujeni. Z zagotavljanjem spodbudnega fizičnega okolja, načrtovanjem ustreznih gibalnih dejavnosti glede na zastavljene cilje s področja gibanja in spodbujanjem malčkov k vključevanju v gibalne dejavnosti po enem letu opažam velik napredek. Razlike v gibalnih sposobnostih malčkov so se izrazito zmanjšale. Razvoj gibalnih sposobnosti v oddelku z malčki enake starostne stopnje, ki so imeli na področju gibanja v primerljivem obdobju manj spodbud, je počasnejši. Recipročno z gibalnimi sposobnostmi se je razvijala tudi osebnost malčkov. Hitro so usvojili toaletni trening in se pričeli suvereno vključevati v vzgojno-izobraževalne dejavnosti. Uporabljena je bila metoda kvalitativnega vrednotenja gibanja s sistematičnim opazovanjem in kritično presojo. S prispevkom želim opozoriti na pomen prednostnega načrtovanja in izvajanja gibalnih dejavnosti v oddelku malčkov.

KLJUČNE BESEDE: gibalne sposobnosti, gibalne dejavnosti, malčki

PROMOTING THE DEVELOPMENT OF MOTOR SKILLS IN YOUNG CHILDREN

ABSTRACT

With the development of new technologies in recent decades, lifestyles have changed dramatically. It is characterized by a lack of physical activity. In childhood, the number of injuries due to falls from various positions is increasing. Professionals in educational institutions play a crucial role in teaching more physical activity, especially outdoors. In this article, I present the motor skills of young children entering daycare. These skills vary considerably between children. Even more than the age difference in months, the social environment and individual activity levels affect them. With the aim of promoting the motor development of young children and reducing the differences in their motor skills, I have prioritized the planning and implementation of activities related to movement in the group of 1 to 2 year old children. In the beginning, some toddlers were motorically clumsy and had difficulties with balance and performing natural movements. They had problems with stamina and tired quickly. By providing a stimulating physical environment, planning appropriate motor activities based on set movement goals and encouraging the toddlers to be physically active, I observed significant progress after one year. The differences in toddlers' motor skills have decreased significantly. The development of motor skills is slower in a group of toddlers of the same age who have received fewer physical stimuli over a comparable period of time. Conversely, the personality of toddlers has also developed along with their motor skills. They quickly mastered toilet training and began to participate confidently in educational activities. The method of qualitative movement assessment was applied through systematic observation and critical evaluation. With this paper, I would like to emphasize the importance of prioritizing the planning and implementation of motor activities in the toddler group.

KEYWORDS: motor skills, physical activities, toddlers

VPLIVI RAZLIČNIH VIROV NASIČENIH MAŠČOB NA ZDRAVJE SRČNO-ŽILNEGA SISTEMA

POVZETEK

Različni viri nasičenih maščob imajo različne vplive na zdravje, predvsem srčno-žilnega sistema. Raziskave petdesetih in šestdesetih letih prejšnjega stoletja, so nakazovale, da vnos nasičenih maščob neugodno vpliva na ravni LDL holesterola. Ena izmed večjih je bila Seven countries study. Novejše klinične študije, kot je študija iz leta 2018 Feeney-ja in sodelavcev, prihajajo do nekoliko drugačnih zaključkov. Medtem ko nasičene maščobe živalskega izvora, masla, kokosovega masla in palmovega olja neugodno vplivajo na zdravje srčno-žilnega sistema, le tega ne moremo trditi za nasičene maščobe mlečnih izdelkov. Najbolj neugodne vplive nasičenih maščob na zdravje srčno-žilnega sistema in ravni LDL holesterola, lahko zaznamo pri vnosu nad 10% skupnega energijskega vnosa.

Od leta 2016 do 2021 smo spremljali prehranjevalne navade vadečih mladostnikov na fitnesu in ugotovili, da se je z zmanjšanjem vnosa nasičenih maščob, kot sta maslo in kokosovo maslo, izboljšal njihov lipidni status. S predstavitvijo in primerjavo zgoraj omenjenih študij, ter našim opazovanjem, smo želeli predstaviti vpliv na zdravje različnih virov nasičenih maščob in omiliti zmedo, ki je še zmeraj prisotna na tem področju.

KLJUČNE BESEDE: nasičene maščobe, maslo, mlečne maščobe, holesterol

EFFECTS ON DIFFERENT SOURCES OF SATURATED FATS ON CARDIOVASCULAR HEALTH

ABSTRACT

Different sources of saturated fat have different effects on health, especially the cardiovascular system. Research from the 1950s and 1960s indicated that the intake of saturated fats adversely affects LDL cholesterol levels. One of the significant ones was the Seven Countries Study. More recent clinical studies, such as the 2018 study by Feeney and colleagues, come to somewhat different conclusions. While saturated fats of animal origin, butter, coconut butter and palm oil adversely affect the health of the cardiovascular system, the same cannot be said for the saturated fats of dairy products. The most unfavorable effects of saturated fat on the health of the cardiovascular system and LDL cholesterol levels can be detected when the intake exceeds 10% of the total energy intake.

From 2016 to 2021, we monitored the eating habits of young people exercising at the gym and found that by reducing the intake of saturated fats such as butter and coconut butter, their lipid status improved. By presenting and comparing the above-mentioned studies, as well as our observations, we wanted to present the impact on health of different sources of saturated fat and alleviate the confusion that is still present in this area.

KEYWORDS: saturated fats, butter, dairy fat, cholesterol

SE MLADOSTNIKI ZAVEDAJO VPLIVA ŽIVLJENJSKEGA SLOGA NA ZDRAVJE?

POVZETEK

Čas mladostništva je obdobje v razvoju človeka, za katero so značilne hitra telesna rast ter številne telesne in duševne spremembe, zato je zanje izredno pomembna kakovostna, raznolika in zdrava prehrana. Prav v tem obdobju pa lahko pri mladostnikih opazimo čedalje pogostejše opuščanje zajtrka, neustrezno porazdelitev obrokov in uživanje nezdrave hrane in poživil (kave, energijskih pijač), kar negativno vpliva na njihovo počutje in zdravje. Kot profesorico biologije in kemije me je zanimalo, kakšne so navade mojih dijakov. Skrb vzbujajoč je podatek, da jih v 1. letniku zajtrkuje manj kot polovica, število pa v 2. letniku še upade. Bolj vzpodbuden je podatek, da večina dijakov v šoli malica; dijakov, ki ne malicajo, je manj kot 10 %. Med nezdrave prehranjevalne navade lahko štejemo tudi uživanje energijskih pijač, ki dokazano negativno vplivajo na zdravje mladostnikov: 30 % anketiranih dijakov je energijsko pijačo že zaužilo, kar okoli 10 % pa jih uživa vsak dan. Na duševno in telesno zdravje pomembno vpliva tudi spanec, vendar več kot polovica anketiranih spi premalo.

V letih po epidemiji je zdravje mladostnikov dodatno ogroženo. Za ohranjanje – in izboljšanje – zdravja je bistven zdrav življenjski slog, za potrebe raziskave pa sem se omejila na tri dejavnike, na katere lahko vplivamo tudi v okviru rednih ur biologije in kemije: več pozornosti bo treba nameniti načrtnemu razvijanju zdravih prehranjevalnih navad ter oblikovanju dnevnega ritma, vključno s spanjem. Prav učitelji biologije in kemije pa lahko v okviru rednega pouka dijakom pomagamo izoblikovati nove navade ter jih spodbudimo, da opazijo pozitiven vpliv na njihovo počutje.

KLJUČNE BESEDE: mladostniki, prehrana, energijske pijače, spanje

ARE YOUNG PEOPLE AWARE OF THE IMPACT OF THEIR LIFESTYLE ON HEALTH?

ABSTRACT

Adolescence is a period of human development characterised by rapid physical growth and numerous physical and mental changes. Therefore, a high-quality, varied and healthy diet is really essential for adolescents. We can see that during this period adolescents skip breakfast more frequently, distribute food at mealtimes inadequately and consume too much unhealthy food and stimulants, such as coffee and energy drinks, which all adversely affect adolescents' well-being and health.

As a biology and chemistry teacher, I was interested in the eating habits of my students. According to my research, fewer than half of our freshmen eat breakfast, and there are even more breakfast skippers among the sophomores at our school, which is extremely worrying, as breakfast is often referred to as the most important meal of the day. It is comforting to know that most of our students have lunch in the school cafeteria. Still, one in five students don't eat breakfast.

Unhealthy eating habits also include the consumption of energy drinks, which have been proven to have a negative impact on the health of adolescents: 30% of the surveyed students have already consumed energy drinks, and about 10% consume them every day. Sleep is also a significant factor of mental and physical health, and more than half of the respondents say they have difficulty sleeping. Since the epidemic, our adolescents have faced several health challenges, many more than in the pre-epidemic years.

A healthy lifestyle is essential to maintaining and improving health. I limited my research to three key factors that I can address and teach in my biology and chemistry classes: in the future more attention should be paid to the systematic development of healthy eating habits and the formation of daily routine, including night-time routine.

Biology and chemistry teachers in particular can help students develop new healthy habits and aim at improving their well-being.

KEYWORDS: adolescents, nutrition, energy drinks, sleep

UČENJE VARNOSTI PRI DELU V OKVIRU PRAKTIČNEGA POUKA V LESARSTVU

POVZETEK

Že od začetka izobraževanja, se učitelji veliko ukvarjajo z zdravjem in varnostjo učencev. Veliko pozornosti se daje predvsem varnemu učnemu okolju. Raziskave kažejo, da v Ameriki vsako leto umre okoli 70 najstnikov, 64.000 pa se jih poškoduje dovolj resno, da morajo obiskati zdravnika (Threeton M., 2016). Učitelji praktičnih veščin morajo zagotoviti varno delovno-učno okolje in poučiti dijake o varnem delu v šolskem okolju ter kasneje v delovnem okolju. Glede na dostopne podatke iz literature, smo se vprašali ali slogan varnost je na prvem mestu, v šolskem okolju tudi v resnici drži. Namen naše raziskave je ugotoviti ali dijake v sklopu praktičnega pouka dovolj pogosto, zanesljivo in natančno poučimo v vseh pasteh, ki pretijo na njihovo zdravje? Delo z lesom vključuje uporabo številnih strojev in opreme, ki predstavljajo hazard za zdravje naših dijakov in kasneje zaposlenih v lesarski industriji. Raziskave smo se lotili s kvalitativno raziskovalno metodo fokusne skupine (angl. focus groups). Fokusno skupino smo izvedli med dijaki Srednje lesarske šole Ljubljana, ki se v šolskem letu 2023/24 izobražujejo za lesarske tehnike, mizarje in obdelovalce lesa. Pri tem nas je zanimalo, koliko poudarka se daje na varnost pri delu v sklopu praktičnega izobraževanja, ter morebitne razlike med poučevanjem dveletnih, triletnih in štiriletnih izobraževalnimi programi ter prisotnost in resnost poškodb pri delu.

Raziskava nam bo omogočila izboljšanje obstoječe prakse, ter ponudila širši vpogled v opisano problematiko znotraj šolskega izobraževalnega sistema.

KLJUČNE BESEDE: varnost pri delu, lesarstvo, praktični pouk, zaščitna oprema, poškodbe

LEARNING OCCUPATIONAL SAFETY IN PRACTICAL EDUCATION OF WOODWORKING

ABSTRACT

Since the beginning of education, teachers have been very concerned about the health and safety of their pupils. In particular, a safe learning environment is given a great deal of attention. Research shows that around 70 teenagers die every year in America and 64.000 are injured seriously enough to need to see a doctor (Threeton M., 2016). Teachers of practical skills need to provide a safe working-learning environment and teach students about working safely in the school environment and later in the work environment. Given the available data from the literature, we asked ourselves whether the slogan safety first in the school environment is actually true. The aim of our research is to find out whether students are taught frequently, reliably and accurately enough in practical classes about all the pitfalls that affect their health. Working with wood involves the use of a wide range of machinery and equipment that pose a health hazard to our students and later to those working in the woodworking industry. The research was conducted using the qualitative research method of focus groups. The focus groups were conducted among students of the Secondary School of Woodworking in Ljubljana, who are studying in the school year 2023/24, to become woodworking technicians, carpenters and woodworkers. We would like to know how much emphasis is placed on occupational safety in practical training, and any differences between the teaching of two-, three- and four-year training programmes, and the presence and severity of occupational injuries. The research will enable us to improve current practice, and provide a broader insight into the described issues in the education system.

KEYWORDS: occupational safety, woodworking, practical training, protective equipment, injuries

SPodbujanje prosocialnega vedenja v primerih naravnih nesreč s pomočjo filma Višja sila

POVZETEK

Pričujoči strokovni prispevek je primer dobre prakse, uporaben za učitelje psihologije, pa tudi sociologije, državljske in domovinske vzgoje in etike v osnovnih šolah, v izobraževanju odraslih ali pri tematskih razrednih urah – pri poučevanju vsebin, povezanih z moralo in vrednotami. Kot učno sredstvo uporabimo film (Višja sila, v izvirniku Force Majeure švedskega režiserja Rubena Östlunda iz leta 2014), ki pokaže pomen prosocialnega vedenja v primerih naravnih nesreč, kar lahko aktualiziramo in povežemo z nedavno poplavno katastrofo v Sloveniji. Namen filmske delavnice je, da se učenci ob zelo čustveni izkušnji, ki jo ponuja izbrani film, naučijo, kakšne so tipične človeške reakcije v kritičnih razmerah in kakšne njihove posledice. Če se vživijo v glavna igralca filma z zelo različnima odzivoma, bolje razumejo psihološko ozadje konstruktivnih in nekonstruktivnih vedenj v takšnih primerih. Uvidijo, da se vsak človek v vsakem trenutku odzove »psihologično« – skladno s svojo subjektivno zaznavo sveta in na najboljši možen način, glede na svoje psihično stanje, sposobnosti, spretnosti in glede na pogoje. Poveča se verjetnost, da bi se sami (gledalci oz. učenci), če bi se znašli v kritičnih razmerah, odzvali učinkoviteje, kar pomeni bolj prosocialno in manj proindividualno.

KLJUČNE BESEDE: prosocialno vedenje, proindividualno vedenje, obrambni mehanizmi

PROMOTING PROSOCIAL BEHAVIOR IN CASES OF NATURAL DISASTER WITH THE HELP OF THE FILM FORCE MAJEURE

ABSTRACT

The presentation is an example of good practice, useful for teachers of psychology, as well as sociology, civic education and ethics in primary schools, in adult learning or in thematic classroom lessons – when teaching content related to morals and values. We use the film (Višja sila, with the original title Force Majeure by the Swedish director Ruben Östlund from 2014) as a teaching tool, showing the importance of prosocial behavior in cases of natural disasters, which we can update and connect with the recent flood disaster in Slovenia. The purpose of the film workshop is that students learn what typical human reactions in critical situations are and what are their consequences. They learn that through the highly emotional experience offered by the selected film. By empathizing with the main actors of the film who have very different reactions, they better understand the psychological background of constructive and non-constructive behaviors in such situations. They see that every person at every moment reacts "psychologically" – in accordance with his subjective perception of the world and in the best possible way, according to his psychological state, abilities, skills and according to the situation. Watching the film could increase the probability that they themselves (spectators or students) would react more effectively if they found themselves in such a situation, which means more prosocially and less proindividually.

KEYWORDS: prosocial behavior, proindividual behavior, defense mechanisms

UPORABA REZULTATOV ŠPORTNOVZGOJNEGA KARTONA IN PROGRAMA SLOFIT V ŠOLI

POVZETEK

Tema prispevka je uporaba in koristnost rezultatov športnovzgojnega kartona in programa SLOfit pri delu učitelja športa v osnovni šoli.

Namen prispevka je poudariti smiselnost in koristnost spremljanja rezultatov športnovzgojnega kartona, ki je nacionalna zbirka podatkov in jo mora skladno s šolsko zakonodajo voditi vsaka šola. Pri mojem delu in ugotovitvah mi je v veliko pomoč program SLOfit. To je informacijska podpora in nadgradnja uveljavljenega sistema spremljanja telesnega in gibalnega razvoja otrok in mladine.

S pomočjo ovrednotenih rezultatov SLOfit programa smo v letu 2021, po pričakovanjih (obdobje po epidemiji) dosegli kot šola, najslabše rezultate v teku na 600 metrov. Sistematično smo v letu 2022 in 2023 pri urah športa ure vsebinsko prilagajali in skušali vplivati na funkcionalno sposobnost: vzdržljivost; aerobno komponento. Aerobna vzdržljivost je pokazatelj stanja srčno-žilnega in dihalnega sistema. Bolezni srca in ožilja so v sodobnem svetu najpogostejši vzrok smrti, zato je pomembno, da šola za ustrezno zmogljivost, ki jo potrebujejo šolarji za premagovanje vsakodnevnih naporov, tudi za učinkovitejše učenje in kasneje opravljanje poklica, vključi v ure športa dlje trajajoče dejavnosti. To nam je v veliki meri uspelo. Na lestvici 0 – 1, smo povprečje točk dvignili iz 10 na 40.

Zadnji rezultati kažejo na največji deficit pri dotikanju plošče z roko, predklonu na klopci in poligonu nazaj. V tem šolskem letu bomo skušali izboljšati navedene parametre.

S pomočjo SLOfit obdelave podatkov, s svojim znanjem ažurno odreagiramo na deficite, ki se pokažejo v vsakem šolskem letu in vplivamo na življenjski slog posameznika.

KLJUČNE BESEDE: gibanje, SLOfit, življenjski slog

USE OF THE RESULTS OF SPORTSEDUCATIONAL CARDS AND THE SLOFIT PROGRAMME AT SCHOOL

ABSTRACT

The topic of the paper is the use and usefulness of the results of sports educational card and the SLO fit programme in the work of a sports teacher in primary school.

The purpose of this paper is to emphasize the usefulness and usefulness of monitoring the results of sports educational cards, which is a national database that must be kept by each school in accordance with school legislation. The SLOfit program is of great help to me in my work and findings. This is information support and an upgrade of the established system for monitoring the physical and motor development of children and youth.

With the help of the evaluated results of the SLOfit programme, in 2021, as expected (the period after the epidemic), we achieved the worst results in the 600-metre run as a school. In 2022 and 2023, lessons were systematically adjusted in terms of content and tried to influence functional ability: endurance; aerobic component. Aerobic endurance is an indicator of the state of the cardiovascular and respiratory systems. Cardiovascular diseases are the most common cause of death in the modern world, so it is important for schools to include longer-lasting activities in sports classes in order to provide the appropriate capacity needed for schoolchildren to overcome their daily efforts, including for more effective learning and later in the profession. We have largely succeeded in this. On a scale from 0 – 100, we raised the average points from 10 to 40.

The latest results indicate the greatest deficit when touching the plate with your hand, the slope on the bench and the polygon back. During this school year, we will try to improve the stated parameters.

With the help of SLOfit data processing, with our knowledge we promptly react to deficits that manifest themselves in each school year and affect the lifestyle of an individual.

KEYWORDS: movement, SLOfit, lifestyle

TEŽAVE Z NEPRAVILNO HOJO PRI OSNOVNOŠOLSKIH OTROCIH

POVZETEK

V današnjem času se pri osnovnošolskih otrocih pojavlja povečanje težav z nepravilno hojo. Pravilna hoja in učinkovito gibanje sta zelo pomembna dejavnika kakovostnega življenja. Nepravilna hoja je v veliki meri posledica neaktivnega življenja, v smislu pomanjkanja gibanja. Posledice, ki se kažejo najprej v nepravilni drži med samo hojo, lahko vodijo v resne zdravstvene težave. V prispevku bomo naredili pregled problematike, vzrokov ter posledic nepravilne hoje pri osnovnošolskih otrocih. Na podlagi različnih znanstvenih dognanj raznih strokovnjakov bomo predstavili vaje, s katerimi lahko z vadbo izboljšamo hojo in vplivamo na zmanjševanje ter odpravljanje posledic nepravilne hoje. Vadbo smo testirali tudi pri skupini osnovnošolcev, ki so pri pouku športa izvajali vaje pravilne hoje v obdobju dveh mesecev. Prispevek nam ob opisu problematike nepravilne hoje predstavi tudi praktičen primer dobre prakse, saj lahko le-ta ugodno vpliva na lajšanje vseh opisanih težav, ki so posledica dolgotrajne nepravilne hoje.

KLJUČNE BESEDE: nepravilna hoja, korekcijske vaje, preventiva, pomanjkanje gibanja

PROBLEMS WITH INCORRECT WALKING IN SCHOOL CHILDREN

ABSTRACT

Nowadays, there is an increase in problems with irregular walking among elementary school children. Correct walking and efficient movement are very important factors for a quality life. An irregular gait is largely the result of an inactive life, in the sense of lack of movement. The consequences, which appear first of all in incorrect posture while walking, can lead to serious health problems. In this article, we will review the problems, causes and consequences of irregular walking in elementary school children. Based on the various scientific findings of various experts, we will present exercises that can be used to improve walking and influence the reduction and elimination of the consequences of improper walking. We also tested the exercise with a group of elementary school students who practiced proper walking during sports lessons over a period of two months. Along with the description of the problem of irregular walking, the contribution also presents a practical example of good practice, as it can have a beneficial effect on alleviating all the described problems, which are the result of long-term irregular walking.

KEYWORDS: irregular walking, corrective exercises, prevention, lack of movement

OSVEŠČANJE DIJAKOV O TRAJNOSTNEM NAČINU ŽIVLJENJA NA PRIMERU UČNEGA POLIGONA ZA SAMOOSKRBO DOLE

POVZETEK

Ljudje se soočamo s številnimi problemi, kot so podnebne spremembe, energetska kriza, okoljska problematika ... V želji po dobičku pogostokrat pozabimo na naravo, ki pa vseh sprememb ne more prenesti brez posledic. Narava vsake toliko vrača udarce, ljudje pa se sprašujemo, kaj smo naredili narobe in kaj lahko spremenimo, da bo udarcev manj in da ne bodo tako boleči, kot so bile na primer letošnje avgustovske poplave. Rešitev je tudi v trajnostnem načinu življenja, ki zagovarja preprost in preudaren način življenja pri prehrani, energetiki, oskrbi z vodo, prometu, odpadkih in še čem. Pri osveščanju dijakov o trajnostnem načinu življenja imamo pomembno vlogo tudi učitelji. Poleg teoretičnih znanj, ki jih dobijo v šoli, so izjemno pomembni praktični primeri. Da bi dijakom, ki se pripravljajo na maturo iz geografije, čim bolj približali trajnostni način življenja, smo jih odpeljali na ogled Učnega poligona za samooskrbo Dole, kjer so v praksi videli udejanjanje tega. Spoznali so, da je možna pridelava hrane tudi na območjih, kjer so neugodni naravni pogoji, da ni treba preveč fizičnega dela in da uporaba živalskega gnoja ter kemičnih zaščitnih sredstev ni nujno potrebna. Pridelava hrane, preudarno izkoriščanje vode in sončne energije, uporaba kompostnega stranišča in še kaj, so medsebojno krožno povezani. Z opravljeno anketo sem skušala ugotoviti, kakšen je pogled dijakov na trajnostni način življenja in ali so na podlagi izkušenj v praksi pripravljeni na spremembe v svojem načinu življenja.

KLJUČNE BESEDE: trajnostni način življenja, Učni poligon za samooskrbo Dole, osveščanje dijakov

AWARENESS OF STUDENTS ABOUT A SUSTAINABLE LIFESTYLE ON THE EXAMPLE OF THE LEARNING FIELD FOR SELF-SUPPORT DOLE

ABSTRACT

People are faced with many problems, such as climate change, energy crisis, environmental problems... In the desire for profit, we often forget about nature, which cannot endure all changes without consequences. Nature strikes back every now and then, and we humans wonder what we did wrong and what we can change so that the blows will be fewer and not as painful as, for example, flooding in August this year. The solution is also in a sustainable way of life, which advocates a simple and prudent way of life in terms of nutrition, energy, water supply, transport, waste and more. Teachers also play an important role in raising students' awareness of a sustainable way of life. In addition to the theoretical knowledge students gain at school, practical examples are extremely important. In order to bring the students who are preparing for the graduation exam in geography as close as possible to a sustainable way of life, we took them on a field trip to the Dole self-sufficiency training ground, where they could see it in practice. They realized that it is possible to grow food even in areas with unfavourable natural conditions, that there is no need for too much physical work and that the use of animal manure and chemical protective agents is not absolutely necessary. Growing food, judicious use of water and solar energy, using a composting toilet and more are interconnected in a circular fashion. The survey tried to find out what the students' view is on a sustainable way of life and whether, based on practical experience, they are ready for changes in their way of life.

KEYWORDS: sustainable way of life, Dole self-sufficiency training ground, raising awareness among students

KOMPETENCE VZGOJITELJEV PREDŠOLSKIH OTROK ZA IZVAJANJE GIBALNIH DEJAVNOSTI

POVZETEK

V članku obravnavamo kompetence vzgojiteljev predšolskih otrok za izvajanje gibalnih dejavnosti. Kompetence zagotovo lahko uvrstimo med kazalce kakovosti dela v predšolskih ustanovah, na katerih temelji tudi delo na področju gibanja. Uvodni del tega prispevka obravnava kompetence, njihovo splošno opredelitev ter nekoliko podrobnejšo razčlenitev specifičnih kompetenc, ki so potrebne za kakovostno izvajanje gibalnih dejavnosti z otroki predšolskega obdobja. V drugem delu predstavljamo izsledke empirične raziskave, ki je bila izvedena na vzorcu 183. vzgojiteljev predšolskih otrok. Raziskava je bila izvedena z namenom ugotavljanja trenutne in željene usposobljenosti glede gibalno specifičnih kompetenc za izvajanje gibalno-športnih dejavnosti v vrtcu, analize podatkov pa smo usmerili tudi na ugotavljanje razlik med ocenami omenjenih kompetenc z vidika pomembnosti, trenutne usposobljenosti in željene usposobljenosti. Rezultati kažejo, da so strokovni delavci različno usposobljeni za načrtovanje, izvajanje in vrednotenje dela na gibalnem področju ter, da si želijo dvigniti nivo znanj.

KLJUČNE BESEDE: predšolska vzgoja, kakovost, gibanje, kompetence

COMPETENCES OF PRESCHOOL EDUCATORS FOR THE IMPLEMENTATION OF PHYSICAL ACTIVITIES

ABSTRACT

This article initially defines quality in kindergartens, gives a detailed description of reasons for defining and ensuring quality and analyses the levels and fields of quality. It also determines some quality indicators for implementing movement activities and defines in detail competences, which were later on classified according to levels. The final part of the theoretical part includes forms of further education aimed at the development of competences for working with pre-school children.

The empirical part focuses on specific competences for implementing movement activities in kindergartens. The purpose of the survey was to define the level of actual and desired competency and to examine possibly existing differences between the assessments of movement related specific competences from the point of view of the importance, current competency and desired competency.

KEYWORDS: pre-school education, quality, quality indicators, movement, specific competences

MISLI Z GLAVO, MIGAJ IN ŽIVI ZDRAVO

POVZETEK

Z aktivnostmi, ki jih v šolskem prostoru in širše izvajamo, želimo opomniti sebe in druge na zdrav življenjski slog, gibanje, pomembnost zdrave prehrane in vključevanje lokalnih prehrabnih izdelkov, tako v šolsko kot v lastno prehrano, pitje zadostnih količin vode ter umiritev misli.

Cilj strokovnega prispevka je bil predstaviti prizadevanja za trajnostno lokalno in ekološko vzgojo na našem zavodu. Po uspešni predstavitvi z naslovom »Lokalno je aktualno« na sejmu Altermed 2018/19 v okviru Ekošole smo zgodbo razširili ter peljali naprej. Tako smo želeli najti način, kako povečati vnos kvalitetne lokalne hrane v lastne jedilnike, kako pripraviti enostavne, zdrave energijske prigrizke, kako povečati količino usmerjenega gibanja in kako prikazati pomen pitja vode za delovanje človeškega organizma. S sodelavci in učenci smo izdelali lesene ekološke motivacijske slogane, gibalno igro z ekološko noto zbiranja oz. ponovne uporabe plastičnih pokrovčkov, pripravili smo zdrave energijske prigrizke in promocijo ter degustacijo lokalnih ponudnikov. Naše ugotovitve in izdelke smo predstavili na sejmu Altermed 2023 v Celju in na povabilo lokalne skupnosti Hoče na Festivalu dobrega počutja v Botaničnem vrtu v Pivoli. Učenci so aktivno prisostvovali vsem dejavnostim in to se je poznalo tudi pri njihovih vsakodnevnih navadah, kajti svoje razvade so spremenili v tiste bolj zdrave, doma so začeli uporabljati lokalno pridelano hrano, za ekskurzijo pa so pripravili zdrave energijske prigrizke.

S svojim delom so v življenje na šoli prinesli nove, zdrave razvade in s tem tudi izboljšali koncentracijo drugih učencev pri šolskem delu in njihovo mišljenje o lokalno pridelani hrani in hrani, ki jo lahko pripravimo tudi samostojno.

KLJUČNE BESEDE: zdravje, lokalnost, ozaveščanje

THINK WITH YOUR HEAD, MOVE AND LIVE HEALTHY

ABSTRACT

Through activities we do at school and outside of it, we want to remind ourselves and others about the healthy lifestyle, physical exercise, the importance of healthy eating and incorporating local food products into both school and personal diets, drinking enough water, and calming the mind.

The aim of this expert contribution was to present the efforts for sustainable local and organic education at our institution. After a successful presentation entitled "Local is Relevant" at the fair Altermed 2018/19 in the framework of our Eco-school, we expanded the story and took it further. We wanted to find ways to increase the intake of quality local food in our own menus, how to prepare simple, healthy energy snacks, how to increase the amount of targeted exercise and how to demonstrate the importance of drinking water for the functioning of the human organism. With the help of colleagues and students, we made wooden eco-motivational slogans, a movement game with an ecological touch to collect or reuse plastic caps, healthy energy snacks and a promotion and tasting of local suppliers. We presented our findings and products at the fair Altermed 2023 in Celje and, after the invitation of the local community of Hoče, at the Festival of Well-being in the Botanical Garden in Pivola. The students actively participated in all activities, and as a result, their daily habits changed into healthier ones, they started using locally produced food at home and prepared healthy energy snacks for the excursion.

Their work has brought new, healthy habits into school life, improving pupils' concentration at schoolwork and their opinion about locally produced food and the food we can prepare on our own.

KEYWORDS: health, localism, awareness raising

SPODBUJANJE ZDRAVEGA NAČINA ŽIVLJENJA V PODRUŽNIČNI ŠOLI MAVČIČE

POVZETEK

Gibanje je ključnega pomena za zdravje otrok. Redna telesna dejavnost ima številne koristi za otrokovo fizično, čustveno in socialno dobro počutje. Med oziroma po epidemiji Covid-19 pa je prišlo do upada prav vseh gibalnih sposobnosti otrok. Najbolj je upadla splošna vzdržljivost, zelo velik upad pa se je zgodil tudi v koordinaciji gibanja celotnega telesa. Da bi se »vrnili« v čas pred epidemijo, je potrebno otrokom ponovno približati gibanje. Najlažje to naredimo preko igre.

Otrok se mora igrati tudi v šolskem obdobju. Zaradi zavedanja pomena tako gibanja, zdrave prehrane, kot tudi igre, smo na naši šoli že nekaj časa vključeni v različne projekte, ki spodbujajo zdrav način življenja. V članku bom opisala primere dobre prakse, 3 projekte, v katere smo vključeni: Projekt razširjenega programa – Gibanje, projekt Živim zdravo ter Fit pedagogiko. Gre za projekte, pri katerih učenci radi sodelujejo, saj so na prostovoljni bazi. Učenci so motivirani, ker jim je omogočeno soustvarjanje ure, se razgibajo, se družijo s prijatelji... Vse to ugotavljamo preko anket ob koncu šolskega leta za učence in starše, s sprotno evalvacijo ur, otroci dejavnosti ne zapuščajajo, temveč se število vključenih učencev iz leta v leto povečuje...

Cilj oziroma naloga učiteljev je, da otroke pripravimo in opolnomočimo za uspešno in izpolnjeno življenje ter jih opremimo s potrebnimi veščinami, vrednotami in znanjem. Spodbujanje zdravega načina življenja je eno izmed področij, ki je, zaradi števila ur, ki jih učenci preživijo v šoli, zasedenosti staršev, hitrega tempa življenja, vse večje prisotnosti tehnologije... zagotovo, zelo pomembno.

KLJUČNE BESEDE: gibanje, igra, zdrava prehrana, Živim zdravo, Fit pedagogika

PROMOTING A HEALTHY LIFESTYLE AT BRANCH SCHOOL MAVČIČE

ABSTRACT

Exercise is crucial for children's health. Regular physical activity has many benefits for a child's physical, emotional and social well-being. During or after the Covid-19 epidemic, all children's motor skills declined. Overall endurance decreased the most, but a very large decrease also occurred in the coordination of movement of the whole body. To "go back" to pre-epidemic times, children need to be brought back closer to movement. The easiest way to do this is through play.

Due to the awareness of the importance of exercise, healthy eating and play, we have been involved in various projects that promote a healthy lifestyle for some time now. In this article I will describe examples of good practice, 3 projects in which we are involved: Extended Programme Project – Movement, project Living Healthy and Fit Pedagogy. These are projects that pupils like to participate in because they are on a voluntary basis. Pupils are motivated because they are allowed to co-create lessons, are active, socialize with friends... All this is ascertained through surveys at the end of the school year for pupils and parents, with ongoing evaluation of lessons, children do not leave the activities, but the number of pupils involved increases from year to year...

The goal or task of teachers is to prepare and empower children for a successful and fulfilling life and to equip them with necessary skills, values and knowledge. Promoting a healthy lifestyle is one of the areas that, due to the number of hours pupils spend at school, occupancy of parents, the fast pace of life, the increasing presence of technology... certainly very important.

KEYWORDS: exercise, play, healthy eating, I live healthy, Fit pedagogy

PROČ S ČUSTVI, KI BREMENIJO

POVZETEK

Šolsko in družinsko okolje postajata do otrok vse zahtevnejša. Otroci se srečujejo z obsežnimi učnimi načrti, številnimi izvenšolskimi dejavnostmi in nenehnimi pritiski za doseganje vrhunskih rezultatov. Ti pritiski pogosto vodijo v preobremenjenost otrok. Tako se otroci spopadajo s čustvi, ki jih je zaznati kot tiščanje v prsih, ščemenje, stiskanje v trebuhu, povečan srčni utrip in padec volje. Orodij za samopomoč pa ne poznajo. V prispevku bomo predstavili načine, s pomočjo katerih so učenci skušali zmanjšati stres, napetost in hiperaktivnost. Z učenci smo namreč skozi vso preteklo šolsko leto spoznavali in preizkušali tehnike umirjanja in sprostitve. Vizualizacijo, meditacijo, dihanje, čuječnost, EFT tehniko in mandale. Cilj prispevka je ugotoviti, v kolikšni meri so navedene vaje pri učencih 4. razreda spodbudile sproščenost, pozornost in prispevale k umiritvi. V kratki razredni raziskavi smo ugotavljali, katera izmed tehnik je učencem najbližja, kakšno je njihovo počutje po izvedenih vajah, v kolikšni meri se je dvignilo njihovo razpoloženje, ustvarjalnost, veselje, navdih in radost. Kot učiteljica v razredu ugotavljam, da so učenci v enem letu zelo napredovali. Veliko bolj se znajo umiriti, samoobvladati in izraziti čustva. Skozi ves ta proces pa niso pridobivali le učenci. Tudi učitelj. Umirjen, zbran, ustvarjalen in srčen učitelj lahko veliko prispeva k dobri razredni klimi in prepoznavanju stisk med učenci.

KLJUČNE BESEDE: preobremenjenost, umirjanje, vizualizacija, čuječnost, dihalne vaje

GET AWAY WITH EMOTIONS THAT BURDEN

ABSTRACT

The school and family environment are becoming increasingly demanding for children. Students face extensive curricula, numerous extracurricular activities and constant pressure to achieve top results. These pressures often lead children to be and feel overwhelmed. Thus, children cope with emotions that can be detected as tightness in the chest, tingling, tightness in the abdomen, increased heart rate and a drop in willpower. They are not familiar with tools that would help them. In this article, we will present the ways in which students tried to reduce stress, tension and hyperactivity. Throughout the past school year, we learned about calming and relaxation techniques with the students and tested them. Visualization, meditation, breathing, mindfulness, EFT technique and mandalas. The aim of the paper is to find out to what extent the mentioned exercises in the 4th grade encouraged relaxation, attention and contributed to calming down among the students. In a short class survey, we found out which of the techniques is the closest to the students, how they feel after the exercises, to what extent their mood, creativity, joy, inspiration and joy rose. As a teacher in the class, I notice that the students have made a lot of progress in one year. They are much more able to calm down, control themselves and express their emotions. Through this whole process, however, it was not only the students who acquire. Even the teacher. A calm, collected, creative and warm-hearted teacher can contribute a lot to a good classroom climate and the recognition of difficulties among students.

KEYWORDS: overload, calming, visualization, mindfulness, breathing exercises

IZVEDBA FUNKCIONALNIH VADB ZA DIJAKE STROJNE ŠOLE

POVZETEK

Ljudje med gibanjem uporabljamo kompleksne gibe, ki so ekonomični in funkcionalni. Seveda sta funkcionalnost in ekonomičnost gibanja odvisna od gibalnih sposobnosti posameznika, ki jih je potrebno ves čas razvijati in vzdrževati. Pri razvijanju si lahko pomagamo z različnimi vrstami vadb. Če želimo zajeti čim več mišičnih skupin in vsakdanjih gibov, so najbolj učinkovite funkcionalne vadbe, ki jih lahko izvajamo kjer koli. Njihov namen je prav v tem, da se v gibanje vključujejo vaje, ki so podobne našemu gibanju pri športu ali vsakodnevnih opravilih. Vaje so sestavljene tako, da vključujejo vse ravnine; bočno, čelno in horizontalno.

Usvajanje funkcionalnih gibanj je še posebno pomembno pri dijakih poklicnih šol, saj pri praktičnem usposabljanju in nadaljnjem delu uporabljajo ene in iste gibe, zato bomo v prispevku predstavili primer učne priprave za izvedbo funkcionalnih vadb z minimalnim številom pripomočkov za dijake poklicnih šol. Na Srednji šoli za strojništvo, mehatroniko in medije, Šolski center Celje, smo dijakom v sklopu ur v fitnesu sestavili program funkcionalnih vadb, ki so jih izvajali v obdobju dveh mesecev. Program je prinesel več pozitivnih učinkov za dijake, med katerimi je bil glavni učinek izboljšanje gibalnih sposobnosti, ob tem pa tudi večja motivacija za vadbo ter povečana vztrajnost in boljša disciplina. Menimo, da ima članek doprinos k stroki, saj ima predstavljena vadba več pozitivnih učinkov na dijake poklicnih šol, izvajajo pa jo lahko na vseh poklicnih šolah z minimalnim številom pripomočkov.

KLJUČNE BESEDE: funkcionalna vadba, poklicne šole, gibalne sposobnosti

FUNCTIONAL TRAINING FOR MECHANICAL ENGINEERING STUDENTS

ABSTRACT

Human beings use complex movements that are economical and functional during their movement. Of course, the functionality and economy of the movement depends on the movement abilities of the individual, which must be constantly developed and maintained. Movement abilities can be developed with different types of exercises. However, if we want to cover as many muscle groups and everyday movements as possible, functional exercises seem to be the most effective and can be performed anywhere. The purpose is that the movement include the exercises which are similar to our movement in sports or everyday tasks. The exercises are designed to include all parts; lateral, frontal and horizontal.

Acquiring functional movements is especially important for the students in vocational schools since they are subjected to the same movements during practical training and further work, that's why we will present an example of training for the implementation of functional exercises with a minimal number of equipment for students in vocational schools. At our Secondary School of Mechanical Engineering, Mechatronics and Media at School Center Celje we have put together a program of functional exercises for the students as part of their fitness classes which they carried out over a period of two months. The program has brought several positive effects to the students, among which the improvement of motoric skills presented the main effect as well as greater motivation for exercise and improved perseverance and higher level of discipline. We believe that the article will have a contribution to the profession, as the presented exercise has several positive effects on vocational school students and it can be performed at all vocational schools with a minimal number of equipment.

KEYWORDS: functional training, vocational secondary schools, motor skills

OBDOBJE DOSEGANJA NAJVIŠJIH VREDNOSTI PRI MERJENJU MOTORIČNIH SPOSOBNOSTI IN TELESNIH ZNAČILNOSTI OSNOVNOŠOLCEV

POVZETEK

Pri opazovanju učencev sem zaznal, da večina učencev dosega maksimalne rezultate pri merjenju motoričnih sposobnosti v devetem razredu. Videl pa sem tudi, da nekateri učenci svoje maksimalne rezultate pri merjenju motoričnih sposobnosti dosežejo že v nižjih razredih in potem njihov razvoj zastane ali pa sposobnosti celo upadejo. Menim, da prihaja do tega pojava zaradi prekinitve trenažnega procesa in sedečega načina življenja mladine. Pri opazovanju telesnih značilnosti sem ta pojav opazil redkeje.

V raziskavi sem želel ugotoviti, v katerem razredu fantje IV. OŠ Celje dosega najvišje rezultate pri posamičnih motoričnih sposobnostih. Prav tako me je zanimalo, kdaj se to zgodi pri telesnih značilnostih.

Raziskava je kvantitativne narave. Podatke sem zbral s pomočjo športno vzgojnega kartona in opazovanja učencev pri merjenju motoričnih sposobnosti in telesnih značilnosti. Vzorec je zajel dve generaciji devetošolcev IV. OŠ Celje. Kljub pričakovanjem, da velika večina fantov pri vseh motoričnih sposobnostih in telesnih značilnostih dosega maksimalne rezultate v devetem razredu, temu ni bilo tako. Potrebno je upoštevati tudi, da je vzorec relativno majhen.

Ugotavljal sem, kolikšen je odstotek takšnih učencev. S tem sem želel spodbuditi razmišljanje in raziskovanje vzrokov za ta pojav.

KLJUČNE BESEDE: motorične sposobnosti, telesne značilnosti, tretja triada, devetošolci, športnovzgojni karton

PERIOD OF REACHING THE HIGHEST VALUES AT MEASURING MOTOR ABILITIES AND PHYSICAL CHARACTERISTICS OF PRIMARY SCHOOL STUDENTS

ABSTRACT

Observing students I noticed that most students reached maximum results at measuring their motor abilities in the ninth class. But I also saw that some students reached their maximum results at measuring their motor abilities already in lower classes and that afterwards their development only stagnated and their abilities even declined. I believe that this phenomenon occurs due to the interruption of the training process and the sedentary lifestyle of the youth. When observing their body characteristics this phenomenon was rarely noticed.

In my research I wanted to establish in which class the students of Fourth Primary School Celje achieve the highest results at individual motor abilities. I was also interested to establish when the same occurs with their physical characteristics.

This research is of quantitative nature. I gathered data by means of sports and educational card and observations of students when measuring motor skills and physical characteristics. The sample included two generations of ninth-year students at Fourth Primary School Celje. Expectations that male students achieve maximum results at all motor abilities and body characteristics in the ninth class did not come true. It is also necessary to take into account, that the sample is relatively small.

I tried to ascertain the percentage of such students. With this research I tried to stimulate deliberation and research of what causes this phenomenon.

KEYWORDS: motor abilities, physical characteristics, third triad, ninth-year student, sports and educational card

ODMORI ZA GIBANJE – BOLJ ZDRAVO TELO

POVZETEK

Redno gibanje posamezniku prinaša vrsto pozitivnih koristi skozi vsa starostna obdobja, in sicer kjerkoli in kadarkoli. Med drugim varuje in krepi človekovo zdravje, tako telesno kot duševno. Z otrokovo telesno aktivnostjo bi morale pričeti že mamice ob njihovem rojstvu. Glavnih razlogov za redno gibanje otrok in mladostnikov je veliko, med drugim fizično zdravje, boljše motorične spretnosti, gibanje povečuje koncentracijo in pozornost, pripomore k boljšemu učnemu uspehu, spodbuja socialne veščine, skratka postavlja temelje za zdrav način življenja v odrasli dobi. Otroci potrebujejo vsako leto več gibanja. Ne samo pri uri športa, ampak tudi med ostalimi urami. Na naši šoli smo tako nazaj uvedli, včasih nam znane, rekreativne odmore. Te minute smo poimenovali kar gibanje. V prispevku bom predstavila organizacijo gibanja na ravni celotne šole. V naših minutah gibanja otroci odmislijo učne predmete, zamenjajo okolje, saj le-to vključuje sproščene igre na prostem, poljubne športne dejavnosti in druge oblike gibanja, v katerih uživajo. Pomembno je spodbujati raznolikost aktivnosti, da se ohranita zanimanje in motivacija za gibanje. Gibanje in odmor pa imata velik pomen tudi za bolj zadovoljne, sproščene in zdrave učitelje. Starši, skrbniki, učitelji in vzgojitelji igramo ključno vlogo pri spodbujanju in podpiranju redne telesne aktivnosti pri otrocih in mladostnikih.

KLJUČNE BESEDE: gibanje, zdravje, sprostitev, socialne veščine

EXERCISE BREAKS - A HEALTHIER BODY

ABSTRACT

Regular exercise brings a series of positive benefits to the individual throughout all age periods, anywhere and anytime. Among other things, it protects and strengthens human health, both physical and mental. Mothers should start with their children's physical activity when they are born. There are many reasons for regular exercise for children and adolescents, including physical health, better motor skills, it increases concentration and attention, contributes to better academic success and promotes social skills. In short, it lays the foundations for a healthy lifestyle in adulthood. Children need more exercise every year. Not only during the sports lesson, but also during the other lessons. At our school, we recently implemented so called "Recreational Breaks", which were familiar to us from the past. We called these minutes "Movement". In the paper, I will present our movement organization at the level of the entire school. During our minutes of movement, children forget about learning subjects, change the environment, because only this includes relaxed outdoor games, any sports activities and other forms of movement that they enjoy. It is important to encourage a variety of activities to maintain interest and motivation to exercise. Exercise and breaks are also very important for happier, more relaxed and healthy teachers. Parents, guardians, teachers and educators play a key role in encouraging and supporting regular physical activity in children and adolescents.

KEYWORDS: movement, health, relaxation, social skills

OZAVEŠČANJE POMENA DUŠEVNEGA ZDRAVJA S POMOČJO UMETNOSTNEGA BESEDILA

POVZETEK

V vzgojno-izobraževalnem procesu se vse pogosteje srečujemo z dijaki z izraženimi duševnimi težavami. Določena umetnostna besedila, še posebej sodobna, na mladostnike močno vplivajo. Namen pričujočega prispevka je predstaviti, kako poglobljeno branje umetnostnega besedila, analiza izbranih odlomkov in branje strokovnih člankov o duševnem zdravju vplivajo na prepoznavanje pomena duševnega zdravja dijakov. Analizirali smo sodobni mladinski roman *Balada o drevesu*, v katerem je predstavljena mlada protagonistka, vrstnica dijakov, ta se sooča z močno osebno tragedijo. Roman smo obravnavali kot domače branje v navezi s klasično tragedijo Hamlet. Predvsem sodobno besedilo je pričakovano dijake močno nagovorilo in ponudilo neprisiljeno možnost pogovora o duševnih stiskah, izkazalo se je, da se dijaki o teh temah želijo pogovarjati in da je umetnostno besedilo ob tem lahko v izrazito pomoč, kar je potrdila tudi anketa, izvedena po obravnavi del. Ta potrjuje hipotezo, da mladi dobro prepoznavajo duševne težave drugih oziroma v leposlovju. Učitelji slovenščine se predvsem zadnja leta soočamo z veliko nemotiviranostjo za branje. Obravnava sodobnega romana, ki je blizu mladostnikom, in klasičnega dela, ki odpira sorodna vprašanja, se je izkazala za zelo učinkovito. Menim, da bi lahko na takšen način mladim približali kakovostno branje, v navezavi tudi klasično literaturo in posredno neprisiljeno opozarjali na družbene probleme, kot je na primer duševno zdravje, ter gradili most med preteklostjo in sodobnim časom.

KLJUČNE BESEDE: roman, vpliv umetnostnega besedila, duševno zdravje, ozaveščanje

RAISING MENTAL HEALTH AWARENESS IN ADOLESCENTS USING (YOUNG ADULT) LITERATURE

ABSTRACT

Nowadays, teachers in the educational process are being increasingly encountered with students suffering from mental health issues. Carefully chosen literary texts, especially contemporary ones, might have a strong impact on young people. The aim of this paper is to present how reading a literary text in depth, analysing selected passages and reading expert reviews and articles on mental health can influence students' recognition of the importance of mental health. We have analysed a contemporary young adult novel, *The Ballad of the Tree*, which features a young protagonist, a student who is facing a severe personal tragedy. The novel has been set as home reading in connection to the classic tragedy Hamlet. As expected, the primarily contemporary text spoke strongly to the students and offered an opportunity to empower them to talk about mental distress. It has shown that students want to talk about these issues and that a literary text can be of great help in this respect, as confirmed by the post-reading survey. Moreover, it has also been confirmed that young people are really good at identifying mental health problems in others as well as in fiction writing. In recent years, in particular, teachers of Slovene have been confronted with a lack of motivation to read. Working on a contemporary novel that adolescents can relate to and a classic work that raises similar issues has proved very effective. I believe that in this way we could encourage young people to engage in quality reading, even classic literature, and indirectly, in a non-coercive way, draw attention to the importance of social problems, such as mental health, and aid in bridging the gap between the past and the present.

KEYWORDS: novel, impact of literary text, mental health, raising awareness

KO ODPADNA HRANA POSTANE SEKUNDARNA SUROVINA

POVZETEK

Generalna skupščina Združenih narodov je 29. september razglasila za mednarodni dan ozaveščanja o izgubah hrane in odpadni hrani. Zmanjševanje izgub hrane in količine odpadne hrane je eden ključnih ciljev do leta 2030 in je bistven za prehod na trajnostne prehranske sisteme.

Namen prispevka je predstaviti aktivnost v okviru praktičnega pouka ter razvoj izdelka za tekmovanje Ecotrophelia Junior, kjer smo z izdelkom reBAKE dosegli 2. mesto. Tekmovanje spodbuja podjetništvo in konkurenčnost živilskopredelovalne industrije, in to predvsem z vključevanjem mladih inovatorjev. Ecotrophelia združuje dijake, profesorje, raziskovalce in industrijo pri razmišljanju o ekoinovativnih rešitvah.

Primer dobre prakse ponazori, kako dijaki iz odpadne hrane, ki postane sekundarna surovina, razvijejo nove jedi oziroma izdelke. Izdelki reBAKE so trajnosten in inovativen izdelek, saj omogočajo ponovno uporabo surovin, ki bi sicer končale na odlagališču bioloških odpadkov. Izhajali smo iz dveh angleških besed re-use, kar pomeni ponovno uporabno, in bake, kar pomeni speči. Za izdelavo je treba zbrati odrezke pečenega maslenega listnatega testa, ga zdrobiti, dodati pšenično moko in vodo ter ponovno oblikovati in speči. S sodelovanjem s slovenskim podjetjem so dijaki pridobili dodatne izkušnje in znanja, ki vplivajo na usposobljenost mladih pri vstopu na trg dela.

Pomembno se je zavedati, da je hrana izjemno dragocena dobrina, zato moramo z njo ravnati spoštljivo in si prizadevati za čim manj zavržene hrane. Z novimi idejami lahko bistveno zmanjšamo količino zavržene hrane ter poskrbimo za bolj trajnostno prehranjevanje in smotrno rabo virov.

KLJUČNE BESEDE: odpadek, sekundarna surovina, reBAKE, trajnost

WHEN FOOD WASTE BECOMES A SECONDARY RAW MATERIAL

ABSTRACT

The United Nations General Assembly has designated 29 September as the International Day of Awareness of Food Loss and Waste. Reducing food loss and waste is a key goal for 2030 and is essential for the transition to sustainable food systems.

This paper aims to introduce an activity conducted in class and a product developed for the Ecotrophelia Junior competition, where our product “reBAKE” secured 2nd place. This competition promotes entrepreneurship and competitiveness within the food processing industry, particularly by engaging young innovators. Ecotrophelia serves as a platform that unites students, educators, researchers, and industry professionals to explore eco-innovative solutions.

A noteworthy example of best practice highlights how students transform food waste into a valuable secondary raw material, giving rise to products like “reBAKE”. These sustainable and innovative products enable the repurposing of raw materials that would otherwise end up in a bio-waste landfill. We started from two English words “re-use”, which means “reusable”, and “bake”, which means “to bake”. To make it, scraps of baked buttery puff pastry must be collected, crushed, wheat flour and water added, reshaped and baked.

Through collaboration with a Slovenian company, the students have gained valuable experience and skills, enhancing their readiness for the job market.

It is important to recognise the immense value of food as a precious commodity and to treat it with utmost respect while striving to minimise food waste. Innovative ideas have the potential to significantly reduce food waste and promote more sustainable, resource-efficient consumption.

KEYWORDS: food waste, secondary raw material, reBAKE, sustainability

Z JEZIKOVNIM MASTERCHEFOM MED MLADIMI PO POTEH TRADICIONALNIH JEDI PREKMURJA IN PRLEKIJE

POVZETEK

Na Biotehniški šoli Rakičan že vrsto let poseben poudarek namenjamo zdravi prehrani v času odraščanja in v ta namen poskušamo na različne načine vnašati kulturo zdravega prehranjevanja, zlasti z lokalnimi jedmi. Ob tradicionalnih domačih jedeh Prekmurja in Prlekije, s katerimi se dijaki srečujejo na različne načine – tudi s pripravo le-teh, z vsako generacijo dijakov zadnjih petnajst let pri pouku slovenščine zbiramo narečne izraze za posamezne jedi iz njihovih krajev. Tako ohranjamo jezikovno dediščino ter ugotavljamo podobnosti in razlike narečnih izrazov med kraji ter časovnim obdobjem. Tako kot Masterchef tudi mi, tokrat z jezikom, sedanja poimenovanja za tradicionalne jedi primerjamo s starejšimi. Opazujemo, kako nekatere besede počasi izginjajo iz našega vsakdana ali so povsem pozabljene oziroma zamenjane z novejšimi. Prispevek prinaša te ugotovitve v zvezi z izginjanjem narečnih izrazov v korist drugih, na kar nedvomno kaže živost jezika mladih, ki se zadnja leta močno spreminja. Na podlagi jezikovne analize sto anketnih vprašalnikov letošnje generacije tako posredno ugotavljamo, da so se zaradi drugačnega načina življenja prehrabne navade srednješolcev v zadnjih letih močno spremenile, saj tradicionalne prekmurske jedi izginjajo z njihovega vsakdanjega jedilnika, nadomestila pa jih je predvsem hitra hrana.

KLJUČNE BESEDE: tradicionalne jedi, Prekmurje, Prlekija, mladi, narečni izrazi

WITH THE LINGUISTIC MASTERCHEF AMONG THE YOUNG PEOPLE ALONG THE PATHS OF THE TRADITIONAL DISHES OF PREKMURJE IN PRLEKIJA

ABSTRACT

At the Rakičan Biotechnical School, we have been placing special emphasis on healthy eating in the early years of life for several years. To promote a culture of healthy eating, especially with local dishes, we strive to present various options. In addition to the traditional local dishes from Prekmurje and Prlekija, which the students learn about and also prepare in various ways, our students have been collecting dialectal expressions for certain dishes from their regions in Slovenian lessons for fifteen years. In this way we preserve the linguistic heritage and study the similarities and differences of dialectal expressions between different places and over time. Similar to MasterChef, this time with language we compare current terms for traditional dishes with older ones. We observe how some words slowly disappear from our everyday language, are forgotten altogether or replaced by newer ones. This article presents findings on the disappearance of dialectal expressions in favour of others, undoubtedly reflecting the vitality of the language of young people, which has been undergoing significant changes in recent years. Based on the linguistic analysis of one hundred survey questionnaires of this year's generation, we indirectly conclude that due to a different lifestyle, the eating habits of high school students have changed significantly in recent years, as traditional Prekmurje dishes are disappearing from their daily menu and are being replaced mainly by fast food.

KEYWORDS: traditional dishes, Prekmurje, Prlekija, youth, dialectal expressions

SODELOVANJE V MREŽI ZDRAVIH ŠOL IN ŠPORTNO UDEJSTVOVANJE KOT ODLIČNI PREVENTIVI NA PODROČJU ZDRAVJA MLADIH

POVZETEK

Slovenska mreža zdravih šol s svojim konceptom že od leta 1993 promovira psihofizično zdravje v vzgojno-izobraževalnih institucijah na slovenskih tleh. Mreža zdravih šol skrbi, da smo pedagoški delavci deležni različnih izobraževanj in smo na tekočem glede smernic, ki so v trendu. V prispevku predstavljam, kako Dijaški dom Tabor v okviru tega projekta, katerega del smo od šolskega leta 2018/19, skrbi za preventivo na področju dijakovega telesnega in duševnega razvoja ter socialnega vključevanja v družbo. Z raznolikimi delavnicami, predavanji, enkratnimi dogodki in obeleženjem nekaterih mednarodnih oz. svetovnih dni nagovarjamo mladostnike k zdravemu načinu življenja. Čeprav ugotavljamo, da je udeležba na določenih organiziranih dogodkih še vedno premajhna, kar pripisujemo predvsem dejstvu, da so dogodki prirejeni v času dijakovega prostega časa, pa nas razveseljuje podatek, da so športne aktivnosti zelo dobro obiskane. Odbojka, košarka, šah, namizni tenis in streljanje z zračno puško so športne interesne dejavnosti, kjer se dijaki pripravljajo na medšolska tekmovanja in ta tekmovalnost, ki jo lahko pokažejo gotovo prispeva k visoki udeležbi. S prispevkom predstavljam primere dobre prakse, ki smo jih v dijaškem domu izpeljali do danes. Poleg tega opišem, česa vsega se bomo lotili letos, ko se rdeča nit Mreže zdravih šol glasi »Lepa beseda lepe odnose najde«.

KLJUČNE BESEDE: Mreža zdravih šol, dijaški dom, rdeča nit, šport

PARTICIPATION IN THE HEALTHY SCHOOLS NETWORK AND SPORTS ENGAGEMENT AS EXCELLENT PREVENTION IN THE FIELD OF YOUTH HEALTH

ABSTRACT

Since 1993, the Slovenian Healthy Schools Network has been promoting psychophysical health within educational institutions on Slovenian territory through its unique concept. The Healthy Schools Network ensures that educators receive various training and stay up to date with current trends and guidelines. In this contribution, I present how Boarding School Tabor, as a part of this project, has been taking care of prevention in the areas of students' physical and mental development and their social integration into society since the school year 2018/19. Through diverse workshops, lectures, special events, and the observance of certain international or global days, we encourage young people to lead a healthy lifestyle. While we acknowledge that the participation in certain organized events is still relatively low, mainly due to the fact that these events are scheduled during students' free time, we are pleased to note that sports activities are very well attended. Notably, sports such as volleyball, basketball, chess, table tennis, and air rifle shooting, which serve as extracurricular activities, witness strong student involvement as they prepare for inter-school competitions. The element of healthy competition undoubtedly contributes to the increased turnout. In this contribution, I present examples of good practices that we have implemented in the boarding school so far. Furthermore, I provide an insight into our plans for the current year, as the core theme of the Healthy Schools Network centers around the central theme "A kind word fosters beautiful relationships."

KEYWORDS: Healthy School Network, boarding school, central theme

BIVANJE V GOZDU KOT KLJUČ DO ZDRAVEGA GIBALNEGA RAZVOJA OTROKA

POVZETEK

Članek obravnava povezanost med gibalnim razvojem otrok, starih med enim in tremi leti, in njihovim bivanjem v gozdnem okolju. Teoretično izhodišče temelji na pomembnosti gibanja in naravnega okolja za otrokov razvoj. Pomembne ugotovitve vključujejo: Raznoliko naravno okolje v gozdu spodbuja otroke k različnim gibalnim aktivnostim, kar krepi njihovo ravnotežje, moč, koordinacijo in hitrost. Bivanje v gozdnem okolju pozitivno vpliva na čustveno in socialno dobrobit otrok ter spodbuja njihovo samostojnost in reševanje problemov. Poudarjena je pomembnost gozdne pedagogike in aktivnega vključevanja staršev, vzgojiteljev in strokovnjakov pri spodbujanju gibalnega razvoja v naravi. Izsledki raziskave kažejo na pozitiven učinek gozdnega okolja na gibalni razvoj otrok. S skupino 1-3 letnikov smo celo leto redno hodili v gozd. S kvalitativno raziskavo, predvsem z metodo opazovanja, sem po realizaciji projekta ugotovila, da so otroci osvojili načrtane cilje in napredovali, ne le v gibalnem, temveč v celostnem razvoju. Otroci, ki redno obiskujejo gozd, imajo izboljšane motorične sposobnosti, boljše koordinacijo in ravnotežje, višjo stopnjo ekološke zavesti in povezanosti z naravo.

Doprinos članka k stroki je v tem, da poudarja ključno vlogo naravnega okolja pri spodbujanju gibalnega in celostnega razvoja otrok, kar lahko služi kot pomembno izhodišče za nadaljnje raziskave in prakso na tem področju.

KLJUČNE BESEDE: gozdna pedagogika, naravno okolje, gibalni razvoj, zgodnje otroštvo

VISITING THE FOREST: THE KEY TO A CHILD'S HEALTHY MOTOR DEVELOPMENT

ABSTRACT

The article addresses the connection between the motor development of children aged between one and three years and their experience in a forest environment. The theoretical foundation is based on the significance of movement and the natural environment for a child's development. Key findings include: The diverse natural environment in the forest encourages children to engage in various motor activities, which strengthens their balance, strength, coordination, and speed. Being in a forest environment positively impacts the emotional and social well-being of children and promotes their independence and problem-solving skills. The importance of forest pedagogy and the active involvement of parents, educators, and professionals in promoting motor development in nature is emphasized. With a group of 1-3 year-olds, we regularly went to the forest throughout the year. Through a qualitative study, primarily using the observation method, I found out after the completion of the project that the children achieved the set goals and progressed, not only in physical development but in their overall development. The research results indicate a positive effect of the forest environment on children's motor development. Children who regularly visit the forest show improved motor skills, better coordination and balance, and a heightened sense of ecological awareness and connection to nature.

The article's contribution to the profession lies in emphasizing the crucial role of the natural environment in promoting the motor and holistic development of children, serving as a vital foundation for further research and practice in this area.

KEYWORDS: Forest pedagogy, natural environment, motor development, early childhood

GIBANJE: POMEMBNA KOMPONENTA PRI UČENJU DRUGEGA TUJEGA JEZIKA

POVZETEK

Na podlagi bogatih praktičnih izkušenj v razredu sem prišla do spoznanja, da se dijaki snov z večjim veseljem in še bolj poglobljeno naučijo, kadar je pouk razgiban. Različne aktivnosti si sledijo druga za drugo. Pri obravnavi in utrjevanju snovi uporabljam raznolike metode. Velik pomen imajo gibalne metode, ki se jim posvečam v tem strokovnem članku, saj močno popestrijo pouk. Učenje z gibanjem dijake sprošča, razveseljuje in jim omogoča več ustvarjalnosti. V članku so predstavljene gibalne metode, ki jih pri svojem pouku najpogosteje uporabljam, na primer: »Dol, gor in na prste«, »Sprehodimo se do slovarja«, »Gibalno uprizarjanje zgodb«, »Razgibajmo svoje telo od glave do pet«, »Ustvarimo plesno koreografijo za pesem«, Utrjevanje učne snovi v premikajočih se parih«, »Sestavimo zgodbico z gibanjem«, »Z gibanjem do hitrejšje izmenjave informacij«. Opisane gibalne metode lahko doprinesejo k bolj kvalitetnemu pouku tudi pri drugih šolskih predmetih. V anketi moji dijaki potrjujejo, da učenje z gibanjem omogoča bolj sproščen, razgiban, ustvarjalen in poglobljen pouk. Do podobnih ugotovitev prihajajo številni strokovnjaki na področju vzgoje in izobraževanja.

KLJUČNE BESEDE: učenje z gibanjem, sprostitvev, ustvarjalnost, široka uporabnost

MOVEMENT: IMPORTANT COMPONENT WHEN LEARNING SECOND FOREIGN LANGUAGE

ABSTRACT

Based on rich experiences in the classroom, I have realized that my students learn with more pleasure and gain deeper knowledge, when the lessons provide lots of events. Different activities follow one another. When teaching a new subject matter or during revision, I use various teaching methods. This article is dedicated to movement methods, which are also very important, as they greatly enrich the lessons. Learning with movement relaxes the students, it brings them joy and more creativity. I am presenting the movement methods that are most frequently used during my lessons, for example "Down, up and on the toes", "Let's walk towards the dictionary", "Kinaesthetic presentation of stories", "Let's move our body from the head to the feet", "Let's create a dance choreography for the song", "Revision of what has been taught in moving pairs", "Let's move and complete the story", "Let's move and exchange the information more quickly". The presented movement methods can contribute to more diversity in other subjects, too. The survey, done by my students, has confirmed that learning with movement enables more relaxing, eventful, and meaningful lessons, filled with creativity. Numerous experts in the field of education came to similar conclusions.

KEYWORDS: learning with movement, relaxation, creativity, widely useful

PREHRANJEVANJE DIJAKOV V DIJAŠKEM DOMU VIČ

POVZETEK

Zdrav življenjski slog je za najstnike izjemnega pomena. Dobršen del zdravega življenjskega sloga predstavljajo zdrave prehranjevalne navade. Te vplivajo na rast in razvoj posameznika, njegov nivo energije, kognitivne funkcije, zdravje kože, nadzor telesne teže in s tem povezano samopodobo. Namen prispevka je predstaviti prehranjevalne navade dijakov, bivačih v Dijaškem domu Vič ter načrtovanje ustreznih ukrepov oz. odgovorov nanje. V Dijaškem domu Vič opazimo porast nezdravega prehranjevanja. Opravljena je bila kvalitativna eksplorativna raziskava, kjer smo z opazovanjem prehranjevalnih navad (prehranjevanje z domsko prehrano, dokupovanje hrane in pijače ter naročanje hrane in pijače pri dostavnih ponudnikih) raziskovali problematiko nezdravega prehranjevanja dijakov. Pri poizvedovanju smo si pomagali tudi z dijaškimi ocenami domske prehrane znotraj anket o zadovoljstvu dijakov v šolskem letu 2021/2022 ter 2022/2023. Vzorec raziskave je obsegal 3 vzgojne skupine: fantovsko, dekliško in mešano, skupaj 73 dijakov. Ugotavljamo, da dijaki izpuščajo obroke, posegajo po procesirani hrani, ki vsebuje veliko maščob in soli ter pijačah z visokim deležem sladkorja in poživil. Vse pogostejši so tudi izzivi z različnimi motnjami prehranjevanja ter težavami v duševnem zdravju dijakov. Dijake informiramo o pomembnosti zdravega življenjskega sloga in o zdravih prehranjevalnih navadah v okviru dela v vzgojni skupini ter medskupinskega vzgojnega dela. Uvedli smo košarico sadja, ki je tedensko na voljo v vsakem od bivalnih traktov matičnih skupin. Izziv jim predstavlja razkorak med vedenjem, poznavanjem in udejanjanjem zdravega prehranjevanja. Zavedamo se, da je adolescenca ključna doba za oblikovanje prehranjevalnih navad. Predstavljeno lahko podpre strokovne delavce v vzgoji in izobraževanju k uvedbi podobnih ukrepov, prilagojenih za njihovo organizacijo.

KLJUČNE BESEDE: dijaki, intervencija, motnje prehranjevanja, nezdrave prehranjevalne navade

EATING HABITS OF STUDENTS LIVING IN VIČ STUDENT DORMITORY

ABSTRACT

A healthy lifestyle is extremely important for teenagers. A good part of a healthy lifestyle is healthy eating habits. These affect an individual's growth and development, energy level, cognitive functions, skin health, weight control and self-image related to it. The purpose of the text is to present the eating habits of students living in the Ljubljana's Vič Student Dormitory and planning of appropriate answers to them. We are witnessing an increase in unhealthy eating among students. A qualitative exploratory study was made, where we observed eating habits and researched the issue of unhealthy eating among students. In the inquiry, we also helped ourselves with student evaluations of home meals, carried out within the yearly surveys on Student satisfaction in the school year 2021/2022 and 2022/2023. The research sample consisted of 73 students. We conclude that they skip meals, often reach for processed foods that contain a lot of saturated fat and salt, and drinks with a high proportion of sugar and stimulants. Challenges with mental health problems and various eating disorders are also becoming more common. Students are informed about the importance of a healthy lifestyle and healthy eating habits in the context of work in an educational group and inter-group educational work. We have introduced a fruit basket, which is available weekly in residential tracts. The challenge for them is the gap between being informed about healthy eating and implementation of it. The presentation can support professionals in education to introduce similar measures adapted to their organization.

KEYWORDS: eating disorders, unhealthy eating habits, intervention, students

ŽIVLJENSKI SLOG DIJAKOV TEHNIŠKIH POKLICEV V TEHNIŠKEM ŠOLSLEM CENTRU MARIBOR

POVZETEK

Na zdravje mladostnikov vpliva več dejavnikov. Zdrav življenjski slog je osnova za dobro zdravje mladostnikov. Že stari Grki so govorili »Zdrav duh v zdravem telesu«. Življenjski slog predstavlja posameznikov način življenja v določenem obdobju, ki je lahko zdravju naklonjen ali zdravju škodljiv. Na kratko lahko rečemo kar zdrav ali nezdrav življenjski slog. Med dejavnike z zdravjem povezanega načina življenja sodijo: prehrana, telesna dejavnost, obvladovanje stresa, zloraba različnih psihoaktivnih snovi (alkohol, tobak in prepovedane droge) in spanje. Na podlagi ankete sem izvedel analizo življenjskega sloga dijakov. V sami anketi sem se osredotočil na način prehranjevanja, gibanja, pogostosti poseganja po alkoholu, cigaretah in prepovedanih drogah med dijaki tehničnih poklicev. Na naši šoli je 770 dijakov. Anketo sem opravil med 150 dijaki, ki jih poučujem. Anketo sem analiziral in z dijaki opravil tudi diskusijo rezultatov ankete. Anketa je pokazala, da največjo problematiko predstavlja nezdravo prehranjevanje in kajenje, saj se ga poslužuje polovica dijakov. Presenetil me je podatek, da šolsko malico redno uživa manj kot polovica vseh anketiranih dijakov. Rezultati ankete so pokazali, da dijaki po prepovedanih drogah posegajo občasno. Navajajo, da največkrat posežejo po marihuani. Večina dijakov je navedla, da se z športom ukvarja v prostem času. Rezultati, ki sem jih pridobil so zelo podobni že predhodno opravljenim analizam stanja med mladostniki. Glede na analizo stanja v našem zavodu, bo potrebno vložiti še več energije v ozaveščanje dijakov o zdravem načinu življenja.

KLJUČNE BESEDE: življenjski slog, mladostniki, zdravje, prehrana, gibanje

LIFESTYLE OF STUDENTS IN TECHNICAL PROFESSIONS AT THE MARIBOR TECHNICAL SCHOOL CENTER

ABSTRACT

Adolescent health is influenced by several factors. A healthy lifestyle is the basis for the good health of young people. The ancient Greeks already said "A healthy mind in a healthy body". Lifestyle represents an individual's way of life during a certain period, which can be healthy or harmful. In short, we can say a healthy or unhealthy lifestyle. The health-related lifestyle factors include: diet, physical activity, stress management, abuse of various psychoactive substances (alcohol, tobacco and illegal drugs) and sleep. Based on the survey, I conducted an analysis of the students' lifestyle. In the survey itself, I focused on the way of eating, exercising, the frequency of alcohol, cigarettes and prohibited drugs among students of technical professions. There are 770 students at our school. I conducted a survey among 150 students that I teach. I analyzed the survey and discussed the results of the survey with the students. The survey showed that the biggest problem is unhealthy eating and smoking, because it is used by half of the students. I was surprised by the fact that he regularly eats the school lunch less than half of all students surveyed. The results of the survey showed that students use illegal drugs from time to time. They state that most often they reach for marijuana. Most students stated that they play sports in their free time. The results I obtained are very similar to previously conducted analyzes of the situation among adolescents. According to the analysis of the situation in our institution, it will be necessary to invest even more energy in raising students' awareness of a healthy lifestyle.

KEYWORDS: lifestyle, adolescents, health, nutrition, physical activity

TELOVADBA ZA MOŽGANE KOT POMOČ PRI UČENJU

POVZETEK

Predstavila bom vaje za možgane, ki jih izvajam z učenci od 1. do 7. razreda pri urah dodatne strokovne pomoči. Namen vaj je spodbujanje povezovanja obeh strani telesa in obeh možganskih polovic. Izmed omenjenih vaj sem jih izbrala 10, ki jih z učenci izvedemo na začetku ure. Pri vsaki vaji sem pripravila tudi zgodbo, ki jih spomni, za katero vajo gre. Vaje izvajam z učenci že dalj časa, bolj sistematično pa od začetka lanskega šolskega leta. Zanimalo me je, če vaje pripomorejo, da se učenci lažje lotijo učenja ter kako se ob njih počutijo oziroma, če jih izvajajo tudi doma. Za učence sem pripravila vprašalnik na začetku izvajanja vaj in potem na koncu vsakega meseca. Sodelovalo je 15 učencev. Večina učencev je na vprašalniku odgovorila, da se po končanem izvajanju vaj počutijo boljše in da lažje nadaljujejo s šolskim delom in da so pri učenju bolj zbrani. Nekaj jih vaje izvaja tudi doma pred začetkom učenja ali med učenjem, ko postanejo utrujeni. Omenjene vaje nameravam predstaviti tudi drugim učiteljem na strokovnem aktivu, da jih bodo lahko tudi sami izvajali z učenci s posebnimi potrebami. Vaje bom pripravila tudi v tiskani obliki in zraven dodala zgodbe, kar bo doprinos k izboljšanju pedagoške prakse.

KLJUČNE BESEDE: možgani, zgodbe, vaje, starši, učenci

BRAIN EXERCISE AS A HELP WITH LEARNING

ABSTRACT

I will present exercises for the brain that I perform with students from 1st to 7th grade during the hours of additional professional help. The purpose of the exercises is to encourage the connection of both sides of the body and both hemispheres of the brain. I chose 10 of the aforementioned exercises, which we perform with the students at the beginning of the lesson. For each exercise, I also prepared a story to remind them which exercise it is. I have been doing exercises with students for a long time, and more systematically since the beginning of last school year. I was interested in whether the exercises help the students to start learning more easily and how they feel about them, or if they are also practiced at home. I prepared a questionnaire for the students at the beginning of the exercises and then at the end of each month. 15 students participated. Most of the students answered the questionnaire that after completing the exercises they feel better and that it is easier for them to continue their school work and that they are more focused when studying. Some of them also do the exercises at home before starting to study or while studying when they get tired. I intend to present the mentioned exercises to other teachers on professional active duty, so that they can perform them themselves with students with special needs. I will also prepare the exercises in printed form and add stories to them, which will contribute to the improvement of pedagogical practice.

KEYWORDS: brain, stories, exercises, parents, students

ČASOVNA RAZPOREDITEV PREHRANJEVANJA DIJAKOV

POVZETEK

Prehrana je v času odraščanja ključnega pomena za zdravje mladostnikov. Novejše raziskave poudarjajo, da je poleg pomembnih hranil, ki jih zaužijemo s hrano, ključen tudi čas, kdaj se prehranjujemo. Namen raziskave v pričujočem članku je predstaviti prehranjevalne navade naših dijakov. Podatki so bili zbrani s pomočjo anketnega vprašalnika na vzorcu od prvega do četrtega letnika srednjega poklicnega izobraževanja. Analiza odgovorov iz anketnega vprašalnika je pokazala, da je časovna razporeditev obrokov dijakov pomaknjena proti koncu dneva, z večinoma izpuščenimi zajtrki. Zaskrbljujoč je izvleček o prepogostem poseganju po predelani prehrani in preredkem zaužitju zelenjave. Z izvlečki prispevka so se dijaki pri razredni uri seznanili s pomembnostjo pravilnega izbora prehrane, kot tudi pravilne časovne razporeditve obrokov. Dijaki so ozavestili svoje prehranjevalne navade in kritično razmišljali o možnih izboljšavah glede časovne razporeditve njihovega prehranjevanja.

KLJUČNE BESEDE: prehrana, prekinitveni post, frekvenca prehranjevanja, okno prehranjevanja

TIME SCHEDULE OF STUDENTS' NUTRITION

ABSTRACT

Nutrition is crucial for the health of adolescents while they are growing up. Newer research points out that, in addition to the important nutrients we consume with food, the time when we eat is also crucial. The purpose of the research in this article is to present the eating habits of our students. The data were collected using a questionnaire on a sample of first to fourth year secondary vocational education. The analysis of the answers from the survey questionnaire showed that the timing of the students' meals is shifted towards the end of the day, with breakfasts mostly omitted. The extract about the too frequent interference with processed food and the too infrequent consumption of vegetables is worrisome. With the excerpts of the paper, the students were introduced to the importance of the correct selection of food, as well as the correct timing of meals. The students became aware of their eating habits and critically thought about possible improvements regarding the timing of their eating.

KEYWORDS: nutrition, intermittent fasting, eating frequency, eating window

DELAVNICA ZA DVIG SAMOPODOBE DIJAKOV V PROGRAMU SREDNJEGA STROKOVNEGA IZOBRAŽEVANJA

POVZETEK

Skrb za pozitivno in realno samopodobo dijakov je ena od pomembnih nalog šolskega sistema, saj je pozitivna samopodoba močno povezana z učno uspešnostjo. Pozitivna samopodoba in iz nje izhajajoče samospoštovanje je tudi varovalni dejavnik duševnega zdravja. Veliko vlogo pri oblikovanju dijakove samopodobe imajo tudi učitelji, ki morajo pri svojem delu v razredu ves čas iskati načine, da vplivajo na pozitivno samopodobo svojih dijakov, s tem pa tudi na lastno zadovoljstvo pri delu. V članku je predstavljena izvedba delavnice za dvig dijakove samopodobe pri razredni uri v drugem letniku srednje šole. V delavnici je sodelovalo 24 dijakov, njen cilj pa je bil dijakom pomagati pri izoblikovanju dovolj dobre, a realne podobe o sebi, ki bi pripomogla k dijakovi samozavesti in samospoštovanju, s tem pa tudi k boljšemu učnemu uspehu. Predstavljena so splošna načela za izvedbo delavnice, uporabljene metode in cilji delavnice. Predstavljeni so tudi odzivi dijakov po izvedeni delavnici, ki sem jih zbrala v anonimno izvedeni anketi z dvema vprašanjema odprtega tipa (*Kako si se počutil oz. kaj si pričakoval pred izvedbo delavnice?* in *Kakšno te bilo tvoje počutje po izvedeni delavnici?*), dodano je bilo še vprašanje zaprtega tipa, ali si dijaki podobnih delavnic še želijo. Odgovori so pokazali, da je delavnica dosegla zastavljene cilje. V članku so predstavljena tudi opažanja o koristnosti take delavnice za učitelja razrednika, saj mu delavnica omogoči globlje spoznavanje dijakov, hkrati pa vpliva tudi na izboljšano učiteljevo samopodobo.

KLJUČNE BESEDE: pozitivna samopodoba, duševno zdravje, dijak, delavnica za izboljšanje samopodobe

WORKSHOP FOR BOOSTING STUDENTS' SELF-ESTEEM IN VOCATIONAL EDUCATION PROGRAMS

ABSTRACT

Caring for the positive and realistic self-esteem of students is one of the important tasks of the education system, as positive self-esteem is strongly linked to academic performance, and at the same time, positive self-esteem and the resulting self-respect act as protective factors for mental health. Teachers play a significant role in shaping students' self-esteem, constantly seeking ways to influence their students' positive self-image, thus contributing to their own job satisfaction. This article presents the implementation of a workshop to enhance students' self-esteem during a class hour in the second year of high school. The workshop "Respecting and Accepting Myself" involved 24 students, aiming to assist them in forming a good enough, yet realistic self-image that would enhance their self-confidence and self-respect, consequently leading to improved academic achievement. The article precisely outlines the general principles for conducting the workshop, the methods used, and the workshop's objectives. The article also presents the responses of the students after the workshop, which I collected in an anonymously conducted survey with two open-ended questions (How did you feel or what did you expect before the workshop? and How did you feel after the workshop?), and a closed-ended question was added, whether the students want more similar workshops. The answers showed that the workshop achieved its goals. The article also presents observations on the workshop's usefulness for the class teacher, as it enables a deeper understanding of the students, simultaneously improving the teacher's self-esteem.

KEYWORDS: positive self-esteem, mental health, student, self-esteem improvement workshop

SODOBEN NAČIN POUČEVANJA Z VKLJUČEVANJEM GIBALNIH ELEMENTOV

POVZETEK

V prispevku sem se osredotočila na pomen gibanja med poukom. Učitelj naj bi med procesom učenja spremljal počutje učenca in njegov učni tip. Večinoma je poskrbljeno za vizualne in slušne tipe, za telesne oziroma kinestetično naravnane učence, pa ni, ne časa, ne prostora. Ker se kot učiteljica zavedam, da je v človeški naravi potreba po gibanju, sem v pouk vključila telovadne minute, ki so namenjene razgibavanju in predihavanju telesa. Ker smo prostorsko omejeni, sem izbrala vaje, tehnike in orodja, ki lahko učinkovito razbremenijo mirovanje in sedenje tudi v zaprtem prostoru omejenem z inventarjem.

Pred začetkom, med ali po posredovani učni snovi, naredim kratek 1 do 2- minutni premor in z učenci skupaj izvedemo različne raztegovalne figure, dihalne tehnike, vaje za moč (telovadna kocka), socialne igre, ki hkrati tudi povezujejo učence med seboj, preproste igre, okrepišne telovadne vaje ali vaje ob mizi.

V program vaj za razgibavanje sem vključila učence starostnih skupin 7, 10 in 12 let. Skupno 180 učencev. Vključevanje gibanja pri, med ali pred koncem pouka, z vsakim oddelkom posebej, pričnemo z začetkom šolskega leta v septembru in traja do konca šolskega leta v juniju. Pri vsaki učni uri od 1-2 minuti za vsak razred posebej na predmetni stopnji in 30 minut z oddelkom podaljšanega bivanja na dan. Razgibavanje poteka v razredu.

Učenci so po izvedenem kratkem telovadnem odmoru bolj osredotočeni, pozorni do učitelja in dogajanje okoli sebe. Lažje sledijo nadaljnjim obveznostim. So bolj motivirani, ustvarjalni, imajo več idej, sodelujejo pri analizi podane snovi in odgovorih. Poveča se empatija in odzivnost ter usmerjena pozornost. Nadaljnje delo poteka v prijetnem vzdušju spoštljive, obojestranske komunikacije.

KLJUČNE BESEDE: telovadna kocka, vaje za moč, socialne igre, dihanje, razgibavanje

MODERN METHOD OF TEACHING INCLUDING MOVEMENT ELEMENTS

ABSTRACT

In the paper, I focused on the importance of movement during lessons. The teacher should monitor the student's well-being and learning style during the learning process. Visual and auditory types are mostly catered for, but there is neither time nor space for physically or kinaesthetically oriented students. As a teacher, I am aware that it is human nature to move, so I have included gym minutes in the lessons, which are intended to exercise and breathe the body. Since we are limited in space, I have chosen exercises, techniques and tools that can effectively relieve the stress of resting and sitting even in a closed space limited by inventory.

Before starting, during or after the taught material, I take a short 1 to 2-minute break and together with the students we perform various stretching figures, breathing techniques, strength exercises (gym cube), social games, which at the same time also connect the students with each other, simple games, invigorating gym exercises or desk exercises.

I included students in the age groups of 7, 10 and 12 years in the exercise program. A total of 180 students. The inclusion of movement at, during or before the end of classes, with each department separately, starts at the beginning of the school year in September and lasts until the end of the school year in June. At each lesson from 1-2 minutes for each class separately at the subject level and 30 minutes with the section of extended stay per day. Exercise takes place in the classroom.

After a short gym break, students are more focused, attentive to the teacher and what is happening around them. They follow further obligations more easily. They are more motivated, creative, have more ideas, participate in

the analysis of the given material and answers. Empathy and responsiveness and focused attention increase. Further work takes place in a pleasant atmosphere of respectful, mutual communication.

KEYWORDS: gym cube, strength exercises, social games, breathing, exercise

ZAJTRK? NE, KMALU BO MALICA ...

POVZETEK

Razredne ure lahko namenimo dejavnostim, ki popestrijo, obogatijo in predrugačijo vsakodnevno rutino v šoli. Mesec oktober smo tako posvetili naši prehrani in prehranskim navadam ter s tem hkrati obeležili tudi svetovni dan hrane (16. oktober). Z namenom ozavestiti dijake o zdravem življenjskem slogu smo izvedli anonimno anketo, s pomočjo katere smo dobili vpogled v njihov vsakdan. Anketirali smo 53 dijakov, ne le 23, ki so sestavni del naše oddelčne skupnosti, saj smo želeli dobiti bolj verodostojne podatke. Predvsem nas je zanimala prva polovica dneva – od zajtrka do odhoda iz šole domov. Ugotovili smo, da redno zajtrkuje le 23 % mladostnikov, občasno pa 45 % vprašanih. Razlogi so različni, od pomanjkanja časa do prezgodnjega vstajanja in občutka sitosti. Šolsko malico ima naročeno 47 % vseh dijakov na šoli, kar pomeni, da ostali vsakodnevno posegajo po različnih pekovskih izdelkih iz bližnje pekarnice ter hitri in ocvrti hrani. Posledično smo jih nagovorili k bolj zdravi, uravnoteženi izbiri živil in pripravi zajtrka, ki so ga s fotografiranjem nekateri tudi dokumentirali ter s tem spodbudili tiste, bolj skeptične in zadržane.

KLJUČNE BESEDE: prehranske navade, zdrava prehrana, zajtrk, malica, dijak

BREAKFAST? NO, SNACK WILL BE SOON...

ABSTRACT

Class hours can be devoted to activities that enrich and change the daily routine at school. We dedicated the month of October to our diet and eating habits, and at the same time marked World Food Day (October 16). In order to make students aware of a healthy lifestyle, we conducted an anonymous survey, with the help of which we gained an insight into their everyday life. We surveyed 53 students, not just 23, who are an integral part of our departmental community, as we wanted to get more authentic data. We were mainly interested in the first half of the day - from breakfast until leaving school for home. We found that only 23% of young people eat breakfast regularly, while 45% of respondents eat it occasionally. The reasons are different, from lack of time to getting up too early and feeling full. 47% of all students at the school order a school snack, which means that the rest reach for various bakery products from the nearby bakery as well as fast and fried food on a daily basis. As a result, we encouraged them to choose healthier, more balanced food and prepare breakfast, which some of them also documented by photographing, thereby encouraging those who were more skeptical and reserved.

KEYWORDS: eating habits, healthy diet, breakfast, snack, student

OTROCI Z GOVORNO-JEZIKOVNIMI MOTNJAMI V PREDŠOLSKEM OBDOBJU – IDEJE ZA DELO V SKUPINI

POVZETEK

Govor je podlaga za ustrezen razvoj pismenosti. Otrokova izgovorjava posameznih glasov v besedah, sestava povedi (skladnja) in besedišče so pomembni dejavniki pri razvoju branja in pisanja. Raziskave dokazujejo, da bo 80 % otrok, ki imajo motnje na govorno-jezikovnem področju po četrtem letu starosti, razvilo specifične učne težave v šolskem obdobju. Namen prispevka je predstaviti vaje oziroma preventivni program za izboljšanje slušnega zaznavanja, pozornosti in splošne gibljivosti govornih organov, ki ga v vrtcu Mlinček uresničujemo že peto leto zapored. V programu so zajete vaje poslušanja zvokov iz okolja, določanje smeri zvoka, ločevanje različnih vrst zvokov, vaje usmerjanja pozornosti in vaje za razgibavanje govornih organov (jezika, ustnic). Program izvajamo v skupinah predšolskih otrok, v katerih prepoznavamo kar nekaj otrok z govorno-jezikovnimi motnjami. Pripomoček, ki ga uporabljamo pri prepoznavanju in kasnejši evalvaciji napredka otrok, je preglednica *Govorno-jezikovni razvoj otroka v starosti od 0 do 7 let*. Med izvajanjem programa so se vzgojiteljice in pomočnice vzgojiteljic seznanile s kriteriji za prepoznavanje teh otrok, novimi idejami in pristopi, ki jih lahko s pridom izkoristijo pri svojem delu tudi v prihodnje. K izvajanju določenih vaj smo pritegnili še starše, ker se zavedamo, da lahko skupaj učinkoviteje delujemo na več dejavnikov govorno-jezikovnega razvoja. Rezultati so pokazali, da so otroci z govorno-jezikovnimi težavami napredovali na področjih poslušanja, motorike in gibljivosti govornih organov. Posledično se je zmanjšalo število otrok z govorno-jezikovnimi motnjami v šoli oziroma v prvem razredu osnovne šole. Program se lahko uspešno izvaja v vseh skupinah predšolskih otrok in v nižjih razredih osnovne šole.

KLJUČNE BESEDE: govorno-jezikovne težave, predšolski otrok, preventiva, vaje za krepitev govornega aparata

CHILDREN WITH SPEECH AND LANGUAGE DISORDERS IN PRE-SCHOOL - IDEAS FOR GROUP WORK

ABSTRACT

Speech is the basis for appropriate literacy development. A child's pronunciation of the individual sounds in words, sentence structure (syntax) and vocabulary are important factors in the development of reading and writing. Research shows that 80% of children with speech and language impairments after the age of four will develop specific learning difficulties during their school years. The aim of this paper is to present exercises or prevention programme to improve auditory perception, attention and general mobility of the speech organs, which has been implemented at the Mlinček Kindergarten for the fifth year in a row. The programme includes exercises on listening to environmental sounds, determining the direction of sound, distinguishing between different types of sounds, attention exercises and exercises to strengthen the organs of speech (tongue, lips). The programme is implemented in groups of preschool children, in which we identify a number of children with speech and language disorders. A tool we use to identify and subsequently evaluate children's progress is the Speech-Language Development Scale of the 0-7 Year Old Child. During the programme, the teachers and assistant teachers learned about the criteria for identifying these children, new ideas and approaches that they can use in their work in the future. We have also involved parents in some of the exercises, because we realise that together we can work more effectively on several factors of speech and language development. The results have shown that children with speech and language difficulties have made progress in the areas of listening, motor skills and speech motor skills. As a result, the number of children with speech and language disorders in school or in the first grade of primary

school has decreased. The programme can be successfully implemented in all groups of pre-school children and in the lower grades of primary school.

KEYWORDS: speech-language difficulties, preschool child, prevention, exercises to strengthen the speech organs

GIBANJE V ŠOLI - NA ODRU

POVZETEK

Eden izmed ključnih elementov gledališkega nastopanja je gibanje. Gibanje na odru je pomembno tako za igralce kot za občinstvo. Igralci z gibanjem ustvarijo zanimivost predstave, pustijo čustveni in vizualni vtis ter upodabljajo dogodke in različne karakterje. Namen prispevka je predstaviti, kakšne veščine pridobijo igralci na odru tudi s pomočjo gibanja. Razvijajo osnovne motorične spretnosti, vadijo tehniko zapomnitve besedila, razvijajo orientacijo v prostoru in si krepijo samozavest. Učijo pa se tudi vztrajnosti in samodiscipline. Skozi gibanje na odru želim učence navajati k ustvarjalnemu izražanju. Ker vedno več učencev prihaja v prvi razred z govorno-jezikovnimi motnjami, ni naključje, da želim to dejavnost bolj poglobljeno razvijati že v prvem razredu. Tako sem v enoletno dejavnost vključila vse učence prvega razreda, saj sem želela pri njih, skozi gledališče, razvijati holistični pristop (razvijati telesno-gibalno, čustveno, socialno in kognitivno plat). Vsak učenec je imel na odru priložnost izraziti svoje ideje. Tudi tisti učenci, ki so imeli tremo in niso želeli javno nastopati, so zaradi skupinskega dela, sodelovanja, podpore soigralcev, premagali tremo in nastopili. Ob zaključku leta je bil opazen napredek na področju govorne izraznosti (glasnost, hitrost, gestikulacija, poudarki, sposobnost poslušanja, ton glasu), na področju emocionalnega razvoja, predvsem pa na področju gibalnega razvoja (orientacija v prostoru, komunikacija s publiko preko gibanja in v odnosu do soigralcev).

KLJUČNE BESEDE: gibalno izražanje, razvijanje spretnosti, holistični pristop, gledališče, prvi razred

MOVEMENT IN SCHOOL – ON STAGE

ABSTRACT

One of the key elements of theatrical performance is movement. Movement on the stage is important for both actors and the audience. Actors use movement to create the interest of the performance, leave an emotional and visual impressions, and portray events and different characters. The purpose of this article is to present the skills that actors acquire on stage through movement. They develop basic motor skills, practice memorization techniques, improve spatial orientation, and build self-confidence. They also learn perseverance and self-discipline. Through movement on stage, I aim to introduce students to creative expression. As more and more students enter the first grade with speech and language disorders, it is no coincidence that I want to develop this activity more comprehensively in the first grade. Therefore, I included all first-grade students in this one-year activity because I wanted to develop a holistic approach in them (developing physical-motor, emotional, social, and cognitive aspects). Each student had the opportunity to express their ideas on stage. Even those students who had stage fright and did not want to perform publicly overcame their fears and performed due to teamwork, collaboration, and support from their fellow actors. At the end of the year, progress was noticeable in the areas of speech expression (volume, speed, gesticulation, emphasis, listening skills, tone of voice), emotional development, and, above all, in the area of motor development (spatial orientation, communication with the audience through movement, and in their relationships with fellow actors).

KEYWORDS: movement expression, skill development, holistic approach, theater, first grade

POGLED NA PREHRANO S POMOČJO RAZLIČNIH PODROČIJ MATEMATIKE IN PREDLOGI UPORABE PRI POUKU

POVZETEK

V članku so predstavljene pogoste povezave matematike in prehrane ter ideje za uporabo le-teh pri pouku matematike. Eden od splošnih ciljev oz. kompetenc v gimnazijskem učnem načrtu matematike je »uporabiti matematiko v kontekstih in povezovati znanje znotraj matematike in tudi širše (medpredmetno)«. Ta cilj lahko dosegamo tudi z obravnavo prehranskih tem. Matematične naloge, ki so osmišljene, povezane z vsakdanjim življenjem, dijake veliko bolj pritegnejo in jih rešujejo z veliko večjo motivacijo. V članku se dotaknemo področij geometrije (simetrija pri prezentaciji jedi), aritmetike in pretvarjanja enot (preračunavanje potrebnih sestavin v receptih, računanje kalorij v živilih), procentnega računa (sestava živil, načela zdrave prehrane, sestavljanje jedilnikov), uporabe matematičnih pojmov v prehrani (piramida, trikotnik, krog), Fibonaccijevega zaporedja v živilih (cvetača, brokoli), dimenzionalne analize (Fermijevega ocenjevanja), kombinatorike in verjetnosti (uporaba besede »prehrana« v nalogah), statistike (iskanje in obdelava podatkov), na koncu pa navedemo tipe nalog o prehrani, s poudarkom na tistih, ki jih srečamo v slovenskih gimnazijskih učbenikih. Največ nalog je s področja kombinatorike. Zaključimo s konkretnim primerom delovnega lista za dijake, v katerem so vključena vsa navedena področja. Pomemben doprinos članka je v medpredmetnih povezavah in uporabni vrednosti različnih področij matematike v prehrani.

KLJUČNE BESEDE: matematika, prehrana, pouk, medpredmetna povezava, geometrija, kombinatorika, statistika

A VIEW OF NUTRITION USING DIFFERENT AREAS OF MATHEMATICS AND SUGGESTIONS FOR USE IN LESSONS

ABSTRACT

The article presents common connections between mathematics and nutrition and ideas for using them in mathematics lessons. One of the general goals or competence in the high school mathematics curriculum is "to use mathematics in contexts and to connect knowledge within mathematics and also more widely (interdisciplinary)". This goal can also be achieved by addressing nutritional topics. Mathematical tasks that are designed and connected to everyday life attract students much more and they solve them with much greater motivation. In the article, we touch on the areas of geometry (symmetry in the presentation of dishes), arithmetic and conversion of units (calculation of necessary ingredients in recipes, calculation of calories in food), percentage calculation (composition of foods, principles of healthy eating, composition of menus), use of mathematical concepts in nutrition (pyramid, triangle, circle), Fibonacci sequences in foods (cauliflower, broccoli), dimensional analysis (Fermi estimation), combinatorics and probability (using the word "food" in tasks), statistics (searching and processing data), and finally we list the types of tasks about nutrition, with an emphasis on those found in Slovenian high school textbooks. Most of the tasks are in the field of combinatorics. The article concludes with a concrete example of a worksheet for students, in which all the mentioned areas are included. An important contribution of the article is in the interdisciplinary connections and the useful value of different areas of mathematics in nutrition.

KEYWORDS: mathematics, nutrition, teaching, interdisciplinary connection, geometry, combinatorics, statistics

NARAVNE OBLIKE GIBANJA V GOZDU – URE ŠPORTA V GOZDU

POVZETEK

Gozd nam nudi veliko naravnih ovir in veliko več vzpodbud za prosto ustvarjalno igro. Otroci, kot tudi odrasli, dosti preveč sedimo: pri obrokih, v šoli pri učenju, pri delanju domačih nalog, v avtobusu ali avtu, pri televiziji, itd. V prispevku vam bom predstavila, kako smo razvijali gibalne sposobnosti otrok skozi naravne oblike gibanja v gozdu. Moj namen je bil, da bi hojo, teke, skoke, plezanje, preskakovanje in druge naravne oblike gibanja, prenesli iz umetnega okolja, oziroma telovadnice, nazaj v naravno okolje - v gozd. Zato sem želela pri otrocih vzpodbuditi gibanje v naravi. Večkrat mesečno smo s 25 učenci prvega razreda odhajali v gozd, kjer smo imeli uro športne vzgoje ali pa smo povezali uro s spoznavanjem okolja, z matematiko ali pa likovno umetnostjo. Celo leto sem opazovala motorični razvoj otrok, koncentracijo in pozornost pri šolskem delu, ter ustvarjalnost. Opazila sem, da so otroci tisti dan, ko pridejo iz gozda, veliko bolj umirjeni pri pouku in imajo večjo pozornost in koncentracijo za delo. To je še posebej opazno pri tistih z vedenjskimi težavami. Ugotovila sem tudi, da so učenci veliko bolj spretni in samozavestni pri preskakovanju ovir, in pri ravnotežnostnih nalogah ter da so v gozdu bolj ustvarjalni pri pripravi poligona, pri izmišljevanju novih gibalnih vaj, kot v telovadnici ali na igrišču. Zaradi teh pozitivnih ugotovitev predlagam čim pogostejši obisk gozda z učenci.

KLJUČNE BESEDE: gibanje v gozdu, naravne oblike gibanja, šport v gozdu

NATURAL FORMS OF MOVEMENT IN THE FOREST- HOURS OF SPORTS IN THE FOREST

ABSTRACT

The forest offers us many natural obstacles and many more incentives for free creative play. Children, as well as adults, sit far too much: at meals, at school while studying, doing homework, in the bus or car, watching TV, etc. In this paper, I will present to you how we developed children's motor skills through natural forms of movement in the forest. My intention was to transfer walking, running, jumping, climbing, skipping and other natural forms of movement from the artificial environment, i.e. the gym, back to the natural environment - the forest. That's why I wanted to encourage movement in nature for children. Several times a month we went with 25 first grade students to the forest, where we had an hour of physical education or we connected the hour with learning about the environment, with mathematics or fine arts. For a whole year, I observed the children's motoric development, concentration and attention in school work, and creativity. I noticed that the day the children come out of the forest, they are much calmer in class and have more attention and concentration for work. This is especially noticeable in those with behavioral problems. I also found out that the students are much more skilled and confident in jumping over obstacles and in balance tasks, and that in the forest they are more creative in preparing the training ground and inventing new movement exercises than in the gym or in the playground. Because of these positive findings, I suggest visiting the forest with students as often as possible.

KEYWORDS: movement in the forest, natural forms of movement, sport in the forest

BOJ PROTI PANDEMIJI 21. STOLETJA - DEBELOSTI

POVZETEK

Pandemija 21. stoletja - debelost ni zaobšla otrok in mladostnikov z motnjami v duševnem razvoju. Namen pričujočega prispevka je bil predstaviti dejavnike tveganja čezmerne telesne mase in debelosti ter prikazati možnosti podpore pri pouku in preventive pri prehrani - pomembnem dejavniku tveganja tudi pri populaciji z motnjami v duševnem razvoju. V prispevku je s pomočjo izvedene kvantitativne raziskave s pomočjo 104 učencev z lažjo motnjo v duševnem razvoju v tretjem vzgojno-izobraževalnem obdobju v Centru Janeza Levca Ljubljana predstavljeno poznavanje vzrokov in posledic prekomernega hranjenja ter stopnja upoštevanja dejavnikov preventive debelosti med temi učenci. Prikazan je poskus opolnomočenja na tem področju in pomen izkustvenega in sodelovalnega poučevanja ter učenja. Izkustveno učenje pripomore k trajnejšemu usvajanju znanj in doseganju ciljev v povezavi z moduli prehrane in zdravja pri predmetu gospodinjstvo v prilagojenem programu z nižjim izobrazbenim standardom. Učenci z izkustvenim in medpredmetnim učenjem spoznava in skozi raziskavo dokazujejo zavedanja pomena pitja vode, dejstva, da debelost lahko povzroča nekatere bolezni ter vpliva premalo gibanja na zdravje. Učenci so spoznali nova živila, možnosti razširjanja jedilnikov ter razširjali lastno paleto okusov. Z izkustvenim učenjem pri gospodinjstvu je opazovana skupina oddelka petih učenk v sedmem (2022/2023) in treh učenk iste skupine v osmem razredu pridobila (2023/2024) pomembna praktična znanja in veščine, ki pomagajo pri razumevanju in zapomnitvi konceptov, kar pa pomembno prispeva k dvigu kakovosti, samostojnosti in pripravi za vsakdanje življenje učencev z motnjo v duševnem razvoju.

KLJUČNE BESEDE: gospodinjstvo, debelost, zdrava prehrana, gibanje

THE BATTLE AGAINST THE 21-ST CENTURY PANDEMIC - OBESITY

ABSTRACT

The 21st Century Pandemic - Obesity has not spared children and adolescents with developmental disorders. The purpose of this article is to present the risk factors associated with excess weight and obesity, and to demonstrate the potential for support in education and preventive measures in nutrition, which is also a significant risk factor for the population with developmental disorders. In this article, we present the knowledge of the causes and consequences of overeating, as well as the level of consideration of obesity prevention factors among 104 students with mild developmental disorders in the third educational period of the adapted education programme with lower performance criteria at the Special Education Centre Janez Levca Ljubljana, through quantitative research. We also showcase an attempt at empowerment in this field and emphasise the significance of experiential and collaborative teaching. Experiential learning contributes to more enduring knowledge acquisition and the achievement of goals related to nutrition and health modules in the subject of home economics within the adapted education programme with lower educational criteria. Through experiential learning, students have become aware of the importance of drinking water, the fact that obesity can lead to certain diseases etc. Experiential learning in home economics equips the observed group consisting of five seventh-grade students (2022/2023) and three eighth-grade students from the same group (2023/2024) with essential practical knowledge and skills that aid in understanding and remembering concepts, significantly contributing to raising the quality, independence, and preparation for the everyday lives of students with developmental disorders.

KEYWORDS: Home Economics, obesity, healthy eating, physical exercise

INTEGRACIJA GIBANJA V POUČEVANJU NEMŠČINE: POVEZAVA MED TELESNO AKTIVNOSTJO IN UČENJEM TUJEGA JEZIKA

POVZETEK

Namen tega prispevka je osvetliti pomembno vlogo gibanja pri kognitivnem razvoju posameznikov in izboljšanju izobraževalnega procesa. Hkrati želimo predstaviti in analizirati inovativne metode poučevanja nemščine, ki se osredotočajo na besedišče, povezano z deli telesa, zdravim prehranjevanjem, vsakodnevnimi in športnimi aktivnostmi. V članku bomo natančno osvetlili sedem preizkušenih primerov dobre prakse, ki so se skozi leta izkazali kot učinkoviti pri poučevanju nemščine. Izpostavljamo štiri najbolj pogosto uporabljene izmed sedmih metod, in sicer: metoda interaktivne jezikovne poti, ki omogoča učencem, da se nemščino učijo v realnem okolju šole. Metoda živi kipi, kjer učenci razvijajo jezikovne spretnosti in se hkrati gibljejo. Tretja, dinamična metoda je tekoči narek, ki spodbuja aktivno sodelovanje in praktično vadbo jezika ter krik v krogu, kjer se učenci učijo jezika skozi pripovedovanje, kar spodbuja sodelovanje in interakcijo. Integracija gibanja v učno okolje ima potencial izboljšati koncentracijo, razviti socialne veščine in olajšati razumevanje abstraktnih konceptov med učenci. Naš prispevek izpostavlja inovativnost poučevanja in poudarja njegovo praktično vrednost za učitelje nemščine, saj lahko te pristope uspešno uporabijo pri poučevanju različnih tem. Uporaba teh tehnik in metod je pokazala pozitivne učinke na učence, saj so bolje razumeli in si bolje zapomnili besedni zaklad. Povečalo se je njihovo zanimanje za učenje nemščine, saj so se učili skozi izkušnje in aktivno sodelovali. Takšen pristop prispeva k izboljšanju učnih izkušenj, povečuje uspeh učencev in spodbuja aktivno učenje ter sodelovanje v razredu. Z združevanjem telesne dejavnosti in učenja razvijamo praktične smernice, ki lahko spremenijo način, kako se uči nemščino, ter tako prispevamo k učinkovitejšemu poučevanju nemščine.

KLJUČNE BESEDE: gibanje, aktivno učenje, kognitivni razvoj, inovativne metode poučevanja

INTEGRATING MOVEMENT IN GERMAN TEACHING: LINKING PHYSICAL ACTIVITY AND FOREIGN LANGUAGE LEARNING

ABSTRACT

The purpose of this contribution is to shed light on the significant role of movement in the cognitive development of individuals and the improvement of the educational process. Simultaneously, we aim to present and analyze innovative methods of teaching the German language that focus on vocabulary related to body parts, healthy eating, daily, and sports activities. In this article, we will closely examine seven tried-and-tested examples of best practices that have proven effective in teaching German over the years. We highlight four of the most commonly used among the seven methods, namely: the interactive language path method, which enables students to learn German in the real school environment. The living statues method, where students develop language skills while moving. The third, dynamic method is the running dictation, which encourages active participation and practical language practice, and the circle shout method, where students learn the language through storytelling, promoting participation and interaction. The integration of movement into the learning environment has the potential to improve concentration, develop social skills, and facilitate the understanding of abstract concepts among students. Our contribution emphasizes the innovation in teaching and underscores its practical value for German teachers, as these approaches can be successfully applied to teaching various topics. The use of these techniques and methods has shown positive effects on students, as they better understood and retained the vocabulary. Furthermore, their interest in learning German increased, as they learned through experiences and active participation. This approach contributes to improving learning experiences, increasing student success, and promoting active learning and participation in the classroom. By combining physical activity and learning, we develop practical guidelines that can transform the way German is taught and contribute to more effective German language instruction.

KEYWORDS: movement, active learning, cognitive development, innovative teaching methods

POMEN PREHRANE IN ZDRAVEGA NAČINA PREHRANJEVANJA V ŠOLI TER ŠOLSKIH DEJAVNOSTI, POVEZANIH S PREHRANO

POVZETEK

V osnovnih šolah je za učenke in učence ključnega pomena šolska prehrana, saj jim ta v idealnem primeru predstavlja temelj zdravega prehranjevanja in jih usmerja na njihovi poti k uravnoveženim prehranjevalnim navadam. Pri tem je potrebno slediti ustreznim prehranskim priporočilom za otroke in mladostnike, poleg šole pa ima pri tvorbi dobrih prehranskih navad izjemno pomembno vlogo tudi družina. Namen tega strokovnega prispevka je predstaviti nekatere ključne dejavnike, ki prispevajo k bolj uravnoveženemu ter zdravemu prehranjevanju otrok, s posebnim poudarkom na pomembnosti s prehransko tematiko povezanih projektnih dni v šoli. Primer dobre prakse so različne šolske dejavnosti, ki temeljijo na aktivnem vključevanju učencev pri delu s prehrano, jim omogočajo razvijanje boljših prehranjevalnih navad, jih ozaveščajo o prehranskih problematikah, kot je težava zavržene hrane, ter jim nasploh pomagajo na poti k bolj zdravemu, pa tudi odgovornemu ravnanju s hrano. Učenci in učenke so pri dejavnostih, kot je bilo tehtanje odpadne hrane, pridobili boljši uvid v to, koliko hrane se približno zavrže v šoli, ter kaj lahko sami storijo za to, da se zmanjša količina zavržene hrane. Pri obeležjenju Svetovnega dneva čebel so spoznali, kako lahko čebelarjem pomagajo tudi sami, zelo pozitivno pa je bil s strani učencev sprejet tudi obisk lokalnega čebelarja. Tovrstne aktivnosti prispevajo k boljšemu odnosu otrok do šolske prehrane in njihovih lastnih prehranskih vzorcev, zato so izredno pomembne in jih je potrebno izvajati tudi v prihodnje.

KLJUČNE BESEDE: šolska prehrana, zdravo prehranjevanje otrok, s prehrano povezane šolske dejavnosti, odpadna hrana

THE IMPORTANCE OF NUTRITION AND HEALTHY EATING HABITS IN SCHOOL AND SCHOOL ACTIVITIES RELATED TO NUTRITION

ABSTRACT

In elementary schools, school meals are of key importance for pupils, as they ideally represent the foundation of healthy eating and guide them on their way to balanced eating habits. In doing so, it is necessary to follow appropriate dietary recommendations for children and adolescents. In addition to school, family also plays an extremely important role in the formation of good dietary habits. The purpose of this expert contribution is to present some key factors that contribute to a more balanced and healthy diet for children, with special emphasis on the importance of nutrition-based school project days. An example of good practice are school activities, based on the active involvement of pupils in food handling, which are enabling them to develop better eating patterns, making them more aware of issues, such as the problem of food waste, and generally helping them on their way to a healthier, as well as more responsible handling with food. Through activities such as weighing food waste, pupils gained a better insight into how much food is thrown away at school, and how they can contribute to reduce the amount of food waste. During the celebration of World Bee Day, they learned how they can help bees themselves, and the visit of a local beekeeper was also very positively received. These kind of activities contribute to a better attitude of children towards school meals and their own dietary patterns, which is why they are extremely important and should be carried out in the future as well.

KEYWORDS: school nutrition, healthy eating for children, nutrition-related school activities, food waste

INOVATIVNI PRISTOP K POUČEVANJU KEMIJSKIH UČNIH VSEBIN V GIMNAZIJI: IZBIRA USTREZNE PREHRANE S KEMIJSKEGA VIDIKA

POVZETEK

Poučevanje organske kemije je za učitelje srednje šole velik izziv, saj je vsebino težko osmisliti in jo povezati z vsakdanjim življenjem. V prispevku je opisan pristop k obravnavi snovi skozi dobro načrtovano projektno delo, katerega namen je spodbuditi dijake k raziskovanju različnih vidikov prehrane in to povezati z učenjem organske kemije. Poudarek projektne dela je na razvoju predvsem dveh ključnih kompetenc med dijaki: kritično razmišljanje in skupinsko delo. Dijaki so bili razdeljeni v skupine glede na vrsto organskih molekul v živilih. Izvedli so kvalitativne teste za posamezne skupine hranil v določenih živilih: Fehlingov test za ogljikove hidrate, dokaz nenasičenosti za maščobe, Biuretski test za beljakovine, oksidacija alkoholov s kalijevim dikromatom(VI), papirna kromatografija za ločevanje naravnih barvil in DPPH metoda za določevanje antioksidantov. Svoje pridobljeno znanje so na koncu uporabili za pripravo zdravega obroka, ki bi po njihovem mnenju vseboval zadostno količino hranil ter analizirali vsakdanje prehranske trditve s pomočjo vprašalnika pred in po izvedenem projektne delu.

Rezultati kažejo, da so dijaki po zaključenem projektne delu uspešno analizirali prehranske trditve, saj se je povprečje števila pravilnih odgovorov na dijaka v razredu s 30 dijaki dvignilo s 50 % na 90 %. Skrbno načrtovano projektne delo z izvedbo eksperimentov torej izboljša pedagoški proces, saj uvaja praktične in raziskovalne elemente, ki popestrijo učenje in ga povežejo z realnimi življenjskimi situacijami. Projekt poudarja vrednost raziskovanja in učenja skozi izkušnje ter spodbuja dijake, da postanejo odgovorni potrošniki in skrbijo za svoje zdravje z izbiro ustrezne prehrane.

KLJUČNE BESEDE: prehrana, organska kemija, projektne delo, skupinsko delo

AN INNOVATIVE APPROACH TO TEACHING CHEMISTRY CONTENT IN HIGH SCHOOL: CHOOSING ADEQUATE NUTRITION FROM A CHEMICAL PERSPECTIVE

ABSTRACT

Teaching organic chemistry is a significant challenge for high school teachers, as it is difficult to conceptualize the content and connect it to everyday life. The article describes an approach to addressing substances through well-planned project work, aiming students to explore various aspects of nutrition and connect them with learning organic chemistry. The focus of the project work is on developing two key competencies among students: critical thinking and teamwork. Students were divided into groups based on the type of organic molecules found in foods. They conducted qualitative tests for specific nutrients in certain foods: Fehling's test for carbohydrates, unsaturation test for fatty acids, Biuret test for proteins, oxidation of alcohols with potassium dichromate(VI), paper chromatography for separating natural dyes, and DPPH method for determining antioxidants. They applied their knowledge to prepare a healthy meal, which, according to them, contained sufficient nutrients. They also analyzed everyday nutritional claims using a questionnaire before and after the project work.

The results indicate that students successfully analyzed nutritional claims after completing the project work, as the average number of correct answers per student in a class of 30 students increased from 50% to 90%. Carefully planned project work with experimental learning improves the pedagogical process by introducing practical and research elements that enrich learning and connect it with real-life situations. The project highlights the value of

exploration and experiential learning, encouraging students to become responsible consumers and take care of their health by choosing appropriate nutrition.

KEYWORDS: nutrition, organic chemistry, project work, teamwork

RAZGIBAJMO MOŽGANE IN TELO V DNEVIH DEJAVNOSTI V NARAVI IN MED POUKOM V ŠOLI TUDI ZA ANKSIOZNE MLADOSTNIKE

POVZETEK

Gimnazija Celje – Center je že od leta 2016 vključena v mrežo Zdravih šol. Zdrave šole promovirajo zdravje in dobro počutje dijakov in vseh zaposlenih z dobro načrtovanim kurikulumom ter šolskimi dejavnostmi na telesnem, duševnem, socialnem in okoljskem področju. Prizadevamo si za čimvečjo aktivnost dijakov in učiteljev. V sodelovanju s profesorji športne vzgoje profesorji izvajamo sprostivne in gibalne minute v razredu, da omilimo posledice dolgotrajnega sedenja. Glavni namen prispevka pa je predstaviti medpredmetno delavnico matematike in športa, ki jo izvajamo pri obveznih izbirnih vsebinah že več kot deset let. Dijaki lahko spoznajo zmogljivosti svojega telesa z merjenjem srčnega utripa in uporabnost matematike med pohodom v naravi. S pomočjo kotnih funkcij lahko izračunajo višino ali oddaljenost objekta. Naučijo se timskega dela, raziskovanja, sodelovanja in interpretacije pridobljenih podatkov. Pri urah matematike želimo vključiti čimveč nalog modeliranja, ki ozaveščajo pomen gibanja in zdravega življenja. Poleg tega se zavedamo, da lahko matematika nekaterim dijakom povzroča t.i. matematično anksioznost. V namen duševnega zdravlja so predstavljene tehnike in rešitve na tem področju.

KLJUČNE BESEDE: gibalne minute v razredu, matematika in šport, merjenje razdalj v naravi, modeliranje, matematična anksioznost

LET'S EXERCISE BRAIN AND BODY DURING DAYS OF ACTIVITIES IN NATURE AND DURING SCHOOL LESSONS, ALSO FOR ANXIUS TEENAGER

ABSTRACT

Gymnazija Celje - Center has been a part of the Healthy Schools network since 2016. Healthy schools promote health and well-being of students and all employees with a well-planned curriculum and school activities in the physical, mental, social and environmental fields. We strive for the maximum activity of students and teachers. In cooperation with P.E. teachers, we implement minutes for relaxation and movement in classes to mitigate the consequences of prolonged sitting. The main purpose of this paper is to present the interdisciplinary workshop of mathematics and sports, which we have been conducting for more than ten years as a part of mandatory electives. Students can learn about their body's capabilities by measuring their heart rate and the usefulness of math during a nature hike. With the help of trigonometric functions, they can calculate the height or distance of an object. They learn teamwork, research, collaboration. In mathematical lessons, we aim to include as many modeling tasks as possible, which raise awareness of the importance of movement and a healthy lifestyle. Moreover, we are aware that mathematics can cause so-called "Math anxiety" for some students. We strive to improve the students' mental health and therefore present techniques and solutions to alleviate these issues.

KEYWORDS: movement in classes, mathematics and sports, applicability of mathematics in nature, modeling tasks, math anxiety

PET VAJ ZA MANJ SEDENJA

POVZETEK

V okviru ZDRAVE ŠOLE, smo se, poleti 2020, v aktivu športa dogovorili, da bomo učence vseh razredov OŠ Rodica, torej več kot 700 otrok, skozi celotno šolsko leto 2020/2021 dodatno spodbujali h gibanju. Odločili smo se, da bodo to počeli vsak dan, na začetku 4. ure. Sklop petih vaj je trajal tri do pet minut, po odzivu sodeč, pa je večina učiteljev in učiteljic ta premor redno izvajala. Vaje so po uvodnih urah kot vaditelji izvajali učenke in učenci, seveda pa je bilo vse skupaj bolj uspešno, če so bili zraven aktivni tudi učitelji in učiteljice.

Učenci v šoli preživijo velik del dneva in pri večini predmetov so primorani vseh 45 minut biti zbrani in ob tem sedeti. Iz teorije in prakse pa je znano, da je gibanje nekaj naravnega in da se tudi tako otroci učijo in razvijajo.

Če torej učenci večinoma snov sprejemajo v sedečem razmišljujočem položaju, je prav, da jim vmes omogočimo vsaj nekaj minut gibalne sprostitve.

V nadaljevanju bomo predstavili, kakšne vaje smo izvajali in s tem spodbudili tudi druge udeležence konference, da to prakso razširijo tudi v svojem okolju.

Učenci in učitelji so vsak dan izvedli pet vaj, s katerimi so razgibali celotno telo, koristnost tovrstnemu razgibavanju, pa pritrjuje tudi teorija.

Ne glede na to, da je bilo gibanje kratkotrajno, so mnogi učitelji poročali o tem, da je bilo vzdušje v oddelku tisto uro prijetnejše, učenci pa, sprva so novost sprejeli z nezaupanjem, so se hitro navadili na vsakodnevno razgibavanje v učilnicah.

KLJUČNE BESEDE: gibalni odmor, pet vaj, sedeči način življenja, učenci, učitelji

FIVE EXERCISES TO REDUCE SITTING

ABSTRACT

As part of the HEALTHY SCHOOL initiative, in the summer of 2020, the sports teachers decided to provide additional encouragement for physical activity to all students of Rodica Elementary School, which includes more than 700 children, throughout the entire 2020/2021 school year. We decided that they would engage in these activities every day at the beginning of the 4th hour. A set of five exercises lasted for three to five minutes, and based on the feedback, the majority of teachers regularly implemented this break. After the introductory sessions, the exercises were led by students, and, of course, the overall success was enhanced when teachers also actively participated.

Students spend a significant portion of their day at school, and in most subjects, they are required to sit and focus for 45 minutes. Both theory and practice show that movement is a natural part of learning and development for children. Therefore, if students predominantly absorb information in a seated, contemplative posture, it is essential to provide them with a few minutes of physical relaxation in between.

In the following, we will present the types of exercises we performed and thus encourage other conference participants to extend this practice in their own environments.

Every day, students and teachers performed five exercises that engaged their entire bodies, and the effectiveness of this type of activity is supported by theory. Regardless of its brevity, many teachers reported that the classroom atmosphere was more pleasant during that hour, and the students, who initially greeted the novelty with skepticism, quickly adapted to daily physical activity in the classrooms.

KEYWORDS: movement break, five exercises, sedentary lifestyle, students, teachers

POZITIVNI UČINKI VADBE ČUJEČNOSTI NA UČENCE

POVZETEK

V članku so predstavljene vaje čuječnosti kot primer dobre prakse v oddelku podaljšanega bivanja. To je čas po koncu pouka, ko so učenci že utrujeni in razdražljivi. Polni so čustvenih vtisov, doživetij in izkušenj tistega dne. Številni imajo preveč obveznosti in premalo časa za sprostitev.

V prvem delu članka so predstavljeni teoretska podlaga in razlogi za uvajanje tovrstne oblike čuječnosti, saj vsebuje prav take elemente, ki sovpadajo s potrebami otrok današnjega časa. Študije medicine ter strokovnjaki s področja psihologije in psihoterapije dokazujejo in podpirajo čuječnost kot spretnost, ki ima pri otrocih in odraslih velik vpliv na mentalno in fizično stanje ter jo označujejo kot enega ključnih dejavnikov osebnostnega razvoja. Otroci se naučijo, kako se za trenutek ustaviti, umiriti in zadihati. Osredotočijo se na trenutno počutje, svoja čustva in se jih naučijo sprejeti prav takšna, kot so.

V drugem delu članka so predstavljene konkretne vaje, ki so se izkazale kot zelo učinkovite. Urjenje čuječnosti smo izvajali celo šolsko leto. Vsak dan smo se naučili novo vajo in vse naučene ponavljali v naslednjem tednu. Tretji teden smo nato dodali nove vaje. Te so pomagale pri umirjanju, usmerjanju pozornosti, povečevanju osredotočenosti pri pisanju domačih nalog in pripravi na samostojno učenje.

Članek sklenem z ugotovitvijo, da uvajanje vaj čuječnosti v učni proces prinaša veliko pozitivnih učinkov, večjo uspešnost pri šolskem delu in boljše razredno klimo, zato se nam vsekakor zdi smiselno z vajami čuječnosti nadaljevati tudi v prihodnje. Vaje, opisane v prispevku, ne pomagajo zgolj pri lajšanju trenutnih negativnih stanj in stisk, temveč so obenem tudi pomembna popotnica za življenje.

KLJUČNE BESEDE: čuječnost, osredotočenost, umirjanje, pozitivni učinki

POSITIVE EFFECTS OF MINDFULNESS ACTIVITIES ON STUDENTS

ABSTRACT

The article presents the activities of mindfulness as an example of good practice in after-school classes. After regular classes, the pupils are tired, irritated and restless. They are full of emotional impressions and experiences which they have undergone during the day. Many have too many assignments and not enough time to relax.

The first part of the article presents a theoretical basis and reasons for the implementation of mindfulness, as it contains elements that are relevant to the needs of children in the present time. Medical studies and experts in the fields of psychology and psychotherapy prove and support mindfulness as a skill that has a profound impact on the mental and physical state of children and adults and has been identified as one of the key elements in personal development. Children learn how to stop for a moment, calm down and breathe. They focus on how they feel in the present moment, on their emotions and they learn to accept them just as they are.

The second part of the article presents exercises that have proven to be very effective. Mindfulness training was carried out throughout the school year. We learnt a new exercise every day and repeated it in the following week. New exercises were added in the third week. These have proven to be effective in calming, focusing attention, increasing the focus on homework and preparing for independent studying.

I conclude the article by stating that incorporating mindfulness exercises into the learning process has many positive effects, since it increases success in schoolwork and contributes to a better classroom climate. Therefore, I find it useful to continue with these activities also in the future. The exercises described in the article not only help to relieve the current negative states and distress of students, but also give them an important tool for life.

KEYWORDS: mindfulness, focus, calming, positive effects

S PRAKTIČNIMI STRATEGIJAMI PRI POUKU IZBOLJŠATI PRAVILNO DRŽO PRI PETOŠOLCIH

POVZETEK

Pravilna drža je ključna za zdravje hrbtenice in splošno dobro počutje otrok. Sem učiteljica razrednega pouka, mati dveh otrok in opažam, da imajo petošolci težke torbe, veliko sedijo, se gibajo, a vendar ima veliko učencev težave pri drži. Različni avtorji so zapisali veliko praktičnih in teoretičnih principov za pravilno stabilizacijo hrbtenice. Pri pouku sem v svojem oddelku, kjer je 23 petošolcev, v okviru matematike in slovenščine naredila raziskavo o skrbi učencev za hrbtenico. Sestavili smo anketni vprašalnik in ugotovili, da ima večina učencev bolečine v hrbtu zaradi dolgega sedenja pri pouku, težkih torb in premalo gibanja. Namen prispevka je ozavestiti pomembnost skrbi za pravilno držo pri otrocih med dolgimi urami sedenja v šoli. V svojem prispevku bom navedla primere iz prakse, kako pri pouku lahko z različnimi dejavnostmi kot učiteljica pripomorem k boljši drži naših učencev. Navajam nekaj konkretnih strategij: pravilna postavitve stolov in miz, redni odmori za gibanje, pouk zunaj, prakticiranje vaj za pravilno držo, zavestno spremljanje svoje drže, interaktivno učenje, vključevanje staršev, sodelovanje z zdravstvenimi strokovnjaki, spremljanje napredka. Ugotavljam, da z naštetimi aktivnostmi dosegamo večjo učno učinkovitost, boljše razredno klimo in se zavestno trudimo vzdrževati pravilno držo.

KLJUČNE BESEDE: gibanje, hrbtenica, šolski prostor

IMPROVING PROPER POSTURE IN FIFTH-GRADERS THROUGH PRACTICAL CLASSROOM STRATEGIES

ABSTRACT

Proper posture is crucial for the health of the spine and the overall well-being of children. I am an elementary school teacher, a mother of two children, and I have noticed that fifth graders often carry heavy bags, sit for extended periods, and despite being physically active, many of them struggle with maintaining good posture. Various authors have written about practical and theoretical principles for the correct stabilization of the spine. In my classroom, which consists of 23 fifth graders, I conducted a survey regarding students' care for their spine during math and Slovenian language lessons. We designed a questionnaire and found that most students experience back pain due to prolonged sitting during lessons, heavy backpacks, and insufficient physical activity. The purpose of this article is to raise awareness about the importance of caring for proper posture in children during long hours of sitting in school. In my contribution, I will provide examples from practice on how, as a teacher, I can contribute to improving the posture of our students through various activities. I will list specific strategies: proper arrangement of chairs and desks, regular movement breaks, outdoor lessons, practicing exercises for correct posture, conscious monitoring of one's posture, interactive learning, involving parents, collaborating with healthcare professionals, and tracking progress. I have found that with these activities, we achieve greater learning efficiency, a better classroom atmosphere, and make a conscious effort to maintain proper posture.

KEYWORDS: movement, spine, school space

AKTIVNE POČITNICE KOT BEG OD VSAKODNEVNIH PASTI

POVZETEK

Sodoben način življenja nas je pripeljal do točke, ko so pomembne stvari, kot so telesna aktivnost, zdrav način življenja in medčloveško sodelovanje, postale drugotnega pomena. Dandanes otroci svoj prosti čas preživljajo ob elektronskih napravah, se družijo prek socialnih omrežij, medtem, ko nekoč pomembne aktivnosti ostajajo v ozadju, ali pa se vse bolj pozabljajo. Vsak Center šolskih in obšolskih dejavnosti v Sloveniji letno razpiše vsaj dva termina aktivnih počitnic. Letno se jih udeleži približno 1500 osnovnošolskih otrok. Namen tega prispevka je predstaviti program aktivnih počitnic na CŠOD Gorenje, kjer vsako leto razpišemo dva termina aktivnih počitnic. Izvajajo se v obliki taborjenja za otroke, stare od osem do enajst let. V vsako skupino je vključenih po 29 otrok. Program vključuje usmeritve trajnostnega razvoja in hkrati ponuja vsebine, ki jih otroci težko izvajajo v šoli in v lastnem okolju. Otroci na pester in zanimiv način razvijajo svojo samostojnost in timsko delo, se urijo v socialnih veščinah, spoznavajo življenje tabornikov, predvsem pa preživljajo dneve v naravi v sproščenem in družabnem okolju. Pedagoški delavci na CŠOD smo postavljeni pred velike izzive, saj se srečujemo s čedalje večjim številom učencev, ki imajo težave s prilagajanjem, so nemirni in se v konfliktnih situacijah odzivajo družbeno nesprejemljivo. Tako imamo pomembno vlogo pri osebostnem razvoju otrok, saj jih motiviramo za zdrav življenjski slog in jim posredujemo nova znanja, s katerimi se lažje spopadajo s pastmi sodobnega načina življenja. V okviru dnevnih refleksij se je izkazalo, da bivanje in druženje v naravi ter pester program pripomorejo k večjemu zadovoljstvu otrok.

KLJUČNE BESEDE: Center šolskih in obšolskih dejavnosti (CŠOD), aktivne počitnice, taborenje, timsko delo

ACTIVE HOLIDAYS AS AN ESCAPE FROM THE PITFALLS OF EVERYDAY LIFE

ABSTRACT

The modern way of life has brought us to a point where essential things such as physical activity, a healthy lifestyle, and interpersonal cooperation have become secondary. Nowadays, children spend their free time with electronic devices, socializing through social networks, while once important activities remain in the background or are increasingly forgotten. Each Centre for School- and Extracurricular- Activities (CŠOD) in Slovenia schedules at least two terms of active holidays. In total, approximately 1500 children, mostly from primary schools, take part in them each year. The purpose of this article is to present the active holiday programme at CŠOD Gorenje, where we organize two terms of active holidays every year. These are conducted in the form of camping for children aged eight to eleven. Each group consists of 29 children. The program includes the guidelines of sustainable development but at the same time, it offers content that is difficult for children to implement at school and in their own environment. Children develop their independence and teamwork in a varied and interesting way, train in social skills, get to know the life of campers, and above all, spend their days in nature in a relaxed and social environment. As educators, we are faced with great challenges, as we encounter an ever-increasing number of students who have adaptation problems, are restless and react in a socially unacceptable way in conflict situations. In this way, we play an important role in the personal development of children, as we motivate them for a healthy lifestyle and provide them with new knowledge that helps them cope more easily with the pitfalls of a modern lifestyle. As part of the daily reflections, it turned out that staying and socializing in nature and a varied program contribute to greater children's satisfaction.

KEYWORDS: Centre for School and Outdoor Education, active holidays, camping, teamwork

VPLIV JOGE NA POČUTJE IN SAMOURAVNAVANJE ČUSTEV UČENCEV

POVZETEK

Joga ni zgolj telesna vadba s katero poskrbimo za gibljivost in krepitev telesa. Ustrezna izbira jogijskih vaj, usklajenih z dihanjem in dinamiko vadbe, pripomore k umirjenosti, sprostitvi, izboljšanju čuječnosti in zmanjšanju stresa v našem vsakdanu.

Prispevek predstavlja vplive rednega izvajanja joge na počutje, telesno in čustveno zavedanje učencev, starih od 5 do 15 let. Jogo učencem ponujamo kot eno od dejavnosti razširjenega programa, ki si jih učenci izberejo sami. Prve jogijske korake smo naredili pred dvema letoma, s poskusnim vključevanjem manjšega števila učencev, ki je hitro preraslo v večjo skupino stalnih udeležencev. V tem času smo dosegli poglavitne, trajno usmerjene cilje k izboljšanju koordinacije gibov in motoričnih spretnosti učencev, izboljšanju njihove koncentracije, zmanjšanju nemirnosti in lažjemu spopadanju s stresnimi situacijami. Omenjeni pozitivni vplivi joge so opazni tudi pri otrocih, ki imajo težave s samouravnavanjem čustev (jeza, žalost, strah) in otrocih z motnjo pozornosti s hiperaktivnostjo. Učenci spoznavajo jogijske položaje, dihalne tehnike in načine sproščanja, namenjene njihovim starostim in sposobnostim. Razvijajo zaupanje, samozavest in sprejemanje samega sebe ter drugih. Učijo se medsebojnega sodelovanja in se ne obremenjujejo s tekmovalnostjo. Primere dobrih praks, predstavljene v prispevku, smo na pobudo učencev prenesli tudi v ure obveznega programa. Uporabljamo jih kot uvod v začetek ure ali kot kratek odmor za sprostitve.

KLJUČNE BESEDE: joga, koncentracija, umirjanje, sproščanje

INFLUENCE OF YOGA ON STUDENT'S FEELINGS AND SELF- REGULATION OF EMOTIONS

ABSTRACT

Yoga is not just a physical exercise that ensures mobility and strengthening of the body. The appropriate selection of yoga exercises, coordinated with breathing and exercise dynamics, helps to calm down, relax, improve alertness and reduce stress in our everyday lives.

The paper presents the effects of regular yoga practice on the well-being, and physical and emotional awareness of students aged 5 to 15 years. We offer yoga to the students as one of the activities of the extended program, which the students choose themselves. We took our first yogic steps two years ago, with the trial inclusion of a small number of students, which quickly grew into a larger group of regular participants. During this time, we achieved the main, permanently oriented goals of improving the coordination of movements and motor skills of students, improving their concentration, reducing restlessness and making it easier to deal with stressful situations. The aforementioned positive effects of yoga are also noticeable in children who have problems with self-regulation of emotions (anger, sadness, fear) and children with attention deficit hyperactivity disorder. Students learn about yoga positions, breathing techniques and ways of relaxation, designed for their age and abilities. They develop trust, confidence and acceptance of themselves and others. They learn mutual cooperation and do not bother with competition. The examples of good practices presented in the article were also transferred to the lessons of the compulsory program at the initiative of the students. We use them as an introduction to the beginning of class or as a short break to relax.

KEYWORDS: yoga, concentration, calming down, relaxation

V ŠOLI LAHKO PLEŠEMO TUDI MED ODMOROM

POVZETEK

Cilj prispevka je predstaviti različne načine poučevanja plesa na OŠ Šmartno, glede na metode, oblike dela in izvedbo. Program plesa je del učnega načrta Športne vzgoje v vseh triletnih. Običajno se ga uči pri rednih urah športa. Ob tem pa se na naši šoli poslužujemo tudi drugih organizacijskih oblik. Ob petkih učenci plešejo v rekreativnem odmoru. Decembra lahko učenci od 5. do 9. razreda svoje plesno znanje izkažejo na Šolskem novoletnem plesnem tekmovanju v standardnih in latinsko-ameriških plesih. Prireditev popestrimo z nastopi učencev, ki se s plesom ukvarjajo tekmovalno in nastopom skupine ritmičnih gimnastičark od 1. do 5. razreda, ki vadijo v okviru interesne dejavnosti. V devetem razredu ponudimo izbirni predmet ples. Tudi program valet vključuje skupinski ples celotne generacije devetošolcev. V prispevku predstavljamo še plesni zvezek, ki smo ga pripravili učitelji športa za pomoč pri delu. Ocenjujemo, da z uporabo različnih organizacijskih oblik učencem učinkoviteje približamo plesne vsebine. V obdobju osnovne šole tako dobijo dovolj znanja, da prepoznajo glasbo, jo povežejo s pravimi plesnimi koraki in brez zadrege zaplešejo na zaključni prireditvi.

KLJUČNE BESEDE: plesno tekmovanje, osnovna šola, učenci, pouk športa

AT SCHOOL WE CAN DANCE EVEN DURING THE BREAK

ABSTRACT

The aim of the paper is to present different ways of teaching dance at Šmartno primary school, in terms of methods, forms of work and performances. The dance program is part of the physical education curriculum in all years. It is usually taught in regular sports lessons. At the same time, we use other forms of organization at our school. On Fridays, pupils dance during the recreational break. In December, pupils from 5th to 9th grade can demonstrate their dancing skills in standard and Latin American dances at the school's New Year's Dance Competition. The event is highlighted by performances by students who dance competitively and by a group of rhythmic gymnasts from 1st through 5th grade who train as part of an interesting activity. In ninth grade, we offer dance as an elective. The valet program also includes a group dance by the entire generation of ninth graders. In this paper, we also present a dance booklet created by physical education teachers as a working tool. We believe that by using various forms of organization, we can better teach dance content to pupils. In this way, they acquire enough knowledge during the primary school years to recognize music, associate it with the correct dance steps, and dance without embarrassment at the graduation ceremony.

KEYWORDS: dance competition, elementary school, pupils, sport lesson

KREPITEV RAZREDNE KLIME V TEDNU OBVEZNIH IZBIRNIH VSEBIN NA II. GIMNAZIJI MARIBOR

POVZETEK

Vsak začetek šolskega leta že 15 let na II. gimnaziji Maribor organiziramo t. i. teden obveznih izbirnih vsebin (OIV). Tretji teden septembra istočasno izvedemo program za učence vseh letnikov, načrtujemo in organiziramo ga ob koncu prejšnjega šolskega leta. Učenci so tako razporejeni glede na letnike. Prvošolci gredo v šolo v naravi na domove CŠOD (Center šolskih in obšolskih dejavnosti) po Sloveniji skupaj z razrednikom in vsaj še enim drugim razredom. Dolgoletna praksa potrjuje, da učenci po tem tednu postanejo bolj povezani med seboj, spoznajo druge sosošolce in razrednika. To je pogoj za dobro razredno klimo v nadaljevanju šolskega leta. Drugošolci poglobijo vez z razredom ob vsebinah na temo zdravje, prehrana in kariera. Za njih so organizirane različne delavnice, predavanja, ogledi institucij. Tretji letniki preživijo ta teden na taborih (kulturno-umetniški, naravoslovni, družboslovni, jezikovni in športni), ki jih vodijo učitelji. Tako se učenci povezujejo medrazredno (horizontalno), kar pripomore k še večji povezanosti in pozitivni klimi na šoli. Četrtošolci so v tem tednu na maturantski ekskurziji, ki predstavlja še eno možnost poglobitve dobrih odnosov med učenci in razrednikom. V prispevku so predstavljeni primeri tedna OIV, ki jih je moč uporabiti tako na srednješolski stopnji izobraževanja kot na razredni stopnji osnovnošolskega izobraževanja. Opisane dejavnosti so primeri dobre prakse, ki vplivajo na krepitev socialnih veščin za ustvarjanje dobrih medosebnih odnosov, kar prispeva k zdravi razredni klimi oz. povezanosti drugogimnazijcev v času šolanja kot tudi po njem.

KLJUČNE BESEDE: teden OIV, krepitev socialnih veščin, medosebni odnosi, pozitivna razredna klima

STRENGTHENING THE CLASS CLIMATE DURING THE WEEK OF COMPULSORY OPTINAL CONTENT AT II. GIMNAZIJA MARIBOR

ABSTRACT

For the past 15 years, every year at the beginning of the school year, the Maribor Secondary School (II. gimnazija Maribor) has been organising a week of compulsory optinal content (CEC). In the third week of September, we run a simultaneous programme for pupils of all year groups, planned and organised at the end of the previous school year. The pupils are thus grouped according to year group. First-year pupils go to the nature school at the CŠOD (Centre for School and Extra-Curricular Activities) hostels around the country, together with their class teacher and at least one other class. Long-standing practice shows that after this week, pupils become more connected to each other, get to know their classmates and the class teacher. This is a prerequisite for a good class climate later in the school year. Second-graders deepen their bond with the class during the topics on health, nutrition and career. Various workshops, lectures and visits to institutions are organised for them. Third-year pupils spend the week at camps (arts and culture, science, social studies, language and sports) run by teachers. This way, the pupils are connected horizontally (cross-class), which helps to further increase the cohesiveness and positive climate of the school. This week, the 4th graders are on a final excursion, which is another opportunity to deepen the good relationship between the students and the class teacher. This paper presents examples of OIV weeks that can be used at both secondary and primary level. The activities described are examples of good practice that have an impact on strengthening social skills to create good interpersonal relationships, which contributes to a healthy classroom climate or cohesion of students during and after their schooling.

KEYWORDS: OIV week, social skills building, interpersonal relationships, positive class climate

VKLJUČITEV GIBANJA V ŠOLSKE DEJAVNOSTI

POVZETEK

V hitrem tempu današnjega sveta sta gibanje in zdrav način življenja vse bolj pomembna, saj se potreba po gibanju kaže skozi vsa človekova obdobja. Večina otrok uživa v gibanju in se z veseljem vključuje v spontane in vodene gibalne dejavnosti. V svojem raziskovalnem delu sem želela odgovoriti na vprašanja, kam se poleg rednih ur športa, ki so na urniku, še lahko vključi gibanje otrok med šolskim delom. Zanimalo me je, na kakšen način lahko gibalne naloge vključujemo pri matematiki, slovenščini, spoznavanju okolja... Svoje odgovore sem iskala z analiziranjem šolskih dejavnosti, opazovanjem, lastnimi izkušnjami in poskušanjem podajanja snovi s pomočjo raznih gibalnih nalog. Ko otroci prestopijo šolska vrata, je šola zelo pomembna pri zagotavljanju zadostnega gibanja pri otrocih, saj otroci med tednom v šoli preživijo večino dneva, nekateri tudi 9 ur. Gibalne dejavnosti učitelj lahko vključuje v celoten potek šolskega dne, saj se ravno preko gibalnih nalog učenci bolje zapomnijo učno snov, jo bolje utrdijo, hkrati pa naredijo nekaj za svoje boljše počutje. V svoje delo zato vsakodnevno vnašam minutke za zdravje, aktivni odmor, učne ure na prostem. Vodim tudi krožek Igrajmo se, kjer otroci spoznavajo različne gibalne dejavnosti. Vključeni smo v projekt 365 dni telovadimo vsi, izvajamo simbiozo... Spoznala sem, da so otroci ob raznovrstnih gibalnih nalogah mnogo bolj motivirani za šolsko delo, podaljšujeta se koncentracija in zbranost, hkrati s tem pa so otroci pri svojem delu tudi uspešnejši; rezultati njihovega dela so vrednoteni z boljšimi ocenami.

KLJUČNE BESEDE: gibalne dejavnosti, šola, motivacija

INCLUSION OF MOVEMENT IN SCHOOL ACTIVITIES

ABSTRACT

In the fast pace of today's world, movement and a healthy lifestyle are increasingly important, as the need for movement manifests itself throughout all human periods. Most children enjoy movement and happily engage in spontaneous and guided movement activities. In my research work, I wanted to answer the questions of where, in addition to the regular sports lessons that are on the schedule, the movement of children during school work can be included. I was interested in how movement tasks can be included in mathematics, Slovenian, learning about the environment... I looked for my answers by analyzing school activities, observation, my own experiences and trying to convey the material with the help of various movement tasks. When children cross the school gates, the school is very important in ensuring sufficient movement for children, because during the week children spend most of the day at school, some even 9 hours. The teacher can include movement activities in the entire course of the school day, because it is precisely through movement tasks that students remember the learning material better, consolidate it better, and at the same time do something to improve their well-being. That's why I include minutes for health, active breaks, and outdoor lessons in my work every day. I also lead the Let's Play club, where children learn about different movement activities. We are involved in the project, we all exercise 365 days, we practice symbiosis... I realized that children are much more motivated for school work with various movement tasks, their concentration and composure are prolonged, and at the same time, children are more successful in their work; the results of their work are valued with better grades.

KEYWORDS: movement activities, school, motivation

VPELJAVA GIBANJA V SPOZNAVANJE PRAVLJIC V PREDŠOLSKEM OBDOBJU

POVZETEK

V našem vrtcu smo že štiri leta vključeni v projekt »Gibanje za zdrave možgane«, kjer spodbujamo stimulatívno gibanje preko dejavnosti. Namen prispevka je, da predstavim, da lahko spoznavanje pravljíc v predšolskem obdobju zelo dobro vključimo z gibanjem in da ni potrebno, da je pripovedovanje statično, ampak so otroci aktivni in bolje motivirani za delo. Pravljičice našo skupino spremljajo že dve leti, katere otroci spoznavajo preko gibanja v igralnici, telovadnici in na neravnem terenu. To leto bomo spoznavali kar nekaj različnih pravljíc, ki bodo tematsko povezane preko letnih časov in otroci bodo preko gibanja spoznavali zgodbe, pesmice, se likovno izražali, usvajali matematične pojme ter pridobivali na jezikovnem področju. Zavedam se, da je gibanje ključnega pomena, da se otroci sprostijo, imajo boljšo koncentracijo in se vživijo v svet pravljíc in pravljíčnih oseb. Skozi leta opažam, da svet pravljíc rahlo izginja, da nekateri starši nimajo časa, oziroma si ga ne vzamejo. S pripovedovanjem pravljíc pa lahko pri otroku spodbujamo govorni, spoznavni in socialno-čustveni razvoj. Gibanje je zelo dobro pripomoglo, da so otroci lažje osvojili pravljíčice, si jih zapomnili, se preko njih izražali ter sodelovali v skupinskih in skupnih dejavnostih. Pri nekaterih otrocih so bile pravljíčice prvi mejniki k boljši komunikaciji in besednem izražanju, hkrati pa so otroci preko aktivnih dejavnosti notranje motivirani in željni spoznavanja zgodbic.

Z aktivnim, na gibanju temelječim učenjem, pa je pripomoglo, k boljši vključitvi v družbo z vrstniki, nekateri otroci so postali bolj samozavestni, izboljšale so se njihove delovne navade ter motorične sposobnosti.

KLJUČNE BESEDE: pravljíčice, gibanje, sodelovanje, nastopanje

INTRODUCING THE MOVEMENT INTO LEARNING FAIRY TALE IN PRE-SCHOOL PERIOD

ABSTRACT

In our kindergarten, we have been involved in the "Movement for a healthy brain" project for four years, where we encourage stimulating movement through activities. The purpose of the paper is to present that the learning of fairy tales in the preschool period can be very well integrated with movement and that it is not necessary for the storytelling to be static, but for children to be active and better motivated to work. Fairy tales have accompanied our group for two years, which the children learn about through movement in the playroom, the gym and on uneven terrain. This year, we will learn about quite a few different fairy tales, which will be thematically connected through the seasons, and through movement, children will learn about stories, songs, express themselves artistically, acquire mathematical concepts and gain language skills. I am aware that movement is crucial for children to relax, have better concentration and immerse themselves in the world of fairy tales and fairy tale characters. Over the years, I've noticed that the world of fairy tales is slowly disappearing, that some parents don't have time, or don't take it. By telling fairy tales, we can encourage a child's speech, cognitive and social-emotional development. The movement helped the children learn fairy tales more easily, memorize them, express themselves through them and participate in group and joint activities. For some children, fairy tales were the first milestones towards better communication and verbal expression, and at the same time, through active activities, children are internally motivated and eager to learn about stories. With active, movement-based learning, it helped to better integrate into society with peers, some children became more self-confident, their work habits and motor skills had improved.

KEYWORDS: fairy tales, movement, cooperation, performance

KETTEJEVA UČNA POT V NOVEM MESTU

POVZETEK

V prispevku predstavljamo virtualno oz. interaktivno digitalizirano Kettejevo učno pot, ki smo jo ustvarili učenci in učitelji OŠ Dragotina Ketteja iz Novega mesta. Zasnovana je tako, da sprehajalci ob prijetni rekreaciji izvedo še nekaj o življenju in delu pesnika in pisatelja Dragotina Ketteja ter obenem spoznavajo naravne in kulturne znamenitosti ter zgodovino Novega mesta. Pohodnike po poti vodi brezplačna mobilna aplikacija Turf Hunt, pomaga pa jim mravljinček Kettko, maskota OŠ Dragotina Ketteja. Zemljevid, ki vodi pohodnike, je opremljen s poti lastnimi zatiči.

Krožna pot je dolga je slabih 8 km, srednje težka, prijazna do oseb s posebnimi potrebami. Na njej ne manjka zanimivih izzivov in nalog. Vsebuje 9 vsebinsko bogatih ciljnih točk oz. postaj: OŠ Dragotina Ketteja, most na Loki, Župančičevo sprehajališče, Kettejev drevored, Kettejeva hiša, Kapitelj (stolnica), Kettejev vodnjak, spominska plošča na nekdanji Gimnaziji ter Rotovž.

Na vsaki postaji sprehajalci izvedo nekaj novega ter spoznavajo literarno, likovno in glasbeno poudarjalnost Kettejevih del v izvedbi učencev s posebnimi potrebami in njihovih učiteljev. Učenci so za vsako od postaj posneli kratek video filmček, pesmico ali deklamacijo. Pohodniki lahko svoje novo znanje preizkusijo v interaktivnem Kettkokvizu. Celotna vsebina aplikacije je avtorska.

Naši učenci so prvi preizkusili aplikacijo in se sprehodili po poti. Bili so navdušeni. Pomen Kettejeve poti za našo šolo, novomeško občino ter širše okolje so prepoznali tudi poslušalci Vala 202, ki so zaradi tega projekta našo ravnateljico izglasovali za ime tedna in meseca junija.

KLJUČNE BESEDE: učna pot, otroci s posebnimi potrebami, Dragotin Kette, Novo mesto, Turf Hunt

KETTE'S PATH OF LEARNING IN NOVO MESTO

ABSTRACT

In this paper, I present virtual (interactive digitalized) Kette's path of learning, which was created by the students and teachers of the Dragotin Kette Elementary School from Novo Mesto. It is designed for walkers to learn something more about the life and work of the poet and writer Dragotin Kette, while having a pleasant recreation, and at the same time get to know the natural and cultural sights and history of Novo Mesto. The walkers are guided along the path by the free mobile application Turf Hunt, and they are helped by the little ant Kettko, the mascot of Dragotin Kette Elementary School. The map that guides walkers is equipped with its own route pins.

The circular route is just under 8 km long, medium difficulty and friendly to people with special needs. There is no shortage of interesting challenges and tasks on it. It contains 9 content-rich destination points (Dragotin Kette elementary school, Loka bridge, Župančič promenade, Kette's avenue of trees, Kette's house, Kapitelj (cathedral), Kette's fountain, memorial plaque at the former Gymnasium and Rotovž (Town hall).

At each stop, walkers learn something new and learn about the literary, artistic and musical re-creation of Kette's works performed by students with special needs and their teachers. The students recorded a short video, song or declamation for each of the stations. The walkers can test their new knowledge in the interactive Kettkoquiz. The entire content of the application is original work of the authors.

Our students were the first to try out the app and walk the path. They were excited. The importance of the Kette's path for our school, the municipality of Novo mesto and the wider environment was also recognized by the listeners of our national radio's programme Val 202, who voted for our principal as the name of the week and month of June because of this project.

KEYWORDS: path of learning, children with special needs, Dragotin Kette, Novo mesto, Turf Hunt

Z ZMANJŠEVANJEM MEDVRSTNIŠKEGA NASILJA DO BOLJŠEGA MENTALNEGA ZDRAVJA

POVZETEK

Medvrstniško nasilje se je v anketi, ki smo jo izvedli med učitelji, izkazalo za problem, ki mu moramo na šoli nameniti več časa in pozornosti. Zato smo pripravili projekt Jaz in Ti v Družbi (MeYou Society). Cilj projekta je bil razvijanje socialnih kompetenc za zmanjšanje medvrstniškega nasilja.

V ta namen smo izvajali različne aktivnosti za spoznavanje in sprejemanje lastnih občutkov, čustev in vrednot, spoznavanje in sprejemanje medosebnih, medgeneracijskih in kulturnih različnosti ter razvijanje občutka pripadnosti šolski skupnosti in spodbujanje domoljubja.

V okviru projekta smo pripravili program »Več kot spričevalo« z delovnimi listi za učence, priročnikom za učitelje in evalvacijskimi vprašalniki. Program »Več kot spričevalo« je razdeljen na tri dele: Kdo sem jaz, Jaz in ti, Jaz in družba. Program je kontinuiran in je namenjen učencem 6. do 8. razreda osnovne šole, lahko ga izvajamo tudi v nepovezani obliki, glede na potrebe oddelka.

Pripravili smo tudi Recept za reševanje konfliktnih situacij.

V okviru projekta smo pripravili igro Spomin z besedami, ki pomagajo. Ta izdelek so dobili letos vsi oddelki in ga vključujemo v program razrednih ur. Besede, ki pomagajo smo namestili na šolske stopnice.

Skozi celoten program je šla ena generacija učencev. Rezultati, ki jih je razredničarka beležila v Dnevniku razreda, so bili pozitivni. V projektu so nastala gradiva, ki prinašajo velik doprinos k preventivi in izboljšanju mentalnega zdravja mladostnikov.

KLJUČNE BESEDE: medvrstniško nasilje, samopodoba, sprejemanje različnosti, pripadnost

BY REDUCING INTERCLASS VIOLENCE TO BETTER MENTAL HEALTH

ABSTRACT

In a survey we conducted among teachers, peer violence was shown to be a problem that we need to devote more time and attention to at school. That is why we prepared the MeYou Society project. The aim of the project was to develop social competences to reduce peer violence.

To this end, we carried out various activities for knowing and accepting one's own feelings, emotions and values, getting to know and accepting interpersonal, intergenerational and cultural differences and developing a sense of belonging to the school community and encouraging patriotism.

As part of the project, we prepared the program "More than a diploma" with worksheets for students, a manual for teachers and evaluation questionnaires. The program "More than a diploma" is divided into three parts: Who am I, Me and You, Me and Society. The program is continuous and is intended for students in the 6th to 8th grade of elementary school, it can also be implemented in an unrelated format, depending on the needs of the department.

We have also prepared a recipe for solving conflict situations.

As part of the project, we prepared the game Memory with words that help. All departments received this product this year and we are including it in the classroom program. The words we helped put on the school steps.

One generation of students went through the entire program. The results, which the class teacher recorded in the Class Diary, were positive. The project produced materials that make a great contribution to the prevention and improvement of the mental health of young people.

KEYWORDS: peer violence, self-esteem, acceptance of differences, belonging

SIR KOT PRIPOMOČEK V MATEMATIKI

POVZETEK

Pri urah matematike se velikokrat srečam z vprašanjem dijakov, zakaj neki morajo imeti matematiko, saj bi bili radi samo slaščičarji, kuharji, vrtnarji... Dejstvo, da je matematika pot do znanja vsakemu dobremu mojstru, jih ne prepriča. Pri svojih urah skušam matematiko s prilagojenimi nalogami približati njihovem poklicu, kar mi včasih bolj, drugič manj uspe. Medpredmetno smo se povezali s predmetom matematika in strokovnim modulom mlekarstva. Najprej smo pri splošnem predmetu spoznali geometrijsko telo valj, nato pa zraven povedali kaj bi se dalo izračunati. Računali smo površino, prostornino, osni presek. Ponovili smo osnovnošolsko snov kot npr. krožni lok, krožni izsek. Preden smo se lotili računanja, smo ponovili še merske enote ter geometrijsko telo kvader. Pri računanju smo pogosto uporabili procentni račun. Namen učne ure matematike je, da dijaki na konkretnem primeru vidijo, kaj se s pomočjo matematike da izračunati pri siru v mlekarni. Hlebček sira smo vzeli kot učni pripomoček in na tak način ponovili geometrijsko telo valj in geometrijski lik krog. Dijaki so uporabne naloge reševali na način, da so šli v mlekarsko delavnico, zorilnico,... in tam poskušali reševati problem. Na razpolago so imeli tudi meter, delovodja in mlekarskega delavca. Po vrnitvi v razred, smo dobljene rezultate predstavili s tabelami in grafičnim kolačem. Poleg uporabe matematičnih metod, so pa dijaki razvijali tudi znanje o zdravi prehrani, ki so ga povezovali s strokovnim predmetom živilstva. Zdelo se jim je zanimivo, kako lahko popolnoma različna predmeta povežejo pri uri, kot tudi na maturi.

KLJUČNE BESEDE: sir, mlekarna, sklepní račun, geometrijska telesa, matematika, povezovanje znanj

CHEESE AS AN AID IN MATHEMATICS

ABSTRACT

In my Math classes students often ask me why do they need Math since all they want is to become confectioners, cooks, gardeners etc. The fact that Math is a way to every successful worker does not seem to convince them at all. Within my classroom I try to bring Math closer to their profession with adapted tasks, which is more or less a success. We have made cross-curricular connections between Math and the "Dairy" vocational module. Our first step was to learn about cylinders. Afterwards we discussed all the things that could be calculated. We calculated the surface, volume, and axial cross-section of cylinders. In addition, we revised primary-school topics such as: arc and sector of a circle. Before starting the calculations we also revised metric units and rectangular as a geometrical object. We often used percent equation. The purpose of the particular Math lesson was to demonstrate on a concrete example how Math calculations could be used with cheese in the dairy. Loaf cheese was used as a learning tool. This way we revised cylinder and circle. The students performed their problem-based instructional tasks by going to the dairy and depot. There they tried to solve the problem. Also meter, supervisor and dairy worker were at their disposal. When we returned into the classroom we demonstrated their results with charts and graphical pies. In addition to using mathematical methods, the students also developed knowledge about healthy nutrition, which they linked to the professional subject of food science. They thought it was interesting how completely different subjects could be connected in class as well as at graduation.

KEYWORDS: cheese, dairy products, calculus, solids, mathematics, connecting knowledge

VADBA IN PREHRANA GLEDE NA KONSTITUCIJO ČLOVEKA

POVZETEK

Športna vzgoja v srednji šoli je ključnega pomena za razvoj gibalnih sposobnosti pri mladih. Kot športni pedagogi se čutimo odgovorni za spodbujanje pozitivnega odnosa mladih do športa. Učitelj ni samo podajalec snovi in ocenjevalec, je tudi motivator. Želimo jih naučiti in motivirati, da bodo z redno telesno aktivnostjo in prehrano znali poskrbeti zase skozi življenje. Nekateri poskrbijo za svoje zdravje samo s prehrano, druge prehrana ne zanima in se ukvarjajo samo s telesno aktivnostjo, tretji pa kombinirajo oboje vendar ne vedo, da je pri tem potrebno upoštevati tudi telesno konstitucijo, ki pove kaj je za posameznika primerno in kaj ne. Predstavili smo jim različne telesne tipe konstitucij človeka, ektomorfni - suhljat z nežnim okostjem, mezomorfni - atletske mišičasto telo in endomorfni - zalito, okroglo telo. Skupaj smo določili v katero kategorijo spada vsaka dijakinja. Kot orodje za razvrstitev dijakinj smo poleg vizualnega ocenjevanja v katero od zgornjih skupin bi spadali, uporabili ITM (Indeks telesne mase) ter obseg trebuha. Z razvrščanjem v različne kategorije smo si pomagali z različnimi kategorijami, ki jih določa vrednost ITM. S pomočjo teh vrednosti, smo jih razvrstili v tri tipe konstitucij. Na podlagi tega smo vsem trem skupinam predpisali ustrezno vadbo in prehrano. Določili smo smotrne cilje ter učinkovito strategijo, kako te cilje doseči. Dijakinje so bile bolj motivirane pri športni vzgoji, ker so videle večji smisel svoje osebne vadbe in napredka.

KLJUČNE BESEDE: šport, vadba, prehrana, telesni tipi

EXERCISE AND DIET ACCORDING TO THE HUMAN CONSTITUTION

ABSTRACT

Physical education in secondary school is crucial for the development of movement skills in young people. As sports educators, we feel responsible for promoting a positive attitude of young people towards sports. The teacher is not only a teacher and an evaluator, he is also a motivator. We want to teach and motivate them so that they will be able to take care of themselves throughout life with regular physical activity and nutrition. Some take care of their health only through nutrition, others are not interested in nutrition and are only engaged in physical activity, while others combine both, but do not know that it is also necessary to know the body constitution, which tells what is suitable for the individual and what is not. We presented them with different body types of human constitutions, ectomorph - lean with a tender skeleton, mesomorph - athletic muscular body and endomorph - plump, round body. Together, we determined which category each student belongs to. As a tool for classifying female students, in addition to a visual assessment of which of the above groups they belong to, I used BMI (Body Mass Index) and abdominal circumference. By classifying into different categories, we have helped ourselves with the different categories determined by the BMI value. With the help of these values, we classified them into three types of constitutions. Based on this, we prescribed appropriate exercise and nutrition to all three groups. We have defined reasonable goals and an effective strategy for achieving these goals. Female students were more motivated in physical education because they saw a greater sense of their personal training and progress.

KEYWORDS: sport, exercise, nutrition, body types

ŠPORTNA DEJAVNOST DIJAKINJ GIMNAZIJE FRANCA MIKLOŠIČA LJUTOMER V PROSTEM ČASU

POVZETEK

Gibanje predstavlja eno od primarnih človekovih potreb in spremlja človeka od rojstva naprej. V današnjem hitrem tempu življenja je pomembno, da mladi najdejo uravnotežen način za preživljanje svojega prostega časa. Športna dejavnost v prostem času bi morala postati ena izmed najbolj priljubljenih izbir, ki ponuja številne prednosti za telesno in duševno zdravje mladih. Mladi, ki se ukvarjajo s športom, prav tako razvijajo zdrave navade in oblikujejo trdne temelje za zdrav način življenja v odrasli dobi.

Metodologija raziskave: Prispevek predstavlja vpogled v športno dejavnost dijakinj Gimnazije Franca Miklošiča iz Ljutomera v prostem času. Podatki so bili pridobljeni s pomočjo kvantitativne metode anketnega vprašalnika, ki je vseboval 15 vprašanj katera so se nanašala na športno dejavnost dijakinj v prostem času. V raziskavo je bilo vključenih 262 dijakinj od 1 do 4 letnika splošne in umetniške gimnazije.

Rezultati, ki smo jih pridobili kažejo, da se dijakinje zavedajo pomembnosti športnega udejstvovanja v prostem času. Hkrati pa tudi ugotavljamo, da je še vedno dokaj velik delež dijakinj (21 % dijakinj - 56 dijakinj od 262), ki se v prostem času ne ukvarjajo s športom.

Ugotovitve opozarjajo na pomembnost ozaveščanja mladih o pomenu pozitivnega vpliva športne vadbe na njihovo zdravje v kombinaciji z zdravimi prehranjevalnimi navadami. S pomočjo raziskave lahko prepoznamo ovire, ki mlade odvrčajo od gibanja v prostem času, kot so pomanjkanje športnih objektov, časovne omejitve, finančne ovire ali pomanjkanje motivacije. To znanje je ključno za razvoj učinkovitih programov spodbujanja gibanja. Diakinje je potrebno poleg vseh informacij, ki so v današnjem času dostopne na spletu vzpodbujati in usmerjati v zdrav način življenja, ki zajema aktivno preživljanje prostega časa, zdrave prehranjevalne navade, izobraževanje.

KLJUČNE BESEDE: športna dejavnost, dijakinje, prosti čas, motivacija, zavedanje, ozaveščanje, finančna sposobnost

SPORTS ACTIVITIES OF FEMALE STUDENTS FROM GIMNAZIJA FRANCA MIKLOŠIČA LJUTOMER IN THEIR FREE TIME

ABSTRACT

Physical activity is one of the primary human needs and accompanies us from birth. In today's fast-paced life, it is essential for young people to find a balanced way to spend their leisure time. Engaging in sports activities during their free time should become one of the most popular choices, offering numerous benefits for the physical and mental health of young individuals. Young people who participate in sports also develop healthy habits and lay the foundation for a healthy lifestyle in adulthood.

Research Methodology: This contribution provides insights into the leisure-time sports activities of female students from the Gymnasium Franca Miklošiča in Ljutomer. Data were obtained using a quantitative method of a questionnaire survey, consisting of 15 questions related to the leisure-time sports activities of the female students. The research included 262 students from the 1st to the 4th year of general and arts gymnasiums.

The results obtained indicate that the female students are aware of the importance of engaging in sports activities during their free time. At the same time, we also observe that there is still a fairly significant percentage of female students (21% of the students - 56 out of 262) who do not engage in sports in their leisure time.

The findings highlight the importance of raising awareness among young people about the positive impact of physical exercise on their health when combined with healthy dietary habits. Through this research, we can identify barriers that deter young individuals from engaging in physical activities during their free time, such as the lack

of sports facilities, time constraints, financial barriers, or a lack of motivation. This knowledge is crucial for the development of effective programs to promote physical activity. In addition to all the information readily available on the internet today, it is important to encourage and guide female students towards a healthy lifestyle, which includes actively spending leisure time, maintaining healthy eating habits, and pursuing education.

KEYWORDS: sports activity, female students, leisure time, motivation, awareness, awareness, financial capability

INTEGRACIJA VSEBIN O ZDRAVJU IZ UČNEGA NAČRTA V POUK 5. B RAZREDA OŠ JURIJA VEGE MORAVČE

POVZETEK

Za zdravje svojega telesa smo odgovorni sami. Pri tem imajo v prvih letih življenja pomembno vlogo starši, vrtec in šola.

V učnem načrtu za 5. razred je vsebin, ki predvidevajo vzgojo za zdravje, veliko. Pojavljajo se kot cilji in standardi pri likovni umetnosti, glasbeni umetnosti, naravoslovju in tehniki, razrednih urah, družbi, slovenščini ter športu. Nekateri so zelo neposredni, druge pa si lahko tako ali drugače razlagamo kot skrb za zdravje, saj je področje izjemno široko ter zajema skrb za telo, duševno zdravje in okolje.

V prispevku bodo predstavljene dejavnosti, ki so bile izvedene z učenci 5. b razreda v želji čim uspešnejšega ponotranjenja ravnanj pri skrbi za lastno zdravje.

Opisane dejavnosti so razdeljene v štiri sklope: tiste, ki jih izvajamo na ravni šole, tiste, ki jih izvajamo v 5. razredu, vmesne dejavnosti, ki sem jih vpletala v pouk ter raziskovalne dejavnosti pri naravoslovju in športu.

Vem, da večina učencev našega šolskega okoliša živi v globoki povezanosti z naravo in se v naravi veliko giblje. Želela sem preveriti njihovo poznavanje skrbi za lastno zdravje ter poglobiti dojetje razsežnosti ter pomembnosti le-tega. Zato so učenci med drugim merili dnevne aktivnosti, beležili obroke ter barvo zaužite hrane, izvajali vaje za moč, izdelovali svoj zdravstveni karton, knjižico prve pomoči in podobno.

Pri dejavnostih, kjer smo zapisovali dosežke in ravnanja, so otroci v želji po napredku dosegali vedno boljše rezultate. Pri več dejavnostih so bile vključene tudi sodelavke, ki so veliko doprinesle s svojim strokovnim znanjem, druge pa so dejavnosti opazovale in jih nato začele izvajati tudi same.

KLJUČNE BESEDE: učenci, vzgoja za zdravje, učni načrt za 5. razred, dejavnosti

INTEGRATION OF CURRICULUM-BASED HEALTH TOPICS INTO 5.B CLASS OF THE JURIJA VEGE PRIMARY SCHOOL

ABSTRACT

It is our personal responsibility to take care of our health. In our early childhood, parents, kindergarten and school play an important role.

the 5th grade curriculum in Slovenia provides for a variety of health-related topics. These are represented by objectives and basic requirements in the subjects of fine arts, music, science and technology, homeroom lessons, humanities, Slovenian, and physical education. Some of these are explicit, while others can be interpreted as health-related, as this theme is very broad and includes topics such as caring for the body and mind and caring for the environment.

The workshop presents activities done in class 5.B to internalise good habits of well-being and self-care. The activities could be divided into 4 sections: those conducted by and in the school; those conducted by the 5th grade; the intermediate activities conducted during class; the research-based activities in science and sports.

Knowing that the majority of students in our school live in a harmonious connection with nature and spend their free time outdoors, I was keen to challenge their knowledge of caring for themselves and their health, and to deepen their understanding of the importance of this topic. Thus, the students had to note their daily activities, food intake and colour, participate in strength exercises, design their own health diary and first aid booklet, etc.

Activities that required recording accomplishments were found to better motivate students as they competed for better results. Certain activities also required the participation of other teachers who added value with their expertise. There were also other colleagues who observed the activities and later executed them as well.

KEYWORDS: pupils, health education, 5. grade curriculum, activities

NEMŠKI JEZIKOVNI TABOR KOT VSTOPNICA V AKTIVNO PREŽIVLJANJE IZOBRAŽEVANJA NA PROSTEM

POVZETEK

Učenje nemškega jezika je za mnoge dijake izziv, vendar lahko z uporabo inovativnih pristopov, kot je jezikovni tabor v kombinaciji s fizično aktivnostjo, bistveno izboljša učinkovitost učenja, saj povečuje spodbudo za učenje in povečuje stopnjo motivacije. V okviru OIV tedna na začetku šolskega leta izvedemo 5-dnevni jezikovni tečaj nemškega jezika, kjer se dijaki tretjih letnikov v naravi oziroma na terenu v vsakdanjih situacijah učijo uporabo le tega. Pri tem se dotaknemo aktualnih tem in učilnico prenesemo na prosto, saj učenje med gibanjem spodbuja razvoj komunikacijskih veščin, kar pa posledično pozitivno vpliva na dobro počutje in izboljša tudi učenje in motivacijo za jezikovno učenje. Tako lahko jezikovni tabori veliko prispevajo k boljšemu razumevanju in komunikaciji v nemškem jeziku, kar je tudi ključnega pomena v globalnem svetu, kjer znanje tujih jezikov postaja vse bolj pomembno. Namen pričujočega prispevka je predstaviti delovanje jezikovnih taborov na II. gimnaziji Maribor, ter predstaviti, kako lahko gibanje, kreativni pristopi poučevanja (igre, kvizi, igranje vlog, debata) in drugačno učno okolje izboljšata zanimanje dijakov za učenje nemškega jezika, s tem pa tudi učinkovitost učenja tujega jezika.

KLJUČNE BESEDE: jezikovni tabor, pouk nemškega jezika, gibanje

GERMAN LANGUAGE CAMP AS A TICKET TO AN ACTIVE OUTDOOR EDUCATION

ABSTRACT

Learning the German language presents a challenge for many students, but using innovative approaches such as language camps where learning is combined with physical activity can significantly improve learning efficiency by increasing the incentive to learn and the level of motivation. As part of the OIV week at the beginning of the school year, we hold a 5-day German language camp, where third-year students learn to use German in the field in everyday situations and in nature. In doing so, we touch on current topics and transfer our classroom outdoors, as learning while moving promotes the development of communication skills, which in turn has a positive effect on well-being and improves learning and the motivation for language learning. Thus, language camps can greatly contribute to better understanding and communication in the German language, which is also of vital importance on global scheme where knowledge of foreign languages is becoming increasingly important. This article provides a thorough review of language camps held at II. gimnazija Maribor, presenting the connection movement, creative teaching approaches (games, quizzes, role playing, debate) and different learning environments have on students' motivation in learning German, which then enforces a more efficient language learning experience.

KEYWORDS: language camp, German language lessons, movement

POMEN VZTRAJNEGA IZVAJANJA VAJ PRI OTROKU Z DISGRAFIJO

POVZETEK

V vzgojnih zavodih in mladinskih domovih se pogosto srečujemo z otroki in mladostniki, ki imajo specifične učne težave. Težave pri pisanju so pogost problem in imajo velik vpliv na učno uspešnost, pa tudi na čustveno doživljanje otrok in mladostnikov. Tekom svojega vzgojiteljskega dela sem vedno pozitivno in podporno naravnana. S tem namenom, sem v stanovanjski skupini pričela z vztrajnim izvajanjem vaj za razvoj temeljnih grafomotoričnih spretnosti otroka, za katerega smo sumili, da ima disgrafijo; gre za specifične primanjkljaje na ravni vidno - motoričnih procesov, ki povzročajo težave pri pisanju. Moje raziskovalno vprašanje je bilo vezano na to, ali bo ob rednem izvajanju vaj viden napredek. Svojo hipotezo sem lahko potrdila, saj je otrok z vsakodnevnim, vztrajnim in sistematičnim izvajanjem vaj, razvijal temeljne grafomotorične spretnosti in vidno napredoval v svojih pisnih izdelkih, kar je vplivalo tudi na njegovo samozavest. Kot glavno metodo raziskovanja sem uporabila opazovanje z udeležbo, v časovnem okviru šestih mesecev, prav tako pa opazovanje brez udeležbe, ki ga pravzaprav izvajam tekom celotnega vzgojnega dela v stanovanjski skupini. 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.

Predstavljen prispevek je vsekakor lahko v pomoč in v dopolnitev obstoječih praks dela z otroki, ki se soočajo z disgrafijo, tako vsem pedagoškim delavcem kot tudi staršem.

KLJUČNE BESEDE: specifične učne težave, disgrafija, grafomotorične spretnosti

THE IMPORTANCE OF PERSISTENT PERFORMANCE OF EXERCISES IN A CHILD WITH DYSGRAPHIA

ABSTRACT

In educational institutions and youth homes, we often meet children and adolescents who have specific learning difficulties. Writing problems are a common problem and have a great impact on academic performance, as well as on the emotional experience of children and adolescents. During my work as an educator, I always have a positive and supportive attitude. With this aim, in the residential group, I started persistently implementing exercises for the development of the basic graphomotor skills of a child who we suspected of having dysgraphia, it is about specific deficits at the level of visual-motor processes that cause problems in writing. My research question was related to whether there would be visible progress with regular exercise.

I realized that with daily, persistent and systematic practice, the child developed basic graphomotor skills and made visible progress in his writing, which also affected his self-confidence. As the main research method, I used observation with participation, within a time frame of six months, as well as observation without participation, which I actually carry out during the entire educational work in the residential group. The presented exercises can definitely help and supplement existing practices, both for all pedagogical workers working with children, as well as for parents.

KEYWORDS: specific learning difficulties, dysgraphia, graphomotor

POMEN SODELOVANJA VSEH ZAPOSLENIH V ŠOLI PRI SPODBUJANJU ZDRAVE PREHRANE UČENCEV

POVZETEK

Prehrana otrok in mladostnikov je pomemben dejavnik, ki vpliva na njihovo rast, razvoj in delovanje v otroštvu ter pozneje. Za njihovo prehrano smo odgovorni odrasli, ki jih v šolskem okolju predstavljamo učitelji, organizator šolske prehrane, kuharji in drugi zaposleni. S prispevkom želim prikazati, da ima lahko pristop učitelja ter drugih zaposlenih k prehrani učencev velik vpliv na to, kako bodo slednji ponujeno hrano zaužili. Dober primer je lečin namaz, ki ga učenci sprva niso sprejeli. Kolikor namaza smo dali iz kuhinje, toliko se ga je v kuhinjo tudi vrnilo (približno 5 % otrok je namaz poskusilo). Glede na sestavine namaza in njegovo prehransko vrednost je bilo pomembno, da ga učenci vendarle vzljubijo. Zato sem se odločila za drugačen pristop. Preden smo isti namaz znova pripravili, sem sodelavcem na pedagoški konferenci predstavila, kaj ta namaz je, zakaj ga želim vpeljati v prehrano učencev in kako pomembna je njihova vloga pri tem, da bo namaz med učenci dobro sprejet. Pripravila sem tudi izobraževalno gradivo, ki sem ga razdelila učencem. Učitelje sem prosila, da se z učenci pogovorijo o namazu, ga sami poskusijo in prikažejo pozitiven odziv nanj (tudi, če jim ni bil všeč). Rezultati so bili obetavni. Med drugim je učiteljica enega od razredov dala povratno informacijo, da je namaz učencem bil odličen in da so šli po še več namaza, da bi ga namazali na »debelo« (100 % otrok tega razreda je namaz poskusilo). To me je motiviralo za uvedbo novih pristopov, namenjenih izboljšanju ješčnosti učencev in njihovem ozaveščanju o pomenu zdrave in uravnotežene prehrane za njihovo zdravje.

KLJUČNE BESEDE: vpliv učitelja, pristopi in vzgojno-izobraževalne dejavnosti, ješčnost otrok, zdrava in uravnotežena prehrana

THE IMPORTANCE OF THE COLLABORATION OF ALL EMPLOYEES IN THE SCHOOL IN PROMOTING A HEALTHY DIET OF STUDENTS

ABSTRACT

Nutrition of children and adolescents is an important factor that affects their growth, development and functioning during childhood and later. Adults, represented in the school environment by teachers, school food service director, cooks and other employees, are responsible for their nutrition. With this paper, I want to show that the teacher's and other employees' approach to the students' nutrition can have a great influence on how the latter will consume the offered food. A good example is the leech spread, which the students did not accept at first. As much spread as we put out of the kitchen, as much of it returned to the kitchen (about 5% of the children tried the spread). Considering the ingredients of the spread and its nutritional value, it was important to me that the students grow fond of it. That's why I decided to take a different approach. Before we prepared the same spread again, I presented to my colleagues at the pedagogical conference what this spread is, why I want to introduce it into the students' diet, and how important their role is in ensuring that the spread is well received by the students. I also prepared educational material that I distributed to the students. I asked the teachers to talk to the students about the spread, try it themselves and show a positive reaction to it (even if they didn't like it). The results were promising. Among other things, the teacher of one of the classes gave feedback that students said the spread was excellent and that they went to get more of it to spread it "thick" (100% of the children in that class tried the spread). That motivated me to introduce new approaches aimed at improving students' appetite and raising their awareness of the importance of a healthy and balanced diet for their health.

KEYWORDS: teacher's influence, approaches and educational activities, children's appetite, healthy and balanced diet

S ŠPORTOM DO INTEGRACIJE PRI DIJAKIH IZ UKRAJINE V DIJAŠKEM DOMU

POVZETEK

Cilji in nameni športnih aktivnosti so lahko raznovrstni. Šport je lahko želja po dosežkih, želja po skupni aktivnosti, rekreacija, poraba odvečne energije, razvoj sposobnosti ali zgolj zabava in navezovanje prijateljskih stikov. Ena izmed prvin pri športu je socialna integracija. Je univerzalen, povezovalen in prinaša občutek enakovrednosti za vse sodelujoče, saj so pravila za vse enaka. Namen tega prispevka je predstaviti, kako lahko šport pripomore k integraciji dijakov iz Ukrajine v dijaškem domu. Dijake smo sprva motivirali, da so se vključili v različne športne aktivnosti, nato pa smo z metodo opazovanja ocenili njihovo uspešnost pri integraciji. Čeprav ima metoda pomanjkljivosti, kot je manjša objektivnost in po njej ne moremo posploševati, smo se za njo odločili zaradi manjše vsiljivosti in agresivnosti do udeležencev, ki so zaradi travmatskih izkušenj izpostavljeni ranljivosti in občutljivosti. Prednost majhnega vzorca je manjša opaznost opazovanega in možnost večjega fokusa na podrobnosti. Primeri dobre prakse so pokazali, da lahko različne športne aktivnosti različno pripomorejo pri različnih aspektih integracije zaradi narave posameznega športa. Podrobnejša analiza pri dveh dijakih je pokazala izboljšanje samopodobe in občutka pripadnosti pri športni aktivnosti nogomet ter izboljšanje jezikovnih veščin pri športni aktivnosti pikado. Kljub subjektivnosti metode in majhnosti vzorca s člankom želimo poudariti uporabnost športnih aktivnosti kot metode za spodbujanje integracije ter motivirati za nadaljnje raziskave na tem področju.

KLJUČNE BESEDE: integracija, šport, dijaki, Ukrajina

INTEGRATION THROUGH SPORTS FOR STUDENTS FROM UKRAINE IN THE STUDENT HALL OF RESIDENCE

ABSTRACT

The goals and purposes of sports activities can be diverse. Sport can be a desire for achievements, a desire for joint activity, recreation, the use of excess energy, the development of skills or simply entertainment and connecting with friends. One of the elements of sport is social integration. It is universal, unifying and brings a sense of equality for all participants, as the rules are the same for everyone. The purpose of this article is to present how sports can contribute to the integration of students from Ukraine in the student hall of residence. We initially motivated the students to get involved in various sports activities and then evaluated their success in integration using the observation method. Although the method has disadvantages, such as less objectivity, and we cannot generalize on the basis of this method, we decided for this method because of less intrusiveness and aggressiveness towards the participants who are exposed to vulnerability and sensitivity due to traumatic experiences. The advantage of a small sample is less noticeable observation and the possibility of greater focus on details. Examples of good practice have shown that different sports activities can help in different aspects of integration due to the nature of each sport. A more detailed analysis of two students showed an improvement in self-image and a sense of belonging in the sport of football and an improvement in language skills in the sport of darts. Despite the subjectivity of the method and the small size of the sample, we want to emphasize through this article the usefulness of sports activities as a method to promote integration and motivate further research in this area.

KEYWORDS: integration, sports, students, Ukraine

SPALNE NAVADE DIJAKOV SREDNJE POKLICNE IN TEHNIŠKE ŠOLE MURSKA SOBOTA

POVZETEK:

Spanje je fiziološka funkcija človeškega organizma, ki ima velik pomen za zdravje. Je najučinkovitejši način vsakodnevnega uravnavanja telesnega in duševnega zdravja. Dobro spanje je osnovna človekova potreba in je osnova za dobro zdravje. Je odločilno za dobro kakovost življenja, učno uspešnost in učinkovitost. V spanju se obnavljajo celice našega telesa. V možganih se kratkoročni spomin spreminja v dolgoročnega. Pomanjkanje spanja pri mladostnikih vpliva na njihovo mentalno in fizično zdravje. Ne zadostna količina spanja se kaže v obliki utrujenosti, razdražljivosti, nezbranosti, vedenju. Prav tako je (lahko) povezana z dvigom telesne mase, metabolnim neravnovesjem, razvojem depresije in pogostejšim tveganim obnašanjem (prehranske motnje, zloraba alkohola in drog). V članku opisujem raziskavo med dijaki o njihovih spalnih navadah na Srednji poklicni in tehniški šoli Murska Sobota. Ali dijaki naše šole spijo dovolj? Ugotavljam, da večina dijakov naše šole spi žal premalo časa. Prav tako podajam vzroke za tako stanje in podajam priporočila in rešitve, da se stanje glede spanja naših dijakov izboljša.

KLJUČNE BESEDE: spalne navade, učenje, možgani, dijaki

SLEEPING HABITS OF THE STUDENTS OF THE SECONDARY VOCATIONAL AND TECHNICAL SCHOOL MURSKA SOBOTA

ABSTRACT:

Sleep is a physiological function of the human organism that is of great importance for health. It is the most effective way of daily regulation of physical and mental health. Good sleep is a basic human need and is the basis for good health. It is decisive for a good quality of life, academic success and efficiency. During sleep, the cells of our body are renewed. In the brain, short-term memory turns into long-term. Lack of sleep in adolescents affects their mental and physical health. An insufficient amount of sleep manifests itself in the form of fatigue, irritability, lack of concentration, behavior. It is also (maybe) associated with weight gain, metabolic imbalance, the development of depression and more frequent risky behavior (eating disorders, alcohol and drug abuse). In the article, I describe a survey among students about their sleeping habits at the Secondary Vocational and Technical School Murska Sobota. Do the students of our school get enough sleep? I find that most of the students of our school sleep unfortunately not enough time. I also give the reasons for such a situation and give recommendations and solutions to improve the sleep situation of our students..

KEYWORDS: sleeping habits, learning, brain, students

IGRIVO DO SOCIALNIH VEŠČIN V 1. TRILETJU OSNOVNE ŠOLE

POVZETEK

Sodobni pristopi v vzgoji in izobraževanju čedalje bolj poudarjajo pomembnost vključevanja socialnega in čustvenega učenja v šolo. Velikokrat slišimo, da je med poukom za te vsebine premalo časa, saj so učni načrti prenatrpani. Menim, da lahko učitelji z veliko dobre volje in domiselnimi pristopi najdemo številne priložnosti, da učenje teh pomembnih življenjskih veščin vključimo v pouk.

Na šoli že nekaj let vodim interesno dejavnost Mediacija na razredni stopnji. V teh letih vodenja interesne dejavnosti sem pri učencih opazila velik napredek na področju razvoja socialnih ter čustvenih veščin. To me je spodbudilo, da sem začela podobne dejavnosti vključevati tudi v pouk.

V prispevku bi rada predstavila konkretne dejavnosti, ki sem jih izvajala in jih še izvajam z učenci. V pouk vključujem mediacijske zgodbe, vodeno vizualizacijo, socialne igre, jogo za otroke, pesmi o medsebojnih odnosih, gibalno-plesne igre... Te dejavnosti povežem s cilji posameznih predmetov ter drugimi aktivnostmi v šoli.

Sedaj že četrto leto spremljam napredek učencev. Opazam, da se pri učencih izboljšajo komunikacijske veščine (očesni stik, pozorno poslušanje, izražanje misli), otroci se lažje vključujejo v skupino in se soočajo z neuspehi. Učenje socialno-čustvenih veščin posredno vpliva tudi na kognitivni razvoj, dobri medsebojni odnosi pa spodbujajo motivacijo za učenje.

Želim si, da bi bil moj prispevek učiteljem spodbuda za iskanje novih možnosti vključevanja socialnega in čustvenega učenja v pouk.

KLJUČNE BESEDE: socialne veščine, osnovna šola, socialne igre, vodena vizualizacija, joga za otroke

A PLAYFULL WAY TO SOCIAL SKILLS IN THE FIRST THREE YEARS OF ELEMENTARY SCHOOL

ABSTRACT

Modern approaches in upbringing and education increasingly emphasize the importance of integrating social and emotional learning into school. We often hear that there is not enough time for these subjects during classes because the curricula are overcrowded. I believe teachers can find many opportunities to incorporate the learning of these important life skills into the classroom with a lot of goodwill and imaginative approaches.

For several years now, I have been conducting an extracurricular activity Mediation in the lower grades of elementary school. In these years, I have noticed a great progress in the development of social and emotional skills in the students. This encouraged me to include similar activities in my lessons.

In this article, I would like to present specific activities that I have done and continue to do with students. The lessons include mediation stories, guided visualization, social games, yoga for children, songs about mutual relationships, movement-dance games, etc. I try link these activities with the goals of other subjects and activities at our school.

I have been monitoring the progress of my students for the fourth year. I notice that pupils improve communication skills (making eye contact, listening attentively, expressing thoughts), more easily integrate into the group and face failures. Learning social-emotional skills also indirectly affects the cognitive development. Furthermore, good interpersonal relationships promote motivation to learn.

I would like my contribution to be an encouragement for teachers to find new ways to integrate social and emotional learning into the classroom.

KEYWORDS: social skills, elementary school, social games, guided visualization, yoga for children

GIBALNE AKTIVNOSTI V 1. IN 2. RAZREDU

POVZETEK

Človek je ustvarjen za gibanje. Lahko rečemo, da je gibanje sestavni del kakovosti življenja sodobnega človeka. Telesna dejavnost in rekreacija pomembno vplivata na celovito ravnovesje človeka in ustvarjata harmonijo med njegovo naravo ter vsakdanjimi napori in obveznostmi. Živimo v dobi multimedije, tehnologije in informatike. V dobi, ko se je človek oddaljil od samega sebe. Otroci se v povprečju manj gibajo, kot bi bilo potrebno za njihov normalen motorični razvoj. Zaradi tega se kažejo posledice na zdravju otrok. Predstavila bom nekaj gibalnih aktivnosti, ki jih izvajamo na naši šoli. Z gibalnimi aktivnostmi v šoli želimo spodbuditi otroke, da bodo telesno aktivni ter s tem krepimo njihovo zdravje. Otroci imajo možnost, da se v šoli vključijo v različne gibalne dejavnosti, ki jih izvajamo pred poukom, med poukom in po pouku. Družina, ki se zaveda pomena zdravega načina življenja, vanj vključi gibalne dejavnosti. S povečano telesno aktivnostjo želimo izboljšati učno okolje in uspeh, in razvijati zavedanje, da je gibanje obveza in ne nuja.

KLJUČNE BESEDE: gibanje, gibalne dejavnosti, zdravje, učenje, družina

PHYSICAL ACTIVITIES IN 1ST AND 2ND GRADE OF PRIMARY SCHOOL

ABSTRACT

A man for moving. We can say that movement is the main part of living a quality life for the modern man. Physical activity and recreation have an important role on the human body balance and create harmony between one's nature and their everyday activities and strain. Nowadays we live in the era of technology, multimedia and data processing; the era in which the man has alienated from oneself. In average, children are less engaged in physical activities, which are the necessary form in order to develop their motor skills. We can already see the bad effect this has on their health. I will present some movement activities that we do at our school. We want to encourage the children to be physically active and strengthen their health with physical activities we do at school. Children have the opportunity to get involved in various movement activities at school, which are carried out before, during and after lessons. A family that is aware of the importance of a healthy lifestyle includes exercise activities in the free time. With increased physical activity, we want to improve the learning environment and success, and develop awareness that movement is an obligation and not a necessity.

KEYWORDS: movement, physical activities, health, learning, family

SISTEMATIČNOST IN POSTOPNOST PRI POUČEVANJU ALPSKEGA SMUČANJA

POVZETEK

V okviru Centra šolskih in obšolskih dejavnosti smo posneli didaktični film z naslovom »Z nami skozi metodiko alpskega smučanja«, namenjen predvsem učiteljem, ki poučujejo alpsko smučanje. Na podlagi različnih znanj in izkušenj smo ugotovili, da lahko s pomočjo inovativnih pripomočkov, kot je video gradivo, omogočimo učencem in učiteljem lažje in kakovostnejše učenje alpskega smučanja. S predhodnim ogledom filma »Z nami skozi metodiko alpskega smučanja« si lahko tako učenci, kot učitelji že pred samim odhodom na sneg, ogledajo potek dela na snegu. Velik poudarek v filmu dajemo načelu sistematičnosti in postopnosti pri poučevanju alpskega smučanja. Film je razdeljen na štiri poglavja. Vsako poglavje nazorno prikaže primeren teren, cilje, tehniko, posebnosti ter vaje. Prikazani izbor vaj učiteljem omogoča hitro, varno in kakovostno poučevanje alpskega smučanja. To je prvi film te vrste v Sloveniji, ki poudarja sistematičnost in analitičnost učenja alpskega smučanja. Uporablja se kot učni pripomoček v Centrih šolskih in obšolskih dejavnosti, v šolah, na Fakulteti za Šport ter vseh pedagoških fakultetah po Sloveniji, kjer je študentom predpisan kot literatura. Film je prosto dostopen na spletu. Prispevek predstavlja tudi vlogo Centra šolskih in obšolskih dejavnosti pri smučarskem opismenjevanju otrok ter potek snemanja in namen didaktičnega filma.

KLJUČNE BESEDE: alpsko smučanje, didaktični film, pripomočki, Center šolskih in obšolskih dejavnosti

SYSTEMATIC AND GRADUAL APPROACH IN TEACHING ALPINE SKIING

ABSTRACT

An educational film titled "Together Through the Methodology of Alpine Skiing" has been produced by the Centre for school and Outdoor Education with the aim of assisting teachers who instruct alpine skiing in outdoor school settings. Based on extensive knowledge and experience, we have established that through the use of innovative tools, such as a video presentation, we can facilitate more accessible and higher-quality learning of alpine skiing for both students and teachers. Therefore, by previewing the film "Together Through the Methodology of Alpine Skiing" students and teachers can see the working process on the snow before actually heading to the slopes. The film places a significant emphasis on the principles of systematic and gradual teaching of alpine skiing. It is divided into four parts, each clearly illustrating suitable terrain, objectives, techniques, particularities and exercises. The demonstrated set of exercises enables teachers to instruct alpine skiing quickly, safely, and on a high-quality level. This film is the first of its kind in Slovenia which focuses on the systematic and analytical approach of learning alpine skiing. The film is utilised as a teaching aid in Centres for school and Outdoor Education, schools, at the Faculty of Sports together with all the pedagogical faculties throughout Slovenia, where it is considered as obligatory literature for students. The film is freely accessible online. The article also highlights the role of the Centre for school and Outdoor Education in skiing literacy for children as well as the purpose and the production process of the educational film.

KEYWORDS: alpine skiing, educational film, aids, Centre for school and Outdoor Education

Z GIBANJEM DO NASMEJANIH OBRAZOV V RAZREDU

POVZETEK

V zadnjih letih je velik poudarek na pomenu telesne oziroma gibalne dejavnosti v izobraževanju. Šole postajajo središča za celostni razvoj otrok. V okviru šolskega sistema ne le spodbujamo telesno dejavnost, temveč jo tudi aktivno vključujemo v vsakodnevno rutino. Raziskave so pokazale, da učenci, ki se redno gibajo, dosegajo boljše rezultate. V prispevku želim prikazati nekaj aktivnosti, ki jih lahko vključimo v redni pouk, saj sem tudi sama opazila, da redna telesna aktivnost pomembno vpliva na učence. V pouk sem vključevala najrazličnejše gibalne dejavnosti ter ob tem spremljala, kako vplivajo na počutje učencev in na njihovo zmožnost sprejemanja novih znanj. Izbirala sem aktivnosti, ki so dostopne vsem učencem, ne glede na njihove telesne sposobnosti ali interese. Po opravljeni aktivnosti sem opazila, da so učenci pridobili več energije za delo in so bili bolj pripravljeni na sprejemanje novih znanj. To lahko pripisujemo pozitivnemu vplivu telesne aktivnosti, saj le-ta spodbudno vpliva na delovanje možganov. Poleg tega, da so bili učenci bolj zdravi in tudi srečnejši, so dosegali tudi boljše šolske rezultate in so z veseljem ostajali v šoli tudi po pouku ter niso bili utrujeni po zahtevnem šolskem delu. To je bilo razvidno tudi po tem, da so učenci redno prihajali k pouku, zelo malo je bilo izostankov in veliko več so se družili med seboj. Na podlagi teh ugotovitev sklepam, da gibanje pomembno prispeva k pozitivnemu vzdušju v šoli, kjer učenci z veseljem pridobivajo znanje in se razvijajo, hkrati pa radi prihajajo v šolo in so motivirani za učenje.

KLJUČNE BESEDE: gibanje, telesna dejavnost, zadovoljni učenci, učenje z aktivnostjo

WITH MOVEMENT TO SMILING FACES IN THE CLASSROOM

ABSTRACT

There has been an increasing emphasis on the importance of physical activity in education in recent years. Schools are becoming centers for the holistic development of children. Within the school system, we not only encourage physical activity but also actively incorporate it into the daily routine. Research has shown that students who engage in regular physical activity achieve better results. In this article, I would like to show some activities that can be integrate into regular classes, as I have personally observed that regular physical activity significantly affects students. I included a variety of physical activities in my teaching and observed how they influenced the well-being of students and their ability to absorb new knowledge. I selected activities that are accessible to all students, regardless of their physical abilities or interests. After completing these activities, I noticed that students gained more energy for their work and were more prepared to absorb new knowledge. This can be attribute to the positive impact of physical activity, as it has a stimulating effect on brain function. In addition to being healthier and happier, students also achieved better academic results and willingly stayed in school after classes. This was evident in the fact that students regularly attended classes, with very few absences, and they interacted more with each other. Based on these findings, I conclude that physical activity significantly contributes to a positive atmosphere in school, where students eagerly acquire knowledge, develop, and are motivated to learn, all while enjoying coming to school.

KEYWORDS: movement, physical activity, happy students, learning through activity

KAKO Z VAJAMI ZA MOTORIKO GOVORIL OTROKU POMAGAMO DO BOLJŠEGA GOVORA

POVZETEK

Govor je od nekdaj bil osnovni način komunikacije med ljudmi, prav zato ima neprecenljivo vlogo v našem življenju. Otroci z govorno-jezikovnimi motnjami imajo težave pri usvajanju, razumevanju in govornem izražanju, ki niso povezane z izgubo sluha. Pojavljajo se lahko v obliki blagega zaostanka, do popolne nerazvitosti govora ali različnih prvin jezika. Ko starši svojega otroka prepoznajo po katerem izmed omenjenih opisov, se obrnejo na logopeda. Ta bo na srečanju preценil, ali je potrebno otroka vključiti v logopedsko obravnavo, ali pa vam bo svetoval, kako vzpodbujati njegov govorno – jezikovni razvoj v prihodnje. Vendar pa so čakalne vrste predolge, zato menimo, da bi tako starši, kot tudi vzgojitelji lahko veliko doprinesli med čakanjem. V članku bomo opisali naš eksperiment, pri katerem smo vaje za artikulacijo vnesli v otrokov vsakdan in s tem pomagali otrokom do boljšega govora. Vzgojiteljice smo opremile z vajami, ki so jih nato izvajale v skupini v razponu enega meseca, vključile smo tudi branje in lutkovne predstave, sodelovali pa so tudi starši. Po anketnem vprašalniku smo ugotovili, da se je največ otrok razveselilo vaje z marmelado, najmanj pa igre z listi. Udeleženke menijo, da so s tem spodbudile govor pri otroku v skupini, hkrati pa je bil prijazen opomnik staršem, ki so nadaljevali z branjem pravljic tudi po koncu eksperimenta.

KLJUČNE BESEDE: Vaje za artikulacijo, boljši govor, razvoj govora, odstopanja

HOW TO IMPROVE CHILD'S SPEECH BY EXERCISING SPEECH ORGAN MOTOR FUNCTIONS

ABSTRACT

Speech has always been a basic way of communicating among people, which is why it plays an invaluable role in our lives. Children with speech-language disorders have problems with acquisition, comprehension and speech expression that are not related to hearing loss. They can appear in the form of mild retardation to complete underdevelopment of speech or various elements of language. When parents recognize their child by one of the mentioned descriptions, they contact a speech therapist, who will assess whether your child should be included in speech therapy treatment or advise how to encourage their speech and language development in the future. However, the queues are too long and children wait a very long time to be treated. We think that in the meantime, the parents, or even the educators with whom the child is involved, could already make up a lot while the child is waiting for the expert's opinion. This article describes how we introduced articulation exercises into the child's daily life and thus helped children speak better. We equipped the teachers with certain exercises, which they then performed in a group over a period of one month. We included reading and puppet shows, where parents also participated. According to our questionnaire, the majority of children were excited by the exercise with jam, while the paper sheet exercise was least enjoyable. The participant teachers believe that this has encouraged the children's speech in the group, while also having given a friendly reminder to the parents, who continued to read fairy tales even after the end of the experiment.

KEYWORDS: articulation exercises, better speech, speech development, deviations

S PRAVILNIM DIHANJEM DO BOLJŠEGA POČUTJA

POVZETEK

Vsi vemo, da brez dihanja ni življenja, a s pravilnimi dihalnimi tehnikami se lahko rešimo mnogih tegob in živimo bolj zdravo. V svojem prispevku želim predstaviti nekaj tehnik, s katerimi sem na razrednih urah seznanila dijake tretjega letnika programa zdravstvena nega, ker se s to zelo aktualno tematiko v šoli še niso srečali. Odločila sem se za dihalne tehnike, ki jih lahko uporabimo kjerkoli in kadarkoli, saj zanje ne potrebujemo nobenih dodatnih pripomočkov, le vedeti je potrebno, kako naj dihamo v določeni situaciji in zakaj nam to lahko pomaga. Dijaki so izvedeli, da bo večina dihalnih tehnik vključevala dihanje skozi nos, zato so se najprej naučili, kako ga najlažje očistijo. Spoznali so Butejkovo metodo, si merili količino CO₂ v telesu, preizkusili tehniko dihanja, ki jo uporablja Wim Hof, dihali po dihalnem trojčku, trenirali dihanje s trebušno prepono, izvedeli za dihalni kvadrat, preizkusili čebelji dih in še nekaj dihalnih tehnik. Nekatere sem jim pokazala sama, druge smo si ogledali na spletnih posnetkih, vadili pa so tudi doma, ker so dojeli, da to počno zase. Ugotavljam, da se je predstavitev dihalnih tehnik dijakom izkazala kot dobra zamisel, saj jim je že po dveh tednih uspelo izboljšati svoje počutje. Manj so trpeli zaradi stresa in tesnobe, lažje so se zbudili v nov dan in nekateri celo odgnali prehlad. Taki rezultati potrjujejo, da je znanje o ozaveščenem dihanju potrebno vključiti v učne vsebine.

KLJUČNE BESEDE: dihalne tehnike, dihanje skozi nos, trebušna prepona, ozaveščeno dihanje

BREATHING CORRECTLY TO FEEL BETTER

ABSTRACT

We all know that without breathing there is no life, but with the right breathing techniques we can get rid of many ailments and live healthier lives. In this paper, I would like to present some of the techniques that I introduced to third year nursing students in class, because they have not yet encountered this very topical subject at school. I have chosen breathing techniques that can be used anywhere and at any time, because they do not require any additional equipment, we just need to know how to breathe in a certain situation and why it can help us. The students learnt that most breathing techniques will involve breathing through the nose, so they first learnt the easiest way to clear it. They learnt about the Buteyko method, measured the amount of CO₂ in their body, tried the breathing technique used by Wim Hof, breathed the breathing triplet, practised diaphragmatic breathing, learnt about the breathing square, tried bee breath and a few more breathing techniques. Some of them I showed them, others we watched online and they practised at home because they realised that they were doing it for themselves. I found that introducing breathing techniques to the students was a good idea, and after two weeks they had already managed to improve their well-being. They suffered less from stress and anxiety, they woke up more easily for the day and some of them even got rid of colds. Such results confirm the need to integrate mindful breathing into the curriculum.

KEYWORDS: breathing techniques, breathing through the nose, diaphragm, mindful breathing

Z GIBANJEM DO TRAJNEGA ZNANJA V PRVI TRIADI OSNOVNE ŠOLE

POVZETEK

Gibanje, motivacija in učenje so med seboj tesno povezani. Gibanje je vsako premikanje telesa, ki ni nujno, da ima kakšen poseben namen. Lahko pa gibanje telesa osmislimo in mu dodamo dodatno vrednost. Motivacija izvira iz posameznika, pridobiva pa jo tudi iz okolice. Učenje je vsako pridobivanje ali poglobljanje znanja. V kolikor vse tri dejavnike združimo, lahko pri učencih razvijamo učinkovito obliko učenja, v katerega bodo v kar največji možni meri vključeni. S pomočjo gibanja učenci nova znanja lažje pridobivajo, boljše je pomnjenje in kasneje tudi priklic na novo naučenih informacij. Z gibanjem otroci tako pridobijo trajna znanja.

Namen prispevka je naq primerih dobre prakse predstaviti usvajanje znanja z gibanjem pri matematiki v drugem razredu devetletne osnovne šole. Na praktičnih primerih bo prikazano, kako lahko učenci poleg ciljev, ki so zapisani v učnem načrtu za matematiko, krepijo še različne gibalne veščine, predvsem grobo in fino motoriko ter razvijajo koordinacijo lastnega telesa.

Izvedena je bila kvalitativna metoda študije primera in sicer večih učnih ur matematike v drugem razredu. Evalvacije po opazovanju učnih ur matematike v drugem razredu so pokazale, da učenci znanje usvajajo bolj učinkovito, kadar se z matematiko medpredmetno povezuje tudi gibanje.

Z vključevanjem medpredmetnega povezovanja med gibanjem (športno vzgojo) in ostalimi učnimi predmeti, predvsem splošno akademskimi kot so matematika, slovenščina in spoznavanje okolja, učitelji razrednega in predmetnega pouka doprinesemo k boljšemu usvajanju znanja, tako teoretičnega kot praktičnega in otroke naučimo, da naučeno znanje čim večkrat in čim lažje uporabijo tudi v praksi.

KLJUČNE BESEDE: gibanje, učenje, motivacija

WITH A MOVEMENT TOWARDS PERMANENT KNOWLEDGE IN THE FIRST TRIAD OF ELEMENTARY SCHOOL

ABSTRACT

Movement, motivation and learning are closely related. Movement is every motion of a body that does not necessarily have a specific purpose. However, we can give meaning to the movement of the body and add additional value to it. Motivation does not originate only from an individual but also from the environment. Learning is every acquisition or deepening of knowledge. If all three factors are combined, we can develop an effective form of learning for students, in which they will be involved as much as possible. With the help of movement students acquire new knowledge more easily, their retention and later recall of newly learned information becomes better. Children thus acquire permanent knowledge through movement.

The purpose of the article is to present the acquisition of mathematics knowledge through movement in the second grade of nine-year primary school using examples of good practice. Practical examples will show how students can also strengthen various movement skills, especially gross and fine motor skills, and how they can develop their own body coordination, in addition to the objectives defined in the mathematics curriculum.

A qualitative method of a case study was made, namely, of more mathematics lessons in the second grade. Evaluations after observations of mathematics lessons in the second grade have shown that students acquire their knowledge more effectively when movement is connected to mathematics as an interdisciplinary subject.

By including cross-curricular integration between movement (physical education) and other subjects, especially general academic subjects such as mathematics, Slovene and natural sciences, teachers contribute to a better acquisition of knowledge, both theoretical and practical. We also teach children to use the knowledge they have learned in practice as often as possible and as easily as possible.

KEYWORDS: movement, learning, motivation

POVEZANOST DRUŽINSKEGA OKOLJA IN VPLETENOST STARŠEV V IZOBRAŽEVANJE OTROK S ŠOLSKO USPEŠNOSTJO OTROK

POVZETEK

V prispevku predstavljamo raziskovalni načrt študije, s pomočjo katerega bi lahko, vsaj delno, pojasnili povezanost družinskega okolja in vpletenosti staršev v izobraževanje otrok z učno uspešnostjo otroka. Osnovni namen članka je preveriti vzročne povezave med družinskim okoljem, vpletenostjo staršev v izobraževanje otroka in učno uspešnostjo. Metodološko smo pregledali številne raziskave in ugotavljali, kako se kakovost družinskega okolja ter pomoč in vpletenost staršev v otrokovo izobraževanje povezujeta z otrokovo šolsko uspešnostjo. V teoretičnih izhodiščih so predstavljeni rezultati raziskav, ki proučujejo vlogo družinskega okolja pri učni uspešnosti otroka. Nekoliko natančneje so predstavljeni dejavniki družinskega okolja, ki vplivajo na šolske dosežke otrok. Nato se osredotočimo na vpletenost staršev v izobraževanje svojih otrok, predvsem nas zanimajo tisti dejavniki, ki na kakršen koli način vplivajo na vpletenost. Zanimajo nas tudi razlogi za starševsko vpletenost, kakšni so razlogi oziroma ovire, da se starši ne vključujejo v izobraževanje svojih otrok, in predvsem vplivi na otrokove učne dosežke oziroma nadaljnje izobraževanje. Naše ugotovitve pri pregledu različnih raziskav potrjujejo pomembno vlogo delovanja staršev pri šolski uspešnosti otrok. Na osnovi ugotovljenega je potrebno osveščati starše in šole o pomembnosti in pomenu vključevanja staršev v otrokovo izobraževanje.

KLJUČNE BESEDE: družinsko okolje, vedenje staršev, vključevanje staršev, učna uspešnost, mladostniki

THE CONNECTION BETWEEN FAMILY ENVIRONMENT AND PARENTS' INVOLVEMENT IN CHILDREN'S EDUCATION WITH CHILDREN'S SCHOOL PERFORMANCE

ABSTRACT

In this paper, we present the research plan of the study, with the help of which we could, at least partially, explain the connection between the family environment and the involvement of parents in the education of children with the academic success of the child. . The main purpose of the article is to check the causal links between the family environment, the involvement of parents in the child's education and academic performance. Methodologically, we reviewed numerous studies and determined how the quality of the family environment and the help of the parents and their involvement in the child's education are connected with the child's school performance. The theoretical starting points present the results of research that examines the role of the family environment in a child's academic performance. The factors of the family environment that influence children's school achievements are presented in a little more detail. Then we focus on the involvement of parents in the education of their children, we are mainly interested in those factors that influence involvement in any way. We are also interested in the reasons for parental involvement, what are the reasons or obstacles for parents not getting involved in their children's education, and especially the effects on the child's educational achievements or further education. Our findings from the review of various studies confirm the important role of parents' involvement in children's school performance. On the basis of the findings, it is necessary to make parents and schools aware of the importance and meaning of involving parents in their child's education.

KEYWORDS: family environment, parents' behaviour, parents' involvement, academic performance, adolescents

MOČ AKTIVNIH METOD POUČEVANJA PRI VSEŽIVLJENJSKI VZGOJI ZDRAVEGA PREHRANJEVANJA

POVZETEK

V kurikulumu osnovnošolskega izobraževanja imajo učenci na voljo kar nekaj učnih predmetov, ki jih seznanjajo o vrsti in sestavi živil ter njihovem delovanju na telo in posledično zdravemu življenju.

V zadnji triadi lahko najdemo omembo živil in prehranjevanja kot učno snov pri biologiji pri prebavi hrane in prehranskih obolenjih ter podrobnejšo sestavo hranil pri kemiji z njihovim delovanjem z vsebinami, kot so ogljikovi hidrati, beljakovine, maščobe, vitamini in minerali ter encimi. Dodatno pa sta učencem na voljo dva izbirna predmeta, Sodobna priprava hrane ter Načini prehranjevanja. A zgolj poznavanje o hranilih in njihovem vplivu na zdravje telesa ni dovoljšne zagotovilo, da učenci prevzamejo znanje o pravilnem prehranjevanju za življenje. Namen prispevka je pokazati, kako poskrbeti, da pojmovanje zdrave prehrane ni zgolj nekaj, kar otroci znajo v teoriji, ampak tudi v praksi ter opisuje vključevanje v projekte, ki na aktiven in zabaven način otrokom omogočajo usvojitev pomembnosti o zdravem prehranjevanju. Na šoli smo prišli do ugotovitev, da sodelovanje pri prehranskih izzivih učence spodbuja, da svoje znanje širijo tudi med ostale. Tako smo jim v mednarodnem letu sadja in zelenjave nudili veliko dodatnih aktivnosti, kot so spoznavanje zdravih jedi z iskanjem receptov, pripravo živil in pokušin za ostale učence šole, sodelovanje na natečajih priprave tradicionalnih jedi ter vrsto drugih aktivnosti. Naučeno znanje so na aktiven način širili med druge učence ter spodbujali implementacijo naučenega tudi v domačem okolju. Dobri rezultati so nas spodbudili, da s takšnimi akcijami nadaljujemo tudi v bodoče.

KLJUČNE BESEDE: zdrava prehrana, aktivne metode poučevanja, vseživljenjsko učenje

THE POWER OF ACTIVE TEACHING METHODS IN THE LIFELONG EDUCATION OF HEALTHY EATING

ABSTRACT

In the primary school curriculum, students have access to a variety of subjects that introduce them to the types and composition of foods and their impact on the body. In the final three grades, there is a mention of food and nutrition as a subject in biology, focusing on food digestion and nutritional disorders, as well as a more detailed examination of nutrients in chemistry, including their functions, such as carbohydrates, proteins, fats, vitamins, minerals, and enzymes. Additionally, students can choose two elective subjects: "Modern Food Preparation" and "Dietary Practices." However, merely understanding nutrients and their impact on the body's health is not a sufficient guarantee that students will acquire knowledge about proper nutrition for life. The purpose of this contribution is to demonstrate how to ensure that the understanding of a healthy diet is not just something students know in theory but also in practice. It describes the incorporation of projects that actively enable students to adopt the importance of healthy eating. At our school, we have found that participating in nutritional challenges encourages students to share their knowledge with others. During the International Year of Fruits and Vegetables, we offered numerous additional activities, such as discovering healthy dishes by searching for recipes, preparing food and tastings for other students, participating in contests for traditional dishes, and a variety of other activities. They actively disseminated the acquired knowledge among other students and encouraged the implementation of what they learned in their home environment. Positive results have motivated us to continue such actions in the future.

KEYWORDS: healthy nutrition, active teaching methods, lifelong learning

RAZVIJANJE ŠTEVILSKÉ PREDSTAVE DO 20 IN 100 Z GIBANJEM PRI UČENCU 2. RAZREDA

POVZETEK

Deček 2. razreda ima izrazite težave na področju matematike, specifične učne težave na področju pojma število. Ob pridruženih težavah pozornosti in koncentracije s hiperaktivnostjo potrebuje drugačen pristop pri učenju in pridobivanju pojma število ter pri ostalih aritmetičnih strategijah. S pomočjo gibalnih vaj, preštevanja ob gibanju in po kinestetični poti, ter ob razumevanju učiteljice in ob prilagoditvah, je zmožel razviti številsko predstavo oz. razumevanje števila ter pridobiti spretnosti pri nadaljevanju zaporedij in urejanju števil. Dečku je matematika postal predmet, h kateremu rad prihaja. Učenje z gibanjem je pomembna naravna oblika učenja za vse otroke in zato je smiselno, da se gibalne dejavnosti pri matematiki uporabljajo pri usvajanju, utrjevanju ter pri preverjanju in ocenjevanju znanja. Ob tem ne smemo pozabiti, da je za učitelje upoštevanje individualiziranih in diferenciranih metod dela pri otrocih s posebnimi potrebami velik izziv.

KLJUČNE BESEDE: pojem število, gibanje, preštevanje, kinestetična pot

DEVELOPING NUMBER SENSE UP TO 20 AND 100 THROUGH MOTION WITH A SECOND GRADE STUDENT

ABSTRACT

A second grade student had significant problems in mathematics, namely specific learning difficulties in the field of number sense. Due to additional problems related to attention, focus and hyperactivity, he needed a different approach in learning and acquiring the number sense as well as other arithmetical strategies. Physical activities, movement-based counting, the kinaesthetic approach, his teacher's understanding attitude and certain adaptations helped him develop the number sense and acquire skills in continuing number sequences and arranging numbers. Mathematics has become a subject he likes to attend. Learning through movement is an important natural learning method for all children. That is why using movement activities in maths classes to acquire, practice, consolidate and assess knowledge is a sensible decision. However, we have to keep in mind that following individualized and differentiated teaching methods for children with special needs is a demanding challenge for teachers.

KEYWORDS: number sense, movement, counting, kinaesthetic approach

ZDRAV KROŽNIK – ZDRAV PLANET

POVZETEK

V razvitem svetu danes prevladuje »prehranjevalni vzorec zahodnega sloga«, za katerega je značilna predelana hrana, visoka poraba kalorij in velike količine živalskih proizvodov. Ta prehrana predstavlja vedno večje tveganje za številne bolezni. Poleg negativnih vplivov na zdravje ljudi je ta prehranjevalni vzorec tudi nevzdržen za naš planet. V prispevku je prikazana učna ura pri pouku geografije, pri kateri so učenci spoznavali, kakšen vpliv ima prehrana na naš planet in na naše zdravje. Učno delo v 7. razredu je trajalo 4 šolske ure in vzgojno-izobraževalni cilji so bili usvojeni preko različnih oblik in metod dela. Učenci so najprej s pomočjo on-line kviza *EXAMINE YOUR EATING* dobili rezultat vpliva svoje prehrane na planet. Preko primera živil, ki povzročajo največ emisij toplogrednih plinov, so učenci spoznali, kako intenzivna proizvodnja kmetijskih proizvodov siromaši okolje in hrano. Učenci so nato spoznali smernice zdrave planetarne diete z opredeljenimi dnevnimi razponi porabe za vsako skupino živil. Za ta prehranjevalni vzorec je značilna vrsta živil rastlinskega izvora ter nizkih količin živil živalskega izvora, rafiniranih žitaric, dodanih sladkorjev in nezdravih maščob. Na podlagi teh smernic so učenci pripravili svoje krožnike planetarnega zdravja. Na koncu smo z učenci izpostavili še 10 preprostih pravil za spoštovanje našega planeta vsak dan na naših jedilnih mizah. Kot doprinos k stroki smo naredili pomemben korak v smeri ozaveščenosti učencev o svoji odgovornosti pri izbiri primerne hrane in s tem skrbi za svoje zdravje ter za prihodnost našega planeta.

KLJUČNE BESEDE: geografija, zdrava prehrana, Zemlja

HEALTHY PLATE – HEALTHY PLANET

ABSTRACT

The developed world today is dominated by the "Western style eating pattern", which is characterized by processed food, high calorie consumption, and large amounts of animal products. This diet poses an increasing risk of many diseases. In addition to its negative impacts on human health, this eating pattern is also unsustainable for our planet. The paper presents a geography lesson, where pupils learned about the impact diet has on our planet and on our health. Learning work in grade 7 lasted 4 school hours and educational goals were acquired through various forms and methods of work. The pupils first obtained the result of the impact of their diet on the planet with the help of the online quiz *EXAMINE YOUR EATING*. Through the example of foods that emit the most greenhouse gases, the pupils learned how intensive production of agricultural products is depleting the environment and food. The pupils then learned about healthy planetary diet guidelines with defined daily consumption ranges for each food group. This dietary pattern is characterized by a range of plant-based foods and low amounts of animal products, refined cereals, added sugars and unhealthy fats. Based on these guidelines, the pupils prepared their planetary health plates. Finally, we highlighted 10 simple rules to respect our planet on our dining tables every day. As a contribution to the profession, we have taken an important step towards making pupils aware of our responsibility to choose suitable food and thus take care of our health and the future of our planet.

KEYWORDS: geography, healthy diet, Earth

PROJEKT »EXPLORE YOUR LIMITS« OZIROMA KAKO VPLIVATI NA MLADOSTNIKE S ŠPORTNIMI AKTIVNOSTMI, TER JIH UPORABITI KOT DIAGNOSTIČNO IN TERAPEVTSKO SREDSTVO

POVZETEK

Po skoraj 20 letih dela v Mladinskem domu Jarše (sprva kot učitelj športne vzgoje in kasneje kot vzgojitelj v stanovanjski skupini) sem z različnimi projekti, ki smo/sem jih izvedli (»Job and sports«, Mladinske izmenjave, projekt športne skupine, »Vzgoja s pomočjo kamere«, izleti v visokogorje, maraton, triatlon, kolesarjenje, smučanje, turno smučanje itd.), ter izmenjavo izkušenj z mladinskimi delavci iz celega sveta, spoznal da je še vedno in čedalje bolj pomembno orodje pri delu z mladimi gibanje in športne aktivnosti v različnih oblikah. Šole in vzgojni zavodi smo izobraževalno-vzgojne inštitucije, kar pomeni, da bi morali mlade tudi vzgajati vsaj v enaki meri kot izobraževati. Za vplivanje na mladostnike pa že vrsto let ni več dovolj le pozicija moči, avtoriteta in dejstvo da je nekdo učitelj/vzgojitelj, da bi ga mladi upoštevali, spoštovali in posledično delali spremembe v svojem vedenju, razmišljanju, sistemu vrednot kot tudi prioritet. V svojem prispevku se bom posvetil osnovnim mehanizmom vplivanja na mlade, ki so izhodišče za uspešno delo z mladimi. Nadaljeval bom z učinki na mlade predvsem na to kako lahko s tovrtnimi izkušnjami spoznamo mlade ter njihove stiske, frustracije, diagnosticiramo primanjkljaje, ter še bolj pomembno kako vzpostaviti zaupen, pozitivno figurativen odnos, da lahko posledično vplivamo na njihov sistem vrednot. Končal bom s predstavitvijo konkretnega rezultata-priročnika, ki ga lahko uporabijo učitelji in mladinski delavci pri svojem delu.

KLJUČNE BESEDE: športne aktivnosti, Erasmus+ projekti, izobraževanje za mladinske delavce, ozaveščanje, primeri dobrih praks, alternativne oblike dela, kompetence, neformalno učenje, deinstytucionalizacija, priročnik

THE »EXPLORE YOUR LIMITS« PROJECT, OR HOW TO INFLUENCE YOUNG PEOPLE WITH SPORTS ACTIVITIES, AND USE THEM AS A DIAGNOSTIC AND THERAPEUTIC TOOL

ABSTRACT

After almost 20 years of working in the Youth Center Jarše, initially as a physical education teacher and later as an educator in the residential group, I am with the various projects that we/I implemented ("Job and sports", Youth exchanges, sports group project, "Education with the help of a camera", trips to the highlands, marathon, triathlon, cycling, skiing, ski touring, etc.), and sharing experiences with youth workers from all over the world, realized that movement and sports are still important tools in working with young people. Schools and educational institutes are educational institutions, which means that we should educate young people at least as much as we educate them. In order to influence young people, there is not enough only a position of power, authority and the fact that someone is a teacher for young people to take him into account, respect him and, as a result, make changes in their behavior, thinking, system of values and priorities. In my contribution, I will focus on the basic mechanisms of influencing young people, which are the starting point for successful work with young people. I will continue with the effects on young people, especially on how we can get to know young people and their hardships, frustrations and diagnose deficits through these experiences, and even more importantly how to establish a confidential, positively figurative relationship, so that we can consequently influence their value system. I will end by presenting a concrete result - a manual that can be used by teachers and youth workers in their work.

KEYWORDS: sports activities, Erasmus+ projects, education for youth workers, awareness raising, examples of good practices, alternative forms of work, competences, informal learning, deinstitutionalization, handbook/manual

RAZVOJ MATEMATIČNIH ZNANJ IN SPRETNOSTI PRI OTROKU S CEREBRALNO PARALIZO S POMOČJO GIBALNIH AKTIVNOSTI, IGRE IN DIDAKTIČNIH PRIPOMOČKOV

POVZETEK

Za otroke s cerebralno paralizo je značilna trajna gibalna oviranost, ki je nastala kot posledica okvare možganov v njihovem zgodnjem razvojnem obdobju. Pri vključevanju otroka s cerebralno paralizo v učni proces mu moramo omogočiti maksimalni razvoj njegovih sposobnosti/zmožnosti, ob upoštevanju njegovih posebnosti in ovir, s katerimi se srečuje. Pri otroku s cerebralno paralizo se lahko poleg težav na gibalnem področju izkazujejo tudi težave na področju zaznavanja, govora, intelektualnih sposobnosti in učenja, socialno-čustvenega delovanja in druge zdravstvene težave. Namen prispevka je predstaviti vpliv gibalnih aktivnosti, igre in uporabe didaktičnih pripomočkov na razvoj matematičnih znanj in spretnosti pri otroku s cerebralno paralizo. Da bi otroku olajšali usvajanje matematičnih znanj in spretnosti v 1. razredu, smo oblikovali program razvoja le-teh s pomočjo gibanja, igre in dela z didaktičnimi pripomočki. Izvajanje je bilo med urami dodatne strokovne pomoči. Otrok je skozi igro uril slušno in vidno zaznavanje in pozornost, koordinacijo gibov, ravnotežje, preciznost in usvojil načrtovana znanja. Učenje skozi gibanje in ob uporabi učnih pripomočkov je pripomoglo k večjemu in hitrejšemu usvajanju matematičnih znanj in spretnosti. Z delom prispevamo k razvoju pedagoške prakse, saj je predstavljen primer dobre prakse izvajanja pomoči otroku s cerebralno paralizo na področju matematike v osnovni šoli. Aplikativni doprinos dela je v oblikovanju programa razvoja matematičnih znanj in spretnosti skozi gibanje, igro in uporabo didaktičnih pripomočkov pri otroku s cerebralno paralizo v 1. razredu osnovne šole.

KLJUČNE BESEDE: cerebralna paraliza, matematična znanja in spretnosti, gibalne dejavnosti, igra, didaktični pripomočki

DEVELOPMENT OF MATHEMATICAL KNOWLEDGE AND SKILLS IN A CHILD WITH CEREBRAL PALSY WITH THE HELP OF MOVEMENT ACTIVITIES, GAMES AND DIDACTIC AIDS

ABSTRACT

For children with cerebral palsy it is significant permanent physical impairment occurred as a result of brain damage in their early stage of development. When integrating a child with cerebral palsy into learning process we have to enable him maximum development of his skills/abilities, taking into account its peculiarities and the obstacles he faces. Beside movement problems, a child with cerebral palsy may also have problems with perception, speech, intellectual abilities and learning, social-emotional functioning, and other health problems. The purpose of the paper is to present the influence of movement activities, play and the use of didactic aids on the development of mathematical knowledge and skills in a child with cerebral palsy. In order to make it easier for the child to acquire mathematical knowledge and skills in the 1st grade, we designed a program to develop knowledge and skills through movement, play and work with didactic aids. The program was carried out during the hours of professional assistance. Through the game, the child trained auditory and visual perception and attention, coordination of movements, balance, precision and planned knowledge. Learning through movement and with the use of learning aids has contributed to greater and faster acquisition of mathematical knowledge and skills. With our work, we contribute to the development of pedagogical practice, as an example of good practice in helping a child with cerebral palsy in the field of mathematics in elementary school. The applied contribution of the work is in the design of a program for the development of mathematical knowledge and skills through movement, play and the use of didactic aids, for a child with cerebral palsy in the 1st grade of primary school.

KEYWORDS: cerebral palsy, mathematical knowledge and skills, movement activities, play, didactic aids

ZAKAJ JE DOBRO BITI VODNA ŠOLA

POVZETEK

Voda je osnovni vir življenja. Pred tremi leti smo se na šoli odločili, da se vključimo v mednarodno mrežo Vodnih šol. Glavni razlog je bil, da smo na šoli že dlje časa opažali, da učenci dopoldan premalo ali skoraj nič ne pijejo, negativni učinki tega pa dokazano vplivajo na učno sposobnost oz. kognitivne funkcije otrok. Kot glavna koordinatorica na šoli sem načrtovala dejavnosti, s katerimi smo dosegli, da so učenci začeli s pitjem vode čez ves šolski dan. Do sedaj nam je poleg dobre hidracije učencev uspelo zmanjšati tudi dnevno število zavržene plastične embalaže, ki smo jo uporabljali za strežbo pijač, in uživanje sladkih pijač. Ob koncu šolskega leta smo organizirali zaključno dejavnost Vodni dan, na kateri smo naše uspehe predstavili javnosti. Naš dolgoročnejši cilj je, da s tem pripomoremo k preprečevanju prekomerne telesne teže v otroštvu. Učenci pijejo samo vodo, natočeno iz pipe, saj s tem spodbujamo tudi zaščito voda in hkrati trajnostno rabo vodnih virov.

KLJUČNE BESEDE: vodna šola, hidracija, vodni dan, trajnost

WHY IT IS GOOD TO BE A WATER SCHOOL

ABSTRACT

Water is the main source of life. Our school decided to join the international project of Water Schools three years ago. We noticed that students at our school didn't drink enough water in the morning, or they didn't drink anything at all – this was the main reason for joining the project. It has been proven that not drinking enough water negatively affects learning ability, i. e. children's cognitive functions. Being the main coordinator of the school project, my activities aimed at achieving students to drink water during all their time at school. We have so far managed to reduce the amount of waste plastic packaging, which was used to serve drinks. Not only have we been able to maintain a good level of hydration in students, we have also been successful in reducing the intake of sugary drinks. At the end of the school year Water Day activity was organized and our achievements were introduced to the public. Our long-term goal has also been prevention of childhood obesity. Students drink only tap water as this encourages protection of water as well as sustainable use of water resources.

KEYWORDS: Water School, hydration, Water Day, sustainability

GIBALNI RAZVOJ UČENCEV NA PODRUŽNIČNI ŠOLI, KI NIMA TELOVADNICE

POVZETEK

Poučujem na podružnični šoli z več kot sto učenci s po enim oddelkom od prvega do petega razreda. Na šoli nimamo telovadnice, imamo pa spodnjo avlo prilagojeno za izvajanje športnih aktivnosti. Dolga leta smo mislili, da so zaradi slabših prostorskih pogojev učenci prikrajšani za boljše gibalne rezultate v primerjavi s sovrstniki na centralni šoli, ki imajo dostop do telovadnice. Rezultati medrazrednih športnih iger prvošolcev ob koncu šolskega leta zadnjih nekaj let pa so v meni vzbudili zanimanje, ali so naša prepričanja pravilna. Po primerjavi rezultatov s športno vzgojnih kartonov (otroci s podružnične šole izkazujejo boljše rezultate v 83 % opravljenih nalog) sem ugotovila, da so učenci podružnične šole gibalno uspešnejši od njihovih vrstnikov na centralni šoli. Ugotovila sem, da prostorska stiska in manjši nabor športnih orodij v učiteljih vzbuja motivacijo po optimalnejšem izkoristku prostora in časa ter večjemu naboru raznovrstnih gibalnih dejavnosti. Naš način dela je lahko primer dobre prakse in spodbuda šolam s podobnimi prostorskimi pogoji po čim boljši izkoriščenosti danih pogojev.

KLJUČNE BESEDE: gibalni razvoj otrok, prostorska stiska, pestrost gibalnih dejavnosti

PHYSICAL DEVELOPMENT OF CHILDREN ON A BRUNCH SCHOOL WITHOUT GYM

ABSTRACT

I teach at a branch school with over a hundred pupils with one class from first to fifth grade. We don't have a gym on our school, but our lobby is designed in the way that can be used as one. For many years we thought our pupils are disadvantaged because of limited sport conditions for better physical results compared to their peers in the central school, which has a gym. The results of sport games at the end of the school years among the first-grade classes have given me reason to reconsider whether our beliefs are accurate. After comparing the results on the sport educational chart, I noticed that pupils from the branch school outperform their peers in the central school in 83 % of the sport activities. I realized that constraints of space and a smaller set of sports equipment prompt teachers to optimize space, time and introduce a more diverse range of physical activities. Our approach serves as a positive example and could encourage other schools facing space limitations to use their conditions as efficiently as possible.

KEYWORDS: physical development of children, constraints of space, variety of sport activities

ODNOS DIJAKOV DO PREHRANE - PRIMER NOGOMETNEGA ODDELKA DIJAŠKEGA DOMA GIMNAZIJE ŠIŠKA

POVZETEK

Redna fizična aktivnost in ustrezna prehrana sta osnova zdravja in dobrega počutja. Pomanjkanje fizične aktivnosti v kombinaciji z nezdravo in slabo prehrano povzroča stres v organizmu, ki se lahko odraža v obliki visokega krvnega tlaka, povišanega sladkorja v krvi, bolečin v hrbtenici in drugih zdravstvenih težavah. Pomanjkanje nekaterih mikroelementov upočasnjuje ali pa celo preprečuje napredek v trenažnem procesu. Skoraj 90 % dijakov, ki bivajo v Dijaškem domu Gimnazije Šiška, je aktivnih športnikov. Cilj naše raziskave je bil ugotoviti kakšne prehrabene navade imajo dijaki, ugotoviti kaj za njih pomeni »dobra hrana« in kakšne predloge bi lahko dali glede prehrane v šolski kuhinji. Raziskava je pokazala, da imajo vsi dijaki nogometnega oddelka med bivanjem doma vsaj en topel obrok. Večina (57,7 %) jih je menila, da je okus tisti, ki naredi hrano »dobro«. Najbolje ocenjen obrok v šolski kuhinji je bil zajtrk. Pri izboljšavah šolske kuhinje jih je največ predlagalo bolj pogosto pripravo pečenih jajc za zajtrk. Med splošnimi predlogi pa je 50 % dijakov izrazilo željo po večjih porcijah. Na osnovi podatkov raziskave bi lahko poskusili ustreči željam dijakov in jim večkrat ponudili hrano, ki jo imajo radi in je še vedno v skladu z načeli zdrave športne prehrane. Na ta način bi dijaki bolj pogosto jedli zdravo hrano s šolske kuhinje in porabili manj sredstev za hitro prehrano in prigrizke, kar bi navsezadnje pomenilo tudi prihranek za šolsko kuhinjo, saj bi se manj hrane zavrlo.

KLJUČNE BESEDE: prehranjevalne navade dijakov, dijaški dom, šolska kuhinja, nogometni oddelek

STUDENTS' FOOD PREFERENCES – CASE STUDY OF A FOOTBALL CLASS IN STUDENT'S DORMITORY OF GYMNASIUM ŠIŠKA

ABSTRACT

Regular physical activity and adequate nutrition are the prerequisites for good health and well being. Lack of physical activity, together with an unhealthy and poor diet, can cause stress in the body which manifests in high blood pressure, diabetes, back pain and other health problems. A deficient diet of microelements slows down or even blocks the progress in sports training. Almost 90 % of students in Dormitory of Gymnasium Šiška are active athletes. The goal of this research was to find out students' nutrition habits, their opinions about »good food« and suggestions for improvements in the school's kitchen. This study revealed that all students of the football class eat cooked food at least once a day when they are at home. Most of them (57,7 %) considered the taste of the food to be the most important in evaluating the meals. The best scored meal in the school's kitchen was breakfast. Fried eggs were mostly suggested for the improvement of breakfast. In general a suggestion for the school's kitchen, bigger portions were mentioned by 50 % of the students. Based on results of this research, we should make a step towards students' desires and offer them more food they like to eat and is still in frames of healthy sports nutrition. Then students would eat healthy food more often from our own kitchen and spend less money for fast food and snacks. Ultimately it would be perhaps cheaper for the school's kitchen too, because less food would be thrown away.

KEYWORDS: students' food preferences, school's kitchen, students' dormitory, football class

PREDŠOLSKI OTROK SE UČI RAZUMETI POMEN VODE IN SPOZNAVA NJEN VPLIV NA ZDRAVJE LJUDI

POVZETEK

Voda je naša dragocena dobrina. Strokovni članek predstavlja praktične primere uporabe vode v vsakodnevem življenju, njen vpliv na zdravje in razumevanje pomena varčne rabe vode. Otroci so najprej ozavestili, da človek vodo uporablja za pitje, kuhanje, čiščenje, osebno higieno, zalivanje ... Z diskusijo in opazovanjem vsakdanjih opravil so spoznali, da se ob tem porabi veliko vode. S praktičnim izzivom so se soočili, ko je v vrtcu zmanjkalo vode. Ta problemska situacija je bila izhodišče za načrtovanje in izvedbo nadaljnjih aktivnosti. V vrtcu smo začeli z varčno rabo vode pri vsakdanjih opravilih. Dnevno smo določili dežurnega »vodnega detektiva«, ki je ostale otroke opozarjal na racionalno rabo vode pri umivanju in to beležil v razpredelnico. Hkrati so otroci izdelali opozorilne znake za vse umivalnike v vrtcu, ki opominjajo na zapiranje vode. Za starše smo pripravili več informativnih plakatov o možnih načinih varčevanja vode doma. Z lastno aktivnostjo so otroci preizkusili blagodejne učinke vode na zdravje in počutje. Spoznali so tople in hladne obkladke, hidroterapijo, aromaterapijo, inhalacije, izvedli smo delavnico pravičnega umivanja rok, spoznali so vpliv mineralnih in termalnih vod. Otrokom so bile te dejavnosti zabavne, sproščujoče, poučne, nekatere pa tudi v izziv. Po povratnih informacijah staršev in opazovanju otrok pri igri vlog so otroci nova znanja usvojili in jih prenesli v domače okolje. Aktivnosti so potekale v skupini otrok, starih od 5 do 6 let, preko celega leta, in so pripomogle ozavestiti, da je voda dobrina, ki ima neprecenljivo vrednost in s katero je treba skrbno in odgovorno ravnati.

KLJUČNE BESEDE: voda, zdravje, ekologija, dobrina, predšolski otrok

PRE-SCHOOL CHILDREN LEARN TO UNDERSTAND THE IMPORTANCE OF WATER AND LEARN ABOUT ITS INFLUENCE ON PEOPLE'S HEALTH

ABSTRACT

Water is our precious commodity. This article presents practical examples of the use of water in everyday life, its impact on health and understanding the importance of economical use of water. The children first became aware that people use water for drinking, cooking, cleaning, personal hygiene, watering... Through discussion and observation of everyday tasks, they realized that a lot of water is used in this process. They faced a practical challenge when the kindergarten ran out of water. This problematic situation was the starting point for planning and implementing further activities. In kindergarten, we started using water sparingly in everyday tasks. We appointed a "water detective" on duty every day, who warned the other children about the rational use of water when washing and recorded this in the spreadsheet. At the same time, the children made warning signs for all sinks in the kindergarten, reminding them to turn off the water. We have prepared several informative posters for parents about possible ways to save water at home. Through their own activity, the children tested the beneficial effects of water on health and well-being. They learned about hot and cold compresses, hydrotherapy, aromatherapy, inhalations, we held a workshop on proper hand washing, and they learned about the influence of mineral and thermal waters. The children found these activities fun, relaxing, educational, and some challenging. After feedback from the parents and observing the children during the role play, the children learned the new skills and transferred them to their home environment. The activities took place in a group of children aged 5 to 6 throughout the year, and helped raise awareness that water is a commodity that has an inestimable value and that must be handled carefully and responsibly.

KEYWORDS: water, health, ecology, a commodity, preschool children

RAZISKOVALNO DELO DIJAKOV »KMETOVALCEV« LAHKO VPLIVA NA DONOSNEJŠE PRIDELKE

POVZETEK

Inovativno raziskovalno delo dijakov na področju kmetijstva lahko predstavlja pomembno vlogo, kako v lokalnem okolju eksperiment prestavimo na realen vrt ali njivo in s tem izboljšamo pridelek.

Na Biotehniški šoli Rakičan smo z dijaki ugotavljali vpliv različnih dodanih količin hidrogela na rast in pridelek paprike (*Capsicum annuum* L.). Merili smo rast višine rastline paprike, vsebnost klorofila v listih paprike in pridelek paprike (število, masa in premer plodov). Pri najvišjem dodanem odmerku hidrogela (30 g) v primerjavi s kontrolnim obravnavanjem je bil pridelek paprike tudi za več kot 200 g večji. V naslednjem eksperimentu smo ugotavljali vpliv regulatorja rasti etefona na število moških in ženskih cvetov ter na maso pridelka bučnic oljne buče (*Cucurbita pepo* L.). Med vegetacijo smo določili število moških in ženskih cvetov. V času tehnološke zrelosti oljnih buč (*Cucurbita pepo* L.) pa smo določili število in maso buč ter pridelek bučnic. V primerjavi s kontrolnim obravnavanjem se je pri uporabi najvišjega odmerka etefona 15 ml/L število ženskih cvetov na rastlino povečalo za 93,3 %, moških cvetov pa ni bilo opaziti; število plodov na rastlino se je zvišalo za 100 %. Najboljše rezultate mase pridelka bučnic na rastlino smo dobili pri odmerku etefona 10 ml/L, in sicer je bila masa pridelka bučnic za 104,9 % višja kot pri kontrolnem poskusu.

Eksperimentalne raziskave dijakov so kvaliteten doprinos h kmetijski praksi, s katero lahko pozitivno vplivamo predvsem na inovativne mlade kmete, prevzemnike kmetij in tudi na splošno širšo javnost glede racionalnega načrtovanja samooskrbe, glede načina uporabe določenih rastnih pripomočkov in glede ekološke osveščenosti pridelave pridelkov.

KLJUČNE BESEDE: dijaki, eksperiment, hidrogel, etefon, donosnejši pridelek

THE RESEARCH WORK OF "FARMERS" STUDENTS CAN AFFECT MORE PROFITABLE CROPS

ABSTRACT

The innovative research work of students in the field of agriculture can play an important role in how to transfer the experiment to a real garden or field in the local environment and thus improve the yield.

At the Rakičan Biotechnical School we determined the effect of different added amounts of hydrogel on the growth and yield of peppers (*Capsicum annuum* L.). We measured the height growth of the pepper plant, the chlorophyll content in the pepper leaves and the pepper yield (number, weight and diameter of the fruits). At the highest added dose of hydrogel (30 g) compared to the control treatment, the pepper yield was also more than 200 g higher. In the next experiment, we determined the influence of the growth regulator ethephon on the number of male and female flowers and on the weight of the crop of oil gourd (*Cucurbita pepo* L.). We determined the number of male and female flowers during vegetation. At the time of technological maturity of oil pumpkins (*Cucurbita pepo* L.), we determined the number and mass of pumpkins and the yield of pumpkins. Compared to the control treatment, when using the highest ethephon dose of 15 ml/L, the number of female flowers per plant increased by 93,3 %, but no male flowers were observed; the number of fruits per plant increased by 100 %. The best results of the mass of the pumpkin crop per plant were obtained at the ethephon dose of 10 ml/L, namely the mass of the pumpkin crop was 104,9 % higher than in the control experiment.

Experimental research by students is a quality contribution to agricultural practice, with which we can have a positive influence especially on innovative young farmers, farm takers and also in general the general public in terms of rational planning of self-sufficiency, in terms of the way of using certain growth aids and in terms of ecological awareness of crop production.

KEYWORDS: students, experiment, hydrogel, ethephon, more profitable crop

KAKO UČENCEM ZAGOTOVITI VARNO IN SPODBUDNO UČNO OKOLJE

POVZETEK

V šolskih praksah se vedno pogosteje srečujemo s posameznimi učenci, ki med vzgojno-izobraževalnim delom v skupini z vrstniki ne zmorejo funkcionirati v skladu s pričakovanji. Govorimo o vedenjskih odstopanjih, ki so lahko posledica razvojnih težav, vzgoje staršev ali drugih dejavnikov. Čeprav gre za redke posameznike, njihovo vedenje vpliva na počutje in duševno zdravje (ter nenazadnje tudi na pridobljena učna znanja) vseh ostalih učencev v skupini, saj šolske prakse ne morejo potekati, kot so bile načrtovane.

Pomen zagotavljanja varnega in spodbudnega učnega okolja za vse učence, v zadnjih letih poudarjata tudi Ministrstvo za vzgojo in izobraževanje ter Zavod Republike Slovenije za šolstvo. Za doseganje tega cilja pod njunim okriljem potekajo številna izobraževanja za strokovne delavce izobraževalnih ustanov. V prispevku bodo predstavljene aktivnosti, ki jih v zadnjih petih letih izvajamo na Osnovni šoli Ludvika Pliberška Maribor in uspešno pripomorejo k zagotavljanju učnega okolja, v katerem se učenci dobro počutijo in omogoča kakovosten pouk. Izhajamo iz ničelne tolerance do nasilja, zato smo oblikovali pravila šolskega reda, ki so obvezujoča za vse, ki se nahajajo v šolskem prostoru. Ob tem varujemo pravice posameznega učenca, vendar pred tem pravice skupine učencev. Da do kršitev pravil šolskega reda ne bi prihajalo in bi bila v naših razredih dobra delovna klima, na šoli z zanimivimi gibalnimi aktivnostmi in drugimi igrami skrbimo za razvijanje čustvene in socialne pismenosti. Dneve dejavnosti in druge aktivnosti za dvig spodbudnega in varnega učnega okolja izvajamo z vsemi učenci prvega vzgojno-izobraževalnega obdobja, vključeni pa so tudi učenci drugega in tretjega vzgojno-izobraževalnega obdobja. Menimo, da so dejavnosti, ki jih izvajamo na naši šoli, pripomogle k prijetnejšemu počutju učencev in zavedanju, da so v veliki meri tudi sami odgovorni za to. Predstavljena dobra praksa naše šole bi lahko bila v pomoč tudi drugim šolam.

KLJUČNE BESEDE: počutje učencev, kakovosten pouk, gibanje, varno in spodbudno učno okolje

HOW TO PROVIDE SAFE AND ENCOURAGING LEARNING ENVIRONMENT FOR STUDENTS

ABSTRACT

In school experiences, we meet more and more individual students who are unable to function in a group with their peers in accordance with expectations during educational work. We are talking about behavioral deviations that may be a result of developmental problems, parenting or other factors. Although these are rare individuals, their behavior affects the well-being and mental health (and last but not least, the acquired learning skills) of all the other students in a group, as school lessons cannot proceed as planned.

In recent years, the Ministry of Education and the Institute of Education of the Republic of Slovenia have emphasized the importance of providing a safe and encouraging learning environment for all students. In order to achieve this goal, many trainings for professional workers of educational institutions are held under their auspices. This article will present the activities that have been carried out at Ludvik Pliberšek Primary School in Maribor for the last five years and the activities that successfully contribute to provide a learning environment in which students feel good and which enables quality lessons.

We have zero tolerance for violence, that is why we have created school rules that are binding for everyone in the school premises. At the same time, we protect the rights of the individual student, but before that, the rights of the group of students. In order to prevent violations of the school rules and to create a good working climate in our classes, we take care of the development of emotional and social literacy at school with interesting movement activities and other games. All the students of the first educational period, and also sometimes the students of the

second and third educational periods are included into activity days and other activities which are carried out to promote encouraging and safe learning environment. We believe that the activities we carry out at our school have contributed to the students' well-being and to the awareness that they themselves are largely responsible for this. In our opinion, the presented good practice of our school could also be helpful to other schools in the country.

KEYWORDS: students' well-being, quality lessons, movement, safe and encouraging learning environment

DOLOČANJE ANTIOKSIDANTOV IN FENOLNIH SPOJIN V RAZLIČNIH VRSTAH MEDU IN NJIHOVA ANTIMIKROBNA UČINKOVITOST

POVZETEK

Čebelji pridelki so popolnoma naravna živila, ki jih pridobivamo neposredno iz narave. Te majhne rumeno-črne živalce z oprasevanjem pripomorejo k ohranjanju biološkega ravnovesja v naravi, omogočajo obstoj različnim živalskim vrstam ter tudi človeku. Ob vsem tem pa izdelujejo čebelje pridelke, ki nam v našem vsakdanjem hitrem tempu življenja pomagajo krepiti in ohranjati zdravje. Med ni le odličen vir energije ter vitaminov in mineralnih snovi, pač pa omogoča tudi boljše izkoriščanje drugih snovi iz hrane. V nalogi smo se ukvarjali z vsebnostjo različnih značilnih učinkovin v medu, kot so antioksidanti, kisline, encimi, minerali, vitamini in fenolne spojine. Za vzorce smo izbrali štiri različne vrste slovenskega jedilnega medu in medicinski med, ki je namenjen zunanji uporabi. S pomočjo Vis spektrofotometra smo izmerili absorbance posameznih vzorcev medu ter izračunali koncentracijo fenolnih spojin. S tem smo dokazali, da je vsebnost fenolnih spojin povezana tudi z barvo medu. Ta vpliva tudi na antioksidativno učinkovitost, saj je barva medu odvisna od prisotnih pigmentov (karotenoidov in flavonoidov), ki imajo antioksidativne lastnosti.

Pri mikrobiološkem delu smo skupnim izmerjenim učinkovinam v posameznem medu dokazali še antimikrobni učinek z metodo difuzije na trdem gojišču na mikrobioto ustne votline, ki smo jo pridobili z brisom ustne sluznice zdravega človeka. Protibakterijsko delovaje medu je posledica kombinacije različnih dejavnikov v medu.

KLJUČNE BESEDE: antimikrobne lastnosti medu, antioksidanti, fenolne spojine, mikrobiota

DETERMINATION OF ANTIOXIDANTS AND PHENOLIC COMPOUNDS IN DIFFERENT TYPES OF HONEY AND THEIR ANTIMICROBIAL EFFECTIVENESS

ABSTRACT

Bee products are completely natural foods obtained directly from natural sources. Through the process of pollination these small, yellow-black colored animals help to maintain the biological balance in nature and enable the existence of various animal species and humans. In addition to this, they produce bee products to help us straighten and maintain our health in our everyday, fast-paced life. Honey is not only an excellent source of energy, vitamins and minerals, but it also enables better utilization of other substances from food.

The purpose of this task was to address the content of various characteristic active substances in honey, such as antioxidants, acids, enzymes, vitamins and phenolic compounds. For samples, we chose four different types of Slovenian edible and medicinal honey for external purposes. The absorbance of individual honey samples was measured with a Vis spectrophotometer and the concentration of phenolic compounds was calculated. With this, we were able to prove that the content of phenolic compounds is also related to the color of honey. This also affects the antioxidant efficiency, as the color of the honey largely depends on the pigments present (carotenoids and flavonoids), which also have antioxidant properties. In the microbiological work, we also demonstrated the antimicrobial effect of the total measured active substances in individual honey using the diffusion method on a hard culture medium on the microbiota of the oral cavity, which was obtained by swabbing the oral mucosa of a healthy person. The antibacterial effect of honey is the result of a combination of different factors in honey.

KEYWORDS: antimicrobial properties of honey, antioxidants, phenolic compounds

LAHKO Z LETNO ŠOLO V NARAVI RAZVIJAMO IN SPODBUJAMO GIBALNE NAVADE PETOŠOLCEV?

POVZETEK

Letna šola v naravi je izjemna priložnost za učence, da svoje znanje pridobivajo zunaj učilnice in se tako lahko bolj poglobijo v naravno okolje, v katerega so vključeni. Prav tako je letna šola v naravi odlična priložnost, da učenci intenzivno doživijo naravno okolje, ki jih obdaja, v čim večji meri prav z gibanjem. Učitelji Osnovne šole Trzin opažamo korenite spremembe v vedenjskih, predvsem pa v gibalnih navadah učencev, ki so v največji meri posledica pretirane rabe pametnih elektronskih naprav in posledica pandemije. Naša opažanja so se potrdila tudi z opravljeno anketo med 37 petošolci pred odhodom v letno šolo v naravi. Po povratku iz letne šole v naravi smo prišli do spodbudnih ugotovitev. Z anketo smo ugotovili, da so se po vrnitvi iz letne šole v naravi pri večini učencev gibalne navade spremenile. Prav tako učenci manjkrat posežejo po elektronskih napravah oz. so zmanjšali čas njihove uporabe. Učitelji si vsako novo šolsko leto želimo, da se petošolci v kar največji meri udeležijo letne šole v naravi, ki nam poleg vseh ciljev omogoča spodbujanje razvoja gibalnih navad in umik od elektronskih naprav. Zelo pomembno se nam zdi, da v tem času učencem pokažemo ter privzgojimo potrebo in željo do gibanja oz. športa. Ugotovitve, do katerih sem prišla, so za učitelje šole velika motivacija. Še naprej bomo učence spodbujali h gibanju in k vključitvi v šolo v naravi. S prednostmi vključitve seznanjamo tudi starše, učitelji pa se moramo predvsem zavedati, da lahko učence h gibanju spodbudimo predvsem z lastnim zgledom.

KLJUČNE BESEDE: letna šola v naravi, gibanje, petošolci, motivacija

CAN WE ENCOURAGE AND DEVELOP MOVEMENT HABITS OF FIFTH-GRADE PUPILS THROUGH NATURE SCHOOL?

ABSTRACT

Summer school in nature is a great opportunity for pupils to acquire new knowledge outside the classroom and thus be able to immerse themselves more deeply in the natural environment in which they are embedded. This also enables them to intensively experience the natural environment that surrounds them through movement. Teachers of Trzin Primary school have been noticing radical changes in the students' behaviour and, above all, in their movement habits, which are mostly the result of the excessive use of different smart electronic devices and the result of the pandemic. Our findings were also confirmed by a survey conducted among 37 fifth-graders before leaving for the summer school in nature. On return, we came to some quite encouraging conclusions. Another survey showed that movement habits among the majority of students have changed; likewise, they use electronic devices significantly less. Every new school year the teachers encourage all the fifth-graders to participate in summer school in nature, which in addition to all other goals, enables us to promote the development of movement habits and complete withdrawal from electronic devices. We think it is very important that during this time, we encourage and instill in learners the need and desire to move or do different sports. We should also all be aware of the fact that we can only do this to a larger extent by our own example.

KEYWORDS: summer school in nature, movement, fifth graders, motivation

VPLIV SVETLOBE NA POČUTJE IN ZDRAVJE MLADOSTNIKOV

POVZETEK

Svetloba vpliva na naše vedenje, počutje, čustva in vsekakor tudi zdravje veliko bolj, kot se tega zavedamo. S spreminjanjem naših bivanjskih in delovnih okolij naravno svetlobo, ki predstavlja enega bistvenih impulzov iz življenjskega okolja, vse prevečkrat nadomesti umetna svetloba v šolskih učilnicah, delavnicah in domačih sobah. Z namenom ozaveščanja so v teoretičnem delu strokovnega prispevka kritično opredeljeni vplivi naravne in umetne svetlobe na počutje in zdravje mladostnikov. Praktični del strokovnega prispevka predstavlja analizo osvetljenosti ene izmed šolskih učilnic. Dijaki namreč pri strokovnih modulih v izobraževalnem programu elektrotehnike spoznajo predpise in standarde za projektiranje razsvetljave, z ustrezno merilno opremo za merjenje osvetljenosti prostorov pa zahtevane parametre praktično izmerijo in jih primerjajo s predpisanimi. Takšna analiza osvetljenosti šolske učilnice pri dijakih vzbudi kritično razmišljanje o osvetljenosti in svetlobi v preostalih prostorih, v katerih preživijo največ časa. Kljub ustreznosti izmerjenih vrednosti glede na predpisane v standardu in podanim vsem mogočim tehničnim rešitvam za izboljšanje razsvetljave v šolski učilnici, sledi ugotovitev, da umetna svetloba ne more v celoti nadomestiti naravne svetlobe. Zato je nujno potrebno skozi izobraževalni proces ozavestiti pomen naravne svetlobe za človeka in njen vpliv na počutje in zdravje mladostnikov.

KLJUČNE BESEDE: svetloba, razsvetljava, delovno okolje, počutje, zdravje

THE EFFECT OF LIGHT ON THE FEELINGS AND HEALTH OF YOUNG PEOPLE

ABSTRACT

Light affects our behavior, well-being, emotions and certainly our health much more than we realize. As our living and working environments change, natural light, which represents one of the essential impulses from the living environment, is all too often replaced by artificial light in school classrooms, workshops and home rooms. With the aim of raising awareness, in the theoretical part of the professional contribution, the effects of natural and artificial light on the well-being and health of young people are critically defined. The practical part of the professional paper presents an analysis of the lighting of one of the school classrooms. In the professional modules in the electrical engineering education program, students learn about the regulations and standards for lighting design, and with the appropriate measuring equipment for measuring room illumination, they practically measure the required parameters and compare them with the prescribed ones. Such an analysis of the lighting of the school classroom instills in students a critical thinking about the lighting and light in the rest of the rooms where they spend most of their time. Despite the adequacy of the measured values in relation to those prescribed in the standard and given all possible technical solutions for improving the lighting in the school classroom, it follows that artificial light cannot fully replace natural light. Therefore, it is absolutely necessary through the educational process to raise awareness of the importance of natural light for humans and its impact on the well-being and health of young people.

KEYWORDS: light, lighting, work environment, feeling, health.

INTERDISCIPLINARNA EKSKURZIJA PO DINARSKO-KRAŠKI POKRAJINI SLOVENIJE – UČENJE PREK GIBANJA DO TRAJNEJŠEGA ZNANJA

POVZETEK

Terensko delo je primer učne metode, ki učencem omogoča neposredno izkušnjo opazovanja in doživljanja geografskih pojmov. Pri tej metodi dela imajo učenci priložnost povezati teoretično znanje s praktičnim, medpredmetno povezati učne vsebine in večinoma statični (sedeči) položaj v razredu zamenjati z gibanjem v naravi. Namen prispevka je predstaviti primer terenskega dela – interdisciplinarno ekskurzijo, ki v ospredje postavlja multisenzorno učenje prek sluha, vida, tipa in gibanja. Ker je narava nenadomestljiva učilnica in ker se prek gibanja pri učencih poveča koncentracija, osredotočenost in motiviranost za učenje, je znanje, pridobljeno na interdisciplinarni ekskurziji, za učence globlje in trajnejše. Evalvacija dela po opravljenem terenskem delu je kažipot učitelju, po kateri poti naj usmerja svoje učence, in hkrati pot do kakovostnejšega vzgojno-izobraževalnega dela.

KLJUČNE BESEDE: terensko delo, interdisciplinarna ekskurzija, gibanje

INTERDISCIPLINARY EXCURSION THROUGH THE DINARIC– KARST REGION OF SLOVENIA - LEARNING THROUGH MOVEMENT TO MORE PERMANENT KNOWLEDGE

ABSTRACT

Fieldwork is an example of a teaching method that enables students to directly observe and experience geographical concepts. In this method of work, students have the opportunity to combine theoretical knowledge with practical knowledge, to make cross-curricular links between subjects and to replace the mostly static (seated) classroom learning situation with movement and learning in nature. The purpose of this article is to present an example of fieldwork - an interdisciplinary excursion that puts multisensory learning through hearing, vision, touch and movement at the centre of the fieldwork. Because nature is an irreplaceable classroom, and because students' concentration, focus and motivation to learn are increased through movement, the knowledge gained on an interdisciplinary excursion is deeper and more lasting for the students. The evaluation of the work after the fieldwork is a signpost for the teacher to guide his/her students and a path to a better quality of educational work.

KEYWORDS: fieldwork, interdisciplinary excursion, movement

ENERGIJSKE PIJAČE IN PIJAČE Z DODATKI HRANILNIH SNOVI

POVZETEK

V prispevku sem preučevala energijske, športne in nutracijske pijače, ki sodijo v skupino funkcionalnih pijač. Funkcionalne pijače so napitki z dodanimi sestavinami. Zanje je značilno, da jih uživamo kot tradicionalno živilo, ne zahtevajo posebnega režima uživanja, imajo klinično dokazan vpliv na zdravje in presegajo običajno funkcijo živila. Namen prispevka je primerjava različnih funkcionalnih pijač po hranilni in energijski vrednosti ter predstavitev njihovega vpliva na zdravje. Energijske in nutracijske pijače so primerljive po energijski vrednosti, športne pijače pa imajo do 3,5-krat nižjo energijsko vrednost. Energijske pijače vsebujejo izmed makrohranil ogljikove hidrate, med katerimi prevladujejo sladkorji. Tudi v športnih pijačah izmed makrohranil prevladujejo ogljikovi hidrati, vendar je njihova skupna vrednost do 4-krat manjša v primerjavi z energijskimi pijačami. Nutracijske pijače vsebujejo dodana makrohranila, pogosto ogljikove hidrate, ki izvirajo iz dodanega riža. Med funkcionalnimi pijačami energijske pijače zaradi velike vsebnosti kofeina niso primerne za otroke. Mešanje alkoholnih in energijskih pijač je zdravju nevarno. Energijskih pijač ni priporočljivo piti med vadbo, ker je kofein diuretik in spodbuja odvajanje vode iz telesa. Kofein med vadbo še dodatno povečuje srčni utrip in krvni pritisk, kar je nezaželeno. Trg energijskih pijač je hitro rastoč, zato je pomembno, da se zavedamo škodljivih učinkov energijskih pijač na zdravje.

KLJUČNE BESEDE: energijska pijača, športna pijača, nutracijska pijača, funkcionalna pijača

ENERGY DRINKS AND BEVERAGES WITH NUTRIENT ADDITIONS

ABSTRACT

In the article, I examined energy, sports, and nutraceutical drinks that belong to the category of functional beverages. Functional beverages are drinks with added ingredients. They are characterized by being consumed as traditional food, not requiring a specific consumption regimen, having clinically proven health effects, and surpassing the usual function of food. The purpose of the article is to compare different functional beverages based on their nutritional and energy value and to present their impact on health. Energy and nutraceutical drinks are comparable in terms of energy value, while sports drinks have up to 3.5 times lower energy value. Energy drinks primarily contain carbohydrates among macronutrients, with sugars being predominant. Similarly, in sports drinks, carbohydrates are the predominant macronutrient, but their overall content is up to 4 times lower compared to energy drinks. Nutraceutical drinks contain added macronutrients, often carbohydrates derived from added rice or proteins. Among functional beverages, energy drinks are not suitable for children due to their high caffeine content. Mixing alcoholic and energy drinks is hazardous to health. It is not advisable to consume energy drinks during exercise because caffeine is a diuretic and promotes water loss from the body. Caffeine during exercise can further increase heart rate and blood pressure, which is undesirable. The energy drink market is growing rapidly, so it is important to be aware of their harmful effects on health.

KEYWORDS: energy drink, sports drink, nutritional drink, functional drink

MOČNO PODROČJE – KLJUČNO PRI DELU Z UČENCI Z MOTNJO AVTISTIČNEGA SPEKTRA

POVZETEK

Prispevek predstavi primer dobre prakse, kjer je odkritje in razvoj močnega področja pri učencu z motnjo avtističnega spektra izjemno pozitivno vplivalo na kakovost njegovega življenja in na ožje, kasneje pa tudi širše učenčevo okolje. Učenci s tovrstno motnjo in njihova okolica se pogosto spopadajo z na videz nepremostljivimi ovirami. Z odkritjem močnega področja se v učnem procesu vzpostavi ustrezna komunikacija, kjer se posameznik lahko izrazi, doživi uspeh in dobi dodatni zagon za delo. V prispevku je predstavljen učenec, ki obiskuje posebni program na osnovni šoli s prilagojenim programom, ki se je s pomočjo glasbenega talenta iz asocialnega otroka razvil v samostojnega mladostnika. Pri enajstih letih je še vedno imel vrsto težav: v šolske dejavnosti se ni vključeval, odklanjal je raznoliko hrano, izražal strah pred spremembami v okolju, bil preobčutljiv na zvočne dražljaje... Z odkritjem njegovega glasbenega talenta se je kmalu začel vidno razvijati tako na osebnotnem kot učnem področju. V kratkem času so se začele njegove težave zmanjševati, za okolico moteče vedenje pa je kmalu povsem izginilo. Danes je učenec uspešen na več področjih: glasbenem, likovnem, računalniškem, matematičnem. Primer kaže, da je razvijanje talenta z individualnim pristopom ključnega pomena in ena uspešnejših strategij pri učiteljevem delu z učenci z motnjami avtističnega spektra.

KLJUČNE BESEDE: močno področje, učenci z motnjami avtističnega spektra, glasba

AREA OF STRENGTH - KEY WHEN WORKING WITH STUDENTS WITH AUTISM SPECTRUM DISORDER

ABSTRACT

The paper presents an example of good practice, where the discovery and development of a strong area in a student with an autism spectrum disorder had an extremely positive impact on the quality of his life and on the student's narrower, and later wider, environment. Students with this type of disorder and their environment often struggle with seemingly insurmountable obstacles. By discovering a strong area, appropriate communication is established in the learning process, where the individual can express himself, experience success and get additional motivation for work. The article presents a student who attends a special program at a primary school with an adapted program, who developed from an antisocial child into an independent young person with the help of musical talent. At the age of eleven, he still had a series of problems: he did not participate in school activities, refused various foods, expressed fear of changes in the environment, was hypersensitive to sound stimuli... With the discovery of his musical talent, he soon began to progress noticeably both in personal and academical area. In a short time, his problems began to decrease, and his disruptive behavior soon disappeared completely. Today, the student is successful in several areas: music, art, computers, mathematics. The example shows that developing talent with an individual approach is crucial and one of the more successful strategies in the teacher's work with students with autism spectrum disorders.

KEYWORDS: strong area, students with autism spectrum disorder, music

ZDRAVA ŠOLA NA OŠ NEZNANIH TALCEV DRAVOGRAD

POVZETEK

Leta 1993 se je oblikovala Evropska mreža zdravih šol. Gre za promocijo zdravja na področju zdrave prehrane, gibanja in duševnega zdravja mladostnikov. Na OŠ Neznanih talcev Dravograd smo že v preteklosti dajali velik poudarek zdravju, zato smo se v lanskem šolskem letu prijaviли na razpis Zdrava šola. V projekt smo bili izbrani skupaj še z drugimi 398 slovenskimi šolami. V preteklosti smo se z različno tematiko vključili v projekt Planetu Zemlja prijazna šola, v sodelovanju s Koronarnim društvom smo imeli delavnice na temo oživljanja, sodelovali smo z Rdečim križem in Zdravstvenim domom Dravograd. Učitelji imamo že vrsto let redne preglede holesterola, pritiska, krvnega sladkorja, ženski del kolektiva tudi pregled dojk v okviru promocije zdravja. Prvošolce obišče zobna vila, ki razloži pomen zobne higiene. Letno izvajamo delavnice o samopodobi, saj je to velika težava mladostnikov. Vključeni smo v projekt Fit4kid, ki vključuje v pouk aktivne metode dela. V projekt Sobivanje smo vključeni z različnimi tematikami, med drugim tudi na temo Živim zdravo. S projektom Pešbus želimo učence spodbuditi h gibanju. Rdeča nit letošnjega delovanja zdravih šol je »Lepa beseda lepe odnose najde«, zato bodo vse naše aktivnosti usmerjene k zdravju, nenasilni komunikaciji, strpnosti in pozitivnim odnosom, saj slednji pozitivno prispevajo k boljšemu duševnemu zdravju. Za doseganje boljše komunikacije, pozitivne naravnosti in boljše samopodobe sva se učiteljici na šoli odločili, da uvedeva Knjigo pohval, s katero bova spodbudili drugačno vrednost posameznika.

KLJUČNE BESEDE: zdrava šola, knjiga pohval, izboljšanje komunikacije, pozitiven odnos

HEALTHY SCHOOL AT ELEMENTARY SCHOOL NEZNANIH TALCEV DRAVOGRAD

ABSTRACT

The European Network of Healthy Schools was formed in 1993. It aims to promote health in the areas of healthy eating, physical activity and the mental health of adolescents. At the Primary School Neznanih talcev Dravograd we have already placed a great emphasis on health, which is why we applied for the Healthy School programme last school year. We were selected for the project along with 398 other Slovenian schools. Our school has been involved in the Planet Earth Friendly School project with various themes. We have held workshops on resuscitation in cooperation with the Coronary Association, worked with the Red Cross and the Dravograd Health Centre. For many years teachers have had regular cholesterol, blood pressure and blood sugar check-ups and the female part of the team has also had breast examinations as a part of health promotion. First-graders are visited by the tooth fairy, who explains the importance of dental hygiene. We hold self-esteem workshops annually, as it is a significant issue for adolescents. We are involved in the Fit4kid project, which integrates active teaching methods in the classroom.

Our participation in the Coexistence project covers different themes, including the theme "Living Healthy". With the Walking bus project we want to encourage pupils to be more physically active. The theme of this year's Healthy Schools is "A nice word finds nice relationships", so all our activities will focus on health, non-violent communication, tolerance and positive attitudes, as the latter contribute positively to better mental health. To enhance communication, promote positive attitudes, and improve self-esteem, the school's teachers have decided to introduce a "Book of Praise" to encourage a different appreciation of each individual.

KEYWORDS: healthy school, praise book, improving communication, positive attitude

SEKSTANJE IN DELJENJE INTIMNIH POSNETKOV BREZ SOGLASJA KOT ENA IZMED OBLIK SPOLNE ZLORABE MLADOSTNIKOV NA SPLETU

POVZETEK

Splet, družbena omrežja, virtualne igre, spletne trgovine so na dosegu vsem in so posebej mladim zelo všečni. Brez posebnega znanja jih lahko uporabljajo vsi, ki iščejo informacije oziroma še pogosteje – se želijo umakniti iz resničnega sveta v svet zabave in pestrega dogajanja. Način življenja mladostnikov se je zaradi svetovnega spleta zelo spremenil. Internet se ves čas razvija in ponuja priložnosti za raziskovanje, ustvarjanje, zabavo. Hkrati ponuja tudi veliko nevarnosti, s katerimi se kot svetovalna delavka pogosto srečujem v praksi. Ker nevarnosti postajajo tako obsežne, da jih je težko reševati individualno je prispevek nastal kot analiza stanja, načrt ukrepanja ob ugotovljeni zlorabi in pomoč pri ozaveščanju, ki je prvi korak k zaščiti mladostnikov.

Podatke o tem kako in pogosto in v kolikšni meri so dijaki vključeni v tvegana ravnanja za nevarnosti na spletu v povezavi s sekstanjem in deljenjem intimnih fotografij ali posnetkov brez soglasja sem pridobila z anketno raziskavo, ki je potekala na vzorcu 150 mladostnikov starih med 15 in 18 let v oktobru 2023 in je temeljila na dveh raziskovalnih vprašanjih zaprtega tipa.

Rezultati so pokazali, da je 32% mladostnikov že izdelalo, izmenjalo ali pošiljalo fotografijo ali videoposnetek s seksualno vsebino prek mobilnih naprav oziroma interneta. V raziskavi je 14% mladostnikov povedalo, da so že kdaj dobili ali videli intimni posnetek, ne da bi oseba na posnetku to vedela.

S tem prispevkov sem opozorila na nekaj nevarnosti interneta, predstavila smernice za ukrepanje ob pojavu zlorabe za strokovne delavce, starše in mladostnike ter poudarila pomen in načine v povezavi z ozaveščanjem uporabnikov interneta o varnosti in preprečevanju spolnih zlorab na spletu.

KLJUČNE BESEDE: internet, mladostniki, nevarnosti

SEXTING AND SHARING INTIMATE IMAGES WITHOUT CONSENT AS A FORM OF SEXUAL ABUSE OF ADOLESCENTS ONLINE

ABSTRACT

The Internet, social networks, virtual games, and online stores are available to everyone and are especially popular with young people. Without special knowledge, they can be used by anyone who is looking for information, or even more often - who wants to withdraw from the real world into a world of entertainment and varied events. The way of life of young people has changed a lot because of the world wide web. The Internet is constantly evolving and offers opportunities for research, creation, entertainment. At the same time, it also offers many dangers that I often encounter in practice as a consultant. Since the dangers are becoming so extensive that it is difficult to solve them individually, the contribution was created as an analysis of the situation and a plan, or help in raising awareness, which is the first step towards protecting young people.

I obtained data on how and often and to what extent students are involved in risky behaviors for dangers online in connection with sexting and sharing intimate images without consent using a quantitative research method.

The results showed that 32% of young people have already created, exchanged or sent a photo or video with sexual content via mobile devices or the Internet. In the survey, 14% of adolescents said that they had ever received or seen an intimate video without the person in the video knowing.

With these contributions, I pointed out all the dangers of the Internet, presented guidelines for taking action in the event of abuse for professionals, parents and young people, and emphasized the importance and methods in connection with raising awareness among Internet users about safety and prevention of sexual abuse online.

KEYWORDS: internet, adolescents, dangers

TRENING ČUJEČNOSTI ZA KREPITEV DUŠEVNEGA ZDRAVJA MLADOSTNIKOV S ČUSTVENIMI IN VEDENJSKIMI TEŽAVAMI

POVZETEK

Mladostniki s čustvenimi in vedenjskimi težavami so izredno ranljivi, energetsko slabo opremljeni, psihično neodporni, travmatizirani mladostniki, ki praviloma izhajajo iz nefunkcionalnih družin z roba družbe. V Strokovnem centru Mladinski dom Maribor vzgojitelji z njimi živimo, jih vzgajamo, poučujemo in pripravljamo na samostojno življenje. V prispevku predstavljam trening vaj čuječnosti z mladostniki naše stanovanjske skupine. Kot primer dobre prakse predstavim trening vaj, s pomočjo katerih se mladostniki na dolgi rok učijo pridobivanja sposobnosti za učinkovitejše spopadanje z duševnimi stiskami, kar pripomore tudi k uspešnejšemu premagovanju učnih težav. Po dolgoletnem izvajanju vaj čuječnosti lahko na nivoju skupine in posameznika ugotovim trenutne in kratkotrajne premike, ki vsekakor pomenijo spremembe na bolje. Opažam, da so mladostniki med izvajanjem bolj umirjeni, po izvajanju pa bolj sproščeni, manj tesnobni, manj razdraženi in bolj motivirani za učenje. V prispevku izpostavljam, da so vaje čuječnosti v pedagoški praksi v stanovanjski skupini rezultat vztrajnosti, požrtvovalnosti, ustvarjalnosti in inovativnosti pedagoga in so dobrodošel doprinos k dosedanjim pedagoškim praksam. Zato izvajanje vaj čuječnosti kot trening pozornosti in umirjenosti prenašam na sodelavce v naši in drugih stanovanjskih skupinah kot primer dobre prakse za obvladovanje tesnobe, premagovanje stiske in za učinkovito pripravo na učenje.

KLJUČNE BESEDE: trening čuječnosti, duševno zdravje, psihofizično zdravje, mladostniki s čustvenimi in vedenjskimi težavami, primer dobre prakse

MINDFULNESS TRAINING TO STRENGTHEN THE MENTAL HEALTH OF ADOLESCENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

ABSTRACT

Adolescents with emotional and behavioral disorders are extremely vulnerable, poorly equipped with energy, traumatized adolescents without psychological resilience, who generally come from dysfunctional families from the fringes of society. In the Strokovni center Mladinski dom Maribor, live with them, raise them, teach them and prepare them for independent life. In this paper, I present the training of mindfulness exercises with the adolescents of our residential group. As an example of good practice, I present training exercises, with the help of which adolescents learn in the long term how to acquire the ability to cope more effectively with mental difficulties, which also helps to more successfully overcome learning difficulties. After many years of mindfulness exercises, I can identify immediate and short-term changes at the group and individual level, which definitely mean changes for the better. I notice that adolescents are calmer during the exercise, and more relaxed, less anxious, less irritable and more motivated to learn after the exercise. In the paper, I point out that mindfulness exercises in pedagogical practice in the residential group are the result of persistence, sacrifice, creativity and innovation of the pedagogue and are a welcome contribution to current pedagogical practice. That is why I am passing on the implementation of mindfulness exercises as attention and calmness training to colleagues in our and other residential groups as an example of good practice for managing anxiety, overcoming distress and for effective preparation for learning.

KEYWORDS: mindfulness training, mental health, psychophysical health, adolescents with emotional and behavioral disorders, example of good practice

MOTNJE HRANJENJA IN PRIMER DOBRE PRAKSE V STROKOVNEM CENTRU VIŠNJA GORA

POVZETEK

Motnje hranjenja so opredeljene kot duševne motnje. Največkrat omenjene in najbolj poznane so anoreksija nervoza - pretirano zavračanje hrane, bulimija nervoza – uživanje velikih količin hrane, ki mu sledi bruhanje ali uporaba odvajal ter kompulzivno prenažedanje - uživanje velikih količin hrane in izguba kontrole nad hranjenjem. Vse tri motnje se lahko pri mladostnikih prepletajo ali izmenjujejo. Hrana vpliva na telesni razvoj in zdravje, telesne zmogljivosti, na zunanji videz, še najbolj pa na zadovoljstvo s svojim telesom in samopodobo. To se odraža v njihovem odnosu do hrane in prehranskih navad. Hrana je v stresnih situacijah pogosto način sprostitve, po drugi strani pa velja prepričanje, da je nizka telesna teža pogoj za ljubezen in srečo. Namen prispevka je predstaviti delo z mladostniki v Strokovnem centru Višnja Gora. Mladi, ki prihajajo k nam imajo vse pogosteje motnje hranjenja. Predstavila bom primer dobre prakse, mladostnice, ki se je uspela rešiti primeža motenj hranjenja. Delo, ki je potekalo v našem Strokovnem centru je edinstveno, nabor strokovnjakov na enem mestu pa zagotavlja visoko kvaliteto in strokovnost. Iz opisanega primera izhaja, da je sodelovanje trapevtke, psihologinje, vzgojiteljev in občasno pedopsihiatra prineslo željene pozitivne rezultate. S takšno obravnavo lažje zagotavljamo čim manjše posledice motenj hranjenja, saj prej ko se motnje lotimo manj dolgoročnih posledic pustimo. Potek same obravnave pa je krajši. Ocenjujem, da je imel največjo moč prav multidisciplinarni pristop in dostopnost raznovrstne pomoči tukaj in zdaj, brez čakanja na naročeni termin.

KLJUČNE BESEDE: motnje hranjenja, mladostniki, anoreksija, bulimija, kompulzivno prenažedanje

EATING DISORDER AND AN EXAMPLE OF GOOD PRACTICE IN THE PROFESSIONAL CENTRE VIŠNJA GORA

ABSTRACT

Eating disorders are defined as mental disorders. Most mentioned and most known are anorexia nervosa, which is excessive food rejection; bulimia nervosa - excessive food consumption followed by vomiting or using laxatives; and compulsive overeating, which means consuming large quantities of food and the loss of control over eating. All three disorders can intertwine or be replaced by another. Food affects physical development and health, physical abilities, appearance, and mostly satisfaction with one's body and self-image. This is manifested through their attitude towards food and eating habits. Food presents a way of relaxation in stressful situations, and on the other hand, there is a belief that low weight is a precondition for love and happiness. The article aims to introduce the work with youngsters with eating disorders at The Professional Centre Višnja Gora. I will describe an example of good practice with a female youngster who managed to escape the claws of an eating disorder. A range of professionals in The Professional Centre provide youngsters with unique and high-quality working techniques. Deriving from the presented example positive results can be expected when cooperation of a therapist, a psychologist, educators and occasionally pedopsychiatrist exists. Such treatment makes it easier to ensure that the consequences of eating disorders are minimised, because when the disorder is addressed earlier, one is left with fewer long-term consequences, thus the healing process is shortened. In my opinion, the multidisciplinary approach and a variety of immediate help without waiting for an appointment are crucial.

KEYWORDS: eating disorder, youngsters, anorexia, bulimia, compulsive overeating

Z ZNANJEM O ZDRAVI PREHRANI DO ZDRAVJA NA SREDNJI ZDRAVSTVENI ŠOLI LJUBLJANA

POVZETEK

O pravem pomenu prehrane na naše zdravje se pogosto zavedamo šele, ko se pojavijo zdravstvene težave. Nepoznavanje tega, kako prehrana vpliva na naše zdravje, in pomanjkanje znanja o tem, kaj je zdrava prehrana, lahko vodita v slabe prehranjevalne navade. Prehransko izobraževanje je eden izmed temeljnih dejavnikov, ki vpliva na oblikovanje prehranjevalnih navad otrok in mladostnikov. Pri obravnavi prehranskih vsebin je zato pomembno izbrati in izvajati ustrezne pristope k poučevanju.

Namen prispevka je predstaviti pomen prehrane za zdravje in ozaveščanje o tem, kako lahko pomanjkanje znanja o vplivu prehrane na zdravje vodi v slabe prehranjevalne navade. Osredotoča se na vlogo prehranskega izobraževanja pri oblikovanju zdravih prehranjevalnih navad otrok in mladostnikov. Poleg tega poudarja, kako dijaki na Srednji zdravstveni šoli Ljubljana pridobivajo znanje o zdravi prehrani in kako je to znanje ključno za njihovo prihodnje delo na področju zdravstvene nege, saj se bodo dijaki po končanem izobraževanju zaposlili na nekaterih delovnih mestih, kjer bodo morali kompetentno odgovarjati pacientom na vprašanja o zdravi prehrani ali izvajati svetovanje o zdravi prehrani in bodo tako imeli pomembno vlogo pri ohranjanju in izboljševanju zdravja pacientov.

Prispevek ne le osvetljuje pomembna vprašanja v povezavi z zdravo prehrano, temveč tudi prispeva k izboljšanju strokovnega razumevanja, izobraževanja in prakse na tem področju. Predstavlja primer dobre prakse, kako lahko šolski izobraževalni programi vključijo teoretična znanja in praktične izkušnje za izobraževanje mladih o zdravem življenjskem slogu.

KLJUČNE BESEDE: prehrana, prehransko izobraževanje, promocija zdravja, učni proces

WITH KNOWLEDGE OF HEALTHY EATING TO GOOD HEALTH AT THE SECONDARY SCHOOL OF NURSING LJUBLJANA

ABSTRACT

The true significance of nutrition for our health is often only realized when health issues arise. Lack of awareness of how nutrition impacts our health and a lack of knowledge about what constitutes a healthy diet can lead to poor eating habits. Nutritional education is one of the fundamental factors influencing the formation of dietary habits in children and adolescents. When addressing nutritional content, it is important to choose and implement appropriate teaching approaches.

The purpose of the contribution is to present the importance of nutrition for health and raise awareness of how a lack of knowledge about the impact of nutrition on health can lead to poor eating habits. It focuses on the role of nutritional education in shaping healthy eating habits in children and adolescents. Additionally, it emphasizes how students at the Secondary school of nursing Ljubljana acquire knowledge about healthy nutrition and how this knowledge is crucial for their future work in the field of healthcare. Upon completing their education, students will be employed in various positions where they will need to competently respond to patients' questions about healthy nutrition or provide advice on healthy eating, thus playing a significant role in maintaining and improving patients' health.

The contribution not only highlights important issues related to healthy nutrition but also contributes to improving professional understanding, education, and practice in this field. It serves as an example of best practices, illustrating how school educational programs can integrate theoretical knowledge and practical experiences to educate young people about a healthy lifestyle.

KEYWORDS: nutrition, nutritional education, health promotion, learning process

OBLIKOVANJE ZDRAVEGA ŽIVLJENJSKEGA SLOGA Z MEDPREDMETNIM POVEZOVANJEM V PETEM RAZREDU

POVZETEK

Oblikovanje zdravega življenjskega sloga je dolgoročen in vseživljenjski proces. Medpredmetno povezovanje nekaterih predmetov v petem razredu omogoča, da nekatere cilje in predlagane vsebine med seboj povežemo in obravnavamo bolj podrobno s poudarkom implementacije v vsakdanje življenje. Tak pristop omogoča, da učenci bolje razumejo, kako lahko različna področja znanja in veščin pozitivno vplivajo na njihovo zdravje in dobro počutje. Namen prispevka je predstaviti, kako lahko vsebine in cilje različnih predmetov med seboj povežemo in tako ustvarimo zanimivejše učno okolje, ki temelji tudi na izkustvenem učenju. V prispevku so predstavljene aktivnosti, ki so jih v preteklem šolskem letu izvajali petošolci in spodbujajo celostni pristop oblikovanja zdravega življenjskega sloga. Tri tedne so učenci zbirali podatke o vsakodnevnih poteh, višinskih metrih, urejali in grafično prikazovali zbrane podatke, izvajali gibalne aktivnosti in beležili ponovitve, pripravili anketo o prehrani, spoznali prehranski krožnik, sestavljali zdrave jedilnike, iskali in zapisovali recepte, kuhali, prepoznavali zdrave navade, se pogovarjali o zasvojenosti in si ogledali kratke izobraževalne filme.

Medpredmetnega povezovanja se učitelji običajno izogibamo, ker je s pripravo takega pouka ogromno dela in zahteva velik premislek pri načrtovanju dejavnosti in izvedbi. Ugotovila sem, da se z medpredmetnim povezovanjem izognemo ponavljanju ciljev in vsebin, pridobimo na času in lahko bolj poglobljeno obravnavamo temo. Takšen pouk je dinamičen, aktiven in zanimiv. V tem procesu sem bila usmerjevalka in spodbujevalka, učenci pa so bili samostojni pri pridobivanju izkušenj. Medpredmetno povezovanje je sodoben učni pristop, ki ga je vredno še bolj pogosto vključiti v učni proces.

KLJUČNE BESEDE: zdrav življenjski slog, medpredmetno povezovanje, izkustveno učenje, dobro počutje

CREATING A HEALTHY LIFESTYLE THROUGH CROSS-CURRICULAR INTEGRATION IN THE FIFTH GRADE

ABSTRACT

Creating a healthy lifestyle is a long-term and lifelong process. The cross-curricular integration of some subjects in grade 5 allows some of the objectives and proposed content to be linked and discussed in more detail, with an emphasis on implementation in everyday life. This approach enables students to better understand how different areas of knowledge and skills can have a positive impact on their health and well-being. The aim of this paper is to present how the content and objectives of different subjects can be linked to create a more engaging learning environment, also based on experiential learning. This article presents activities carried out by fifth-graders during the past school year to promote a holistic approach to healthy lifestyles. For three weeks, the students collected data on daily routes, elevation meters, edited and graphically displayed the collected data, performed physical activities and recorded repetitions, prepared a nutrition survey, learned a diet plate, composed healthy menus, searched and recorded recipes, cooked, identified healthy habits, talked about addiction and watched short educational films.

Cross-curricular integration is usually avoided by teachers, because preparing such lessons is a huge amount of work and requires a lot of thought in the planning and implementation of activities. I have found that cross-curricular integration avoids repetition of objectives and content, gains time and allows us to address the topic in greater depth. Such lessons are dynamic, active and interesting. In this process, I was a mentor and facilitator, and the students were independent in gaining experience. Cross-curricular integration is a modern learning approach that is worth integrating even more often into the learning process.

KEYWORDS: healthy lifestyle, cross-curricular integration, experiential learning, well-being

SODELOVALNO POUČEVANJE PRI URAH GOSPODINJSTVA

POVZETEK

»Tudi doma se dogajajo nezgode«, je naslov poglavja v učbeniku za gospodinjstvo v 5. razredu. Skrb za lastno zdravje in zdravje sočloveka mora postati velika vrednota naših učencev. Vsebine prve pomoči so za vse nas življenjskega pomena.

Ker je sodelovalno poučevanje dobra priložnost za interdisciplinarno povezovanje, sem se pri obravnavi te teme vključila k uram gospodinjstva v 5. razredu. Ure so bile izvedene po različnih modelih sodelovalnega poučevanja z učiteljico razrednega pouka.

V prispevku bom predstavila načrtovanje, izvedbo ter evalvacijo različnih dejavnosti, s katerimi so učenci pridobili nova teoretična znanja, izboljšali svoje spretnosti ter predvsem ozavestili nujnost nudenja prve pomoči. Dejavnosti so bile v večji meri praktično naravnane. Učenci so se naučili oskrbeti huje krvavečo rano, imobilizirati poškodovano okončino ter izvesti temeljne postopke oživljanja. Po teoretični obravnavi drugih vrst poškodb so izdelali lastno razredno knjižico in jo naslovili »(Za)znam in pomagam«.

Vsak učitelj lahko obogati ure pouka z znanji, ki jih formalno ali neformalno pridobiva glede na svoje interese. S sodelovanjem in povezovanjem učiteljev lahko nadgrajujemo učne ure, ki postanejo velik doprinos h kakovosti izobraževanja.

KLJUČNE BESEDE: sodelovalno poučevanje, prva pomoč, gospodinjstvo

COLLABORATIVE TEACHING IN HOME ECONOMICS LESSONS

ABSTRACT

»Accidents also happen at home« is the title of a chapter in the 5th-grade Home economics school book. Taking care of our own health and well-being of others should become a significant value for our students. The knowledge of first aid is essential for all of us.

Because collaborative teaching provides a good opportunity for interdisciplinary connections I have joined the 5th-grade Home economics lessons when learning this topic. The lessons were conducted using various models of collaborative teaching with the classroom teacher.

In my contribution I will present the planning, implementation and evaluation of various activities through which students gained new theoretical knowledge, improved their skills and above all became aware of the importance of providing first aid. The activities were primarily practical. Students learned how to care for a severe bleeding wound, immobilize an injured limb and perform fundamental life-saving procedures. Following the theoretical explanation of other types of injuries they created their own classroom booklet titled »I know and I help«.

Every teacher has the opportunity to enhance their teaching hours with knowledge they acquire formally or informally based on their interests. By collaborating and connecting teachers we can improve teaching hours which become significant contribution to the quality of education.

KEYWORDS: collaborative teaching, first aid, home economics

GIBALNE DEJAVNOSTI V PODALJŠANEM BIVANJU

POVZETEK

V prispevku opisujem, kako pomembno je dobro počutje učencev v podaljšanem bivanju. V današnjem času učenci preživijo velik del dneva v šoli. Predstavim primere dobre prakse, ki sem jih izvedla v podaljšanem bivanju, z učenci prvega razreda. Naravne oblike gibanja mora obvladati vsak otrok. Vključim jih v usmerjeno in neusmerjeno preživljanje prostega časa v podaljšanem bivanju. V kolikor se učenci dovolj gibajo, lažje sledijo pouku in lažje pišejo domače naloge. Učinkoviteje se tudi učijo. Na dobro psihofizično počutje vplivata tako gibanje kot sprostitvene dejavnosti.

KLJUČNE BESEDE: gibanje, sprostitvena dejavnost, zdravje, naravne oblike gibanja

MOVEMENT ACTIVITIES DURING AFTERNOON LESSONS

ABSTRACT

In the article, I describe how important the well-being of pupils is during afternoon lessons. Nowadays pupils spend a large part of the day at school. I present examples of good practice that I implemented in the afterschool activities, with first grade students. Every child must master the natural forms of movement. I include them in a directed and undirected spending of free time during afterschool lessons. As long as the pupils are moving enough, it is easier to follow lessons and to write homework more easily. They also learn more effectively. Well-being is also influenced by both - physical exercise and relaxation activities.

KEYWORDS: movement, relaxation activity, health, natural forms of movement

Z RAZVIJANJEM SPRETNOSTI REŠEVANJA KONFLIKTOV DO BOLJŠIH MEDOSEBNIH ODNOSOV IN DUŠEVNEGA ZDRAVJA OTROK

POVZETEK

Konflikti v šoli so povezani s problematiko komunikacije in ustvarjanjem medosebnih odnosov, čustva pa so tista, ki spodbujajo, izkrivljajo ali celo zavirajo medosebno komunikacijo. Bolj, ko smo zmožni razumeti svoja čustva, bolj večji smo v razumevanju in ustreznem odzivanju na čustva drugih. Otroci, ki prihajajo v šolo, prinašajo s sabo vse, kar so se naučili, svoje navade, prepričanja o sebi, drugih in o svetu. Taka različnost že sama po sebi neizogibno povzroča konflikte. Ker pa so sposobnosti in veščine za razreševanje teh pri večini otrok slabo razvite, so izidi sporov pogosto negativni. Sposobnost konstruktivnega urejanja konfliktov pomaga do boljšega duševnega zdravja in hkrati pozitivno vpliva na okolje in družbo kot celoto. Zato je pomembno, da že pri manjših otrocih spodbujamo razvijanje spretnosti reševanja konfliktov. Zlasti na razredni stopnji je primerno sredstvo za doseganje teh ciljev igra. Predstavljene igre otroke pripravijo na soočanje s konflikti in jih navajajo na konstruktivne pristope pri njihovem razreševanju. Ob rednem vključevanju iger opažam boljše medosebne odnose, učenci več komunicirajo, se poslušajo, ubesedijo svoje občutke, so bolj empatični ter večino sporov rešijo miroljubno. Naučene veščine lahko s pridom uporabijo v vsakdanjem življenju, izboljšajo kvaliteto medosebnih odnosov, samopodobo in pozitivno vplivajo na svojo okolico.

KLJUČNE BESEDE: komunikacija, čustva, reševanje konfliktov, igre

DEVELOPING CONFLICT RESOLUTION SKILLS FOR BETTER INTERPERSONAL RELATIONSHIPS AND CHILDREN'S MENTAL HEALTH

ABSTRACT

Conflicts at school are linked to communication issues and the creation of interpersonal relationships, and therefore emotions stimulate, distort or even inhibit interpersonal communication. The more we are able to understand our own emotions, the more skilled we are in understanding and responding appropriately to the emotions of others. When children come to school, they bring with them everything they have learned, their habits, their beliefs about themselves, others and the world. Such diversity in itself inevitably leads to conflicts. However, because most children have poorly developed skills and abilities to resolve them, the outcomes of conflicts are often negative. The ability to resolve conflicts constructively helps to improve mental health and at the same time has a positive impact on the environment and society as a whole. It is therefore important to encourage the development of conflict resolution skills in younger children. In classes of younger children play is an appropriate means of achieving these goals. The games presented here prepare children to deal with conflicts and encourage them to adopt constructive approaches to conflict resolution. When games are regularly included, I notice that interpersonal relations improve, pupils communicate more, listen to each other, articulate their feelings, are more empathetic and resolve most conflicts peacefully. They can use the skills they have learnt in their daily lives, improve the quality of their interpersonal relationships, their self-esteem and have a positive impact on their environment.

KEYWORDS: communication, emotions, conflict resolution, games

PREKOMERNA TELESNA TEŽA - DEBELOST - BOLEZEN

POVZETEK

Dijaki so dandanes podvrženi prekomerni teži, pa tudi debelosti zaradi neprimerne prehranjevanja in slabih prehrabnih navad. Pri tem velja omeniti tudi njihov življenjski slog, ki je vse prej kot zdrav. Sam že kar nekaj let opažam ta negativni trend pri mladih, ki se vpisujejo na našo šolo. S prekomerno težo težko izvajajo predvidene športne vsebine, posledica tega pa sta slaba volja in slaba motivacija za delo. V svojem strokovnem prispevku bom predstavil, kako sem s pomočjo ankete in podatkov meritev, ki jih izvajamo na naši šoli, prišel do zaključkov ter empiričnih spoznanj, zakaj se pri mladini pojavlja prekomerna teža, ki lahko preide v debelost ter se posledično razvijejo bolezni, ki se sicer ne bi. Vključeni so bili dijaki in dijakinje 2. in 3. letnikov naše šole. Izhajal sem iz hipoteze, da se mladina neprimerno in prekomerno prehranjuje ter tako dobi preveč energije, ki je med izvajanjem športnih dejavnosti ne porabi oz. se to dogaja le v majhnem obsegu. Dijake sem seznanil z ugotovitvami, ter sprožil debato o tej problematiki. Strinjali so se z ugotovitvami ter nakazali rešitve (diete, športna aktivnost, zmernost pri prehranjevanju). Mislim, da se moramo učitelji o teh problemih odkrito pogovarjati z dijaki, si pridobiti njihovo zaupanje ter jim pomagati pri reševanju težav.

KLJUČNE BESEDE: prekomerna telesna teža, slaba motivacija, debelost, bolezni

EXCESSIVE WEIGHT - OBESITY - DISEASE

ABSTRACT

Highschool students are nowadays very likely to be overweight, in some cases even obese, mostly because of poor eating habits and their lifestyle. I have noticed this trend in students attending our school. Performing sport content we carry out proves to be difficult for them. As a result, bad mood and poor motivation are expressed. With the help of a survey and measurement data, I would like to show how I came to conclusions and empirical realizations as to why young people are overweight, which can turn into obesity, and consequently exposed to diseases that would not otherwise have developed. Second and third year students were included. My hypotheses are that young people eat inappropriately and excessively, thus getting too much energy from food that is then not spent, or is spent in lesser extent, with sport activities. The students were informed about the findings and a debate was launched on this issue. They agreed with the findings and indicated solutions (diets, sport activity, eating in moderation). I think such issues have to be talked about openly with students, to gain their trust and help solve their problems.

KEYWORDS: excessive weight, insufficient motivation, obesity, diseases

IZBOLJŠANJE POZORNOSTI IN KONCENTRACIJE S KOGNITIVNO METODO NEUROBEANS

POVZETEK

V šolah se pogosto srečujemo z učenci, ki imajo težave s pozornostjo in koncentracijo brez pridružene hiperaktivnosti. Ti učenci so pogosto spregledani, kot učenci s posebnimi potrebami, saj pri pouku niso moteči in glasni. Značilno za te učence je, da niso sposobni daljše koncentracije za dokončanje nalog, da skačejo iz ene aktivnosti v drugo, težko sledijo strukturiranim dejavnostim, so nepozorni na detajle, površni in neposlušni. Ko sem se srečala z metodo Neurobeans, sem ugotovila, da lahko s to metodo pomagamo tudi ali predvsem takšnim učencem. Metoda Neurobeans je metoda za urjenje možganov, je kombinacija gibanja (počepov) in miselne igre in ni neposredno povezana z učenjem. S to metodo otroci pridobivajo spretnosti obvladovanja in nadzora miselnih, čustvenih in vedenjskih situacij, kar pomembno vpliva tudi na izboljšanje uspeha v šoli. Po opravljenem izobraževanju za pridobitev kompetenc za izvajanje kognitivne metode Neurobeans, sem metodo začela vključevati v svoje delo. Z učenko 8. razreda, z motnjo pozornosti in koncentracije sem izvajala kognitivni trening Neurobeans štiri mesece, štirikrat tedensko v okviru ur dodatne strokovne pomoči. S pomočjo aplikacije Neurobeans so merljivi rezultati pokazali izboljšanje predvsem na področju vzdrževanja pozornosti ter motorike in optimalnega delovanja. Pri učenki je bilo opazno izboljšanje vzdrževanja pozornosti tudi pri pouku in pri učnem delu, kar so prepoznali tudi učitelji in starši.

KLJUČNE BESEDE: motnja pozornosti in koncentracije, metoda Neurobeans, izboljšanje šolskega uspeha

IMPROVING ATTENTION AND CONCENTRATION WITH THE NEUROBEANS COGNITIVE METHOD

ABSTRACT

In schools, we often encounter students who have problems with attention and concentration without associated hyperactivity. These students are often overlooked as students with special needs, because they are not disruptive and loud in class. It is typical for these students that they are unable to concentrate for long periods of time to complete tasks, they jump from one activity to another, they have difficulty in following structured activities, and are inattentive to details, superficial and disobedient. When I came across the Neurobeans method, I realized that this method can also or especially help such students. The Neurobeans method is a brain training method, it is a combination of movement (squats) and mental play and is not directly related to learning. With this method, children acquire the skills to manage and control mental, emotional and behavioral situations, which also has a significant impact on improving success in school. After completing the training to acquire the competence to implement the Neurobeans cognitive method, I started to incorporate the method into my work. I was doing Neurobeans cognitive training for four months with an 8th-grade student who has attention and concentration disorders, four times a week as part of the hours of additional professional help. With the help of the Neurobeans application, the measurable results showed an improvement mainly in the area of maintenance of attention and motor skills and optimal functioning. There was a noticeable improvement in the student's ability to maintain attention during lessons and during academic work, which was also recognized by teachers and parents.

KEYWORDS: attention and concentration disorder, Neurobeans method, improvement of performance at school

KINESTETIČNO UČENJE PRI POUKU MATEMATIKE IN JEZIKOV PRI MLAJŠIH OSNOVNOŠOLCIH

POVZETEK

Današnji otroci se ne gibajo dovolj, obenem pa premalo časa preživijo na prostem. Pomembno je, da pedagoški delavci zato razmišljamo v smeri, kako bi lahko v pouk uvedli več kinestetičnih oblik učenja, ki vključujejo gibalne dejavnosti in aktivnosti na prostem, pri tem pa bogatijo učenčev odnos do dela in življenja nasploh. Pričujoči prispevek predstavlja nekaj možnosti za uvedbo kontinuiranih gibalnih dejavnosti pri utrjevanju snovi pri matematiki, slovenščini in tujih jezikih v prvi triadi. Primeri učenja z gibanjem se nanašajo na seštevanje in odštevanje dvomestnih števil, spoznavanje osnovnih geometrijskih pojmov, utrjevanje poštevanka, merjenje, utrjevanje besednega zaklada, branje ter štetje v angleškem in italijanskem jeziku. Pri matematičnih vsebinah in branju je pouk oblikovan tako, da ga vodijo in usmerjajo učenci sami.

Predstavljeni so primeri dobre prakse, s katerimi so učenci z večjim zadovoljstvom in zanosom, hkrati pa v mnogo krajšem času, utrdili in poglobili učne vsebine, ki so se jim do tedaj zdele nezanimive in težke. Učinkovitost pristopa se kaže predvsem v sprotnem oblikovanju učnih aktivnosti skupaj z učenci, spodbujanju kvalitetnega medvrstniškega in sovrstniškega sodelovanja, oblikovanju učeče se skupnosti, ki presega povezovanje učencev zgolj znotraj starostnih skupin, ter ozaveščanju pomena medpredmetnega/celostnega znanja kot vrednote, vezane na telesno izkušnjo.

KLJUČNE BESEDE: utrjevanje učne snovi z gibanjem, pomen kinestetičnega učenja na prostem, celostni medpredmetni pristop, odnosno učenje, inovativno učno okolje

TKINAESTHETIC LEARNING OF MATH AND LANGUAGES LESSONS AT PRIMARY SCHOOL PUPILS

ABSTRACT

Today's children do not exercise enough, at the same time they also lack time spent outdoors. For educational professionals it is important to consider how to augment school lessons with more forms of kinaesthetic education. This includes more physical and outdoor activities and at the same time enriches learners' attitudes to work and life in general. This contribution paper explores some options to introduce continuous physical activities to content consolidation at math, Slovenian and foreign languages in the first third of elementary school. Examples of learning by movement relate to the addition and subtraction of two-digit numbers, learning basic geometric concepts, consolidating the calculus, measuring, enriching the vocabulary, reading and counting in English and Italian. In mathematics and reading lessons are designed to be leaded and guided by the students themselves.

Examples of best practices are presented where learners adopted and deepen the content, which was before for them uninteresting and difficult, with pleasure and enthusiasm and in noticeable shorter time. Effectiveness of this methodology is shown directly ongoing development of learning activities together with pupils, encouragement of quality peer-to-peer collaboration, building a learning community, which exceeds the collaboration limited only to pupils of the same age groups, and raising awareness of interdisciplinary knowledge as a value linked to body experience.

KEYWORDS: content consolidation with physical activities, importance of kinaesthetic learning outdoors, holistic multi-disciplinary approach, relational learning, innovative learning environment

ZAKAJ DANES NE BOM TELOVADIL PRI POUKU ŠPORTNE VZGOJE?

POVZETEK

Vzgoja za življenjski slog se začne v družini, nadaljuje se v vrtcu, osnovni šoli, srednji šoli in drugih socializacijskih okoljih. Rabimo mladega aktivnega udeleženca v športnih aktivnostih za zdrav življenjski slog. Športno »vzganjanje« mladostnikov naj bi bil cilj vsakega športnega pedagoga.

Številne raziskave potrjujejo izjemno pomemben vpliv športne vadbe na naše počutje in zdravje. Na naši Srednji poklicni in tehniški šoli Murska Sobota smo izvedli spletno anketo o opravičevanju dijakov od pouka športne vzgoje. Vključenih je bilo 643 dijakov različnih poklicnih usmeritev.

V naši raziskavi nas je zanimalo kakšni so najbolj pogosti razlogi za opravičevanje dijakov od športne vadbe, zakaj nekateri ne prihajajo k uram športne vzgoje, zakaj niso dovolj motivirani za športno vadbo in kako bi jih lahko navdušili, da spremenijo svoj odnos do športne vadbe.

Rezultati ankete kažejo, da bi se lahko odstotek opravičevanja ur od športne vadbe spremenil, če bi se aktivnosti izvajale samo v veliki telovadnici in ne v manjših prostorih ali celo zunaj; če bi ure pouka športne vzgoje bile ob določenem času in ne prve ali zadnje ure pouka; če bi se spremenili prostorski pogoji v garderobah; če bi se spremenile nekatere športne vsebine; če se isti dan ne bi ocenjevalo iz drugega predmeta...

Analiza naše raziskave je lahko v pomoč športnim pedagogom k razumevanju dijakov, ki se večkrat poslužujejo opravičevanja od ur športne vadbe in v razmislek, kako lahko drugače načrtujemo ure pouka športne vzgoje, da dijake še bolj motiviramo za športno vadbo.

KLJUČNE BESEDE: športna vadba, opravičilo, motivacija

WHY DON'T I EXERCISE IN PE CLASS TODAY?

ABSTRACT

Lifestyle education begins in the family, continues in kindergarten, elementary school, high school and other socialization settings. We need a young active participant in sports activities for a healthy lifestyle. Sports education of young people should be the goal of every sports pedagogue.

Numerous studies confirm the extremely important impact of sports training on our well-being and health. At our Secondary Vocational and Technical School Murska Sobota, we conducted an online survey about students being excused from physical education classes. 643 students of various professional orientations were involved.

In our research, we were interested in what are the most common reasons why students are excused from sports, why some do not come to physical education classes, why they are not motivated enough for sports and how we could inspire them to change their attitude towards sports.

The results of the survey show that the percentage of excused hours from sports training could change if the activities were carried out only in a large gym and not in smaller rooms or even outside; if physical education lessons were at a certain time and not the first or last lessons; if the room conditions in the dressing rooms change; if some sports content were to change; if another subject was not assessed on the same day...

The analysis of our research can help sports pedagogues to understand students who repeatedly excuse themselves from sports training classes and to consider how we can plan physical education lessons differently in order to motivate students even more for sports training.

KEYWORDS: sports training, excuse, motivation

KAKO PREMAGATI MATEMATIČNO ANKSIOZNOST PRI SREDNJEŠOLCIH?

POVZETEK

Matematična anksioznost je psihološko stanje, pri katerem posameznik doživlja občutek tesnobe, strahu, napetosti ali stresa, povezanega z matematiko. To stanje se lahko pojavi pri ljudeh vseh starosti, in sicer pri učencih, študentih, odraslih in celo učiteljih matematike, ter ima pomembne posledice za njihovo duševno počutje in sposobnost obvladovanja matematike. Matematična anksioznost se lahko razvije iz različnih razlogov, vključno z negativnimi izkušnjami v preteklosti, slabimi učnimi izkušnjami, pomanjkljivim razumevanjem matematike, družbenim pritiskom ali strahom pred neuspehom. Zato je namen tega članka okrepiti prepoznavanje in obravnavo matematične anksioznosti v izobraževalnih ustanovah in pri strokovnjakih za duševno zdravje, saj lahko vpliva na učenje in uspeh posameznikov v šoli ter njihovo samozavest in uspeh v kasnejšem življenju. V izobraževalnem okolju se lahko matematična anksioznost obravnava s pristopi, ki pomagajo posameznikom razviti večjo samozavest in zmanjšati anksioznost pri obravnavi matematičnih nalog. V članku bom predstavila nekaj učinkovitih tehnik za preprečevanje matematične anksioznosti: mnemotehnika, zapisovanje pomembnih informacij pred testom in verbalno razmišljanje. Dijaki, ki so redno izvajali te tehnike, so zmanjšali matematično anksioznost in dosegli boljše ocene pri matematiki. Pomembno je tudi ustvariti pozitivno učno okolje in podpreti posameznika pri razvoju veščin za boljše obvladovanje matematičnih izzivov. Dijaki, ki so prejeli tovrstno spodbudo, so postali bolj samozavestni pri reševanju matematičnih nalog.

KLJUČNE BESEDE: matematika, anksioznost, učenci, učitelj, pomoč

HOW TO OVERCOME MATH ANXIETY IN SECONDARY SCHOOL STUDENTS?

ABSTRACT

Math anxiety is a psychological state where an individual experiences anxiety, fear, tension, or stress in connection with math. This state can be experienced by people of all ages, be it pupils, students, adults or even math teachers, and has substantial consequences for their psychological well-being and their ability to handle math. Math anxiety can develop due to multiple reasons, including past negative experiences, poor learning experiences, insufficient understanding of math, social pressure, or fear of failure. Thus, this article aims to foster identifying and treating math anxiety in educational institutions and with mental health experts, as it can influence the learning process and school success of individuals as well as their self-confidence and success later in life. Math anxiety in educational environments can be handled with various approaches that aid individuals in developing higher self-confidence in decreasing anxiety when solving mathematical problems. The article discusses some efficient techniques for math anxiety prevention: mnemonics, writing down important information and verbal thinking. Pupils who regularly practiced these techniques have shown lower math anxiety and achieved better grades in math. It is key to provide a positive learning environment and offer support to pupils in developing mathematical problem-solving skills. Pupils with such support demonstrated higher self-esteem when solving mathematical problems.

KEYWORDS: math, anxiety, pupils, teacher, help

POZITIVNI UČINKI GLASBENIH DEJAVNOSTI NA MOTIVACIJO IN MENTALNO ZDRAVJE DIJAKOV SREDNJIH STROKOVNIH ŠOL

POVZETEK

V vzgojno-izobraževalnih procesih nam profesorjem iskanje inovativnih načinov motivacije in usmerjanja dijakov večkrat predstavlja izziv. Na Srednji šoli za gostinstvo in turizem Celje smo zato kot eno izmed metod preizkusili glasbo. Raziskave kažejo na pozitivne vplive le-te na pomnjenje, koncentracijo ter čustveno uravnovešenost, ki so vse izrednega pomena v adolescenci. Namen pričujočega prispevka je izpostaviti učinek glasbene dejavnosti v srednji strokovni šoli, pregled vpliva na učenje ter kognitivne procese med mladimi, hkrati pa se osredotočiti na pozitivne učinke glasbe na mentalno zdravje in socialni razvoj mladostnikov. Poleg podlage medicinsko-znanstvenih člankov prispevek temelji na dolgoletnem zbiranju informacij ter anonimno rešenih vprašalnikov trenutnih in nekdanjih dijakov, vključenih v glasbeno dogajanje na šoli. Tekom petnajstih let vodenja vokalno-instrumentalne skupine opažam, da gre za uspešno metodo izražanja čustev, tvorjenja socialnih veščin, organizacije prostega časa, grajenja samopodobe ter načina boljše vključitve v srednješolsko okolje. Eden izmed inovativnih načinov, ki se je izkazal za učinkovitega, je tvorjenje manjše zasedbe, v kateri se člani počutijo veliko udobneje ter jim predstavlja okolje, v katerem lahko rastejo in se prosto izražajo. Dijaki, ki so sodelovali pri glasbenih aktivnostih, navajajo le-te kot vir motivacije do šolanja nasploh in način premagovanja stisk ter anksioznosti. Izvedene ankete poročajo celo o glasbeni dejavnosti, kot edini motivaciji do nadaljevanja šolanja ter občutku druge "družine" izven doma. Platforma skupinskega ustvarjanja je ustvarila varen način, da so dijaki izrazili tudi večje stiske iz domačega okolja, tudi prve prošnje za pomoči glede večletnega spolnega nasilja. S pomočjo glasbe lahko ustvarimo varen prostor za delo na sebi.

KLJUČNE BESEDE: glasba, učenje, mentalno zdravje, socialne veščine, motivacija

THE POSITIVE EFFECTS OF MUSICAL ACTIVITIES ON MOTIVATION AND MENTAL HEALTH OF STUDENTS ATTENDING PROFESSIONAL SECONDARY SCHOOLS

ABSTRACT

For professors, finding innovative ways of motivating students can be challenging. At the Secondary school of gastronomy and tourism Celje, a method that we tried out, was doing it through music, as research shows its positive effect on memory, concentration and emotional stability, all of these being important factors in adolescence. This article aims to highlight the role of musical activity in secondary schools, its effect on studying and cognitive function amongst the youth, whilst also showcasing its positive effect on mental health and social skills development. The data is based on medical-scientific articles, years of observing and anonymously answered questionnaires of students involved in musical activities. During the fifteen years of leading a vocal-instrumental group, I have noticed that music is a successful tool for expressing emotions, improving social and time management skills, building self-esteem and providing easier integration into the new high school environment. An innovative way that has proven to be effective is the formation of smaller groups that give students a platform to feel more comfortable and express themselves freely. Students involved in musical activities, report it as a source of motivation and a way of dealing with anxiety. The questionnaires even reveal students considering music as the only reason to stay in school and it forming a second family outside of home. The group platform provided a safe space, where domestic problems could be shared, leading to a student even opening up about dealing with abuse. Music turned into a tool for working on themselves.

KEYWORDS: music, learning, mental health, social skills, motivation

VPLIV SLADKIH OMAM V AROMATIZIRANIH CIGARETAH IN ENERGIJSKIH PIJAČAH NA POČUTJE DIJAKOV

POVZETEK

V zadnjih dveh letih opažamo povečano porast odsotnosti dijakov zaradi slabosti in vrtoglavice, ki naj bi omenjene simptome doživljaji zaradi obremenjenosti zaradi šolskih obveznosti in povečane uporabe različnih energijskih pijač, nikotinskih vrečk in aromatiziranih cigaret. Uporaba energijskih napitkov in nikotinskih vrečk se povečuje zato, da v šoli sploh zdržijo. Namen raziskave je bil ugotoviti, kako na zbranost in počutje v šoli vpliva uporaba nikotinskih vrečk, elektronskih cigaret in energijskih napitkov. Cilj raziskave je bil ugotoviti, kako opojne substance vplivajo na prisotnost in učinkovitost pri pouku in ozavestiti dijake o škodljivih učinkih uporabe le-teh. V prispevku so predstavljeni rezultati raziskave, ki kažejo, da polovica dijakov ni zbranih in učinkovitih pri pouku, ker jim je slabo in imajo povečan srčni utrip zaradi zaužitja energijskega napitka, vstavljene nikotinske vrečke ali pokajene elektronske cigarete. Analiza je pokazala, da več kot tretjina dijakov potrebuje še več ozaveščanja o škodljivih učinkih substanc na zdravje.

KLJUČNE BESEDE: energijske pijače, nikotinske vrečke, slabost, vrtoglavica

THE IMPACT OF SWEET INTOXICANTS IN FLAVOURED CIGARETTES AND ENERGY DRINKS ON STUDENTS' WELL-BEING

ABSTRACT

In the last two years, we have noticed an increase in student absences due to nausea and dizziness. Students are said to be experiencing the mentioned symptoms due to being burdened with school obligations and the use of various energy drinks, nicotine bags, and flavoured cigarettes. The use of energy drinks and nicotine bags is increasing among students so that they can cope more easily at school. The purpose of this research was to determine the impact of the use of nicotine bags, electronic cigarettes, and energy drinks on the concentration and well-being of students. The goal of the research was also to determine how intoxicating substances affect students' attendance and efficiency in class and how they raise students' awareness of the harmful effects of their use.

This paper presents the results of the research, which show that half of the students are not focused and effective in class because they feel sick and have an increased heart rate due to the consumption of an energy drink, inserted nicotine bag, or smoked electronic cigarette. The analysis has shown that more than a third of students need even more awareness about the harmful effects of substances on health.

KEYWORDS: energy drinks, nicotine bags, nausea, dizziness

S PESTRIM IZBOROM AKTIVNOSTI DO OZAVEŠČANJA O POMENU ZDRAVE PREHRANE, ZDRAVJA IN GIBANJA UČENCEV NA OŠ APAČE

POVZETEK

Na OŠ Apače med prednostna področja naše ustanove uvrščamo trajnostni razvoj in skrb za zdrav življenjski slog. Vključujemo se v raznolike dejavnosti in projekte, kjer spodbujamo odgovorno ravnanje s hrano ter učencem vzgajamo zavest o kulturi prehranjevanja. Veliko časa namenjamo različnim oblikam gibanja v naravi in skrbi za zdravje. V prispevku so kot primer dobre prakse predstavljene posamezne dejavnosti v okviru različnih projektov. V projektu Mein Frühstück so učenci dobili vpogled v navade in tradicijo zajtrkovanja v Evropski uniji, aktivno sodelovali pri pripravi zdravega zajtrka, ustvarjali tedenske načrte za zdrav zajtrk. Nastala je e-knjiga, ki je dostopna širši javnosti in lahko koristi v različne namene. V okviru projekta Schule-Beruf so učenci obiskali ekološko kmetijo ter spoznali pomen lokalno pridelane hrane. Ugotovili smo, da so učenci ob novem znanju razvijali pozitiven odnos do hrane – tako tradicionalne kot lokalne. Nadgradili so svoje besedišče v nemščini, se pri posameznih aktivnostih medpredmetno povezovali, razvijali ključne kompetence in veščine.

Osmošolci in petošolci so aktivno sodelovali v projektu Živim zdravo. Ob dnevu dejavnosti smo izvedli učno delavnico na temo zdravje, rezultat aktivnega sodelovanja pri posameznih aktivnostih so zapisi, ki so jih učenci razstavili na panoju v avli šole, z namenom ozaveščanja ostalih učencev o pomembnosti zdrave prehrane in gibanja.

Izvajanje gibalnih dejavnosti na šoli in doma je pozitivno vplivalo na naše učence, na njihove duševne, čustvene sposobnosti in socialni razvoj. Ob njih so ugotavljali lasten napredek ter učinek telesne aktivnosti – povečevanje moči in gibljivosti, izboljševanje koordinacije, hitrost, preciznost, ravnotežje, druženje z vrstniki in boljše učne sposobnosti.

KLJUČNE BESEDE: zdrava prehrana, telesna aktivnost, gibanje, projekti

RAISING AWARENESS OF THE IMPORTANCE OF HEALTHY DIET, HEALTH, AND PHYSICAL ACTIVITY THROUGH ACTIVITY CHOICES AT PRIMARY SCHOOL APAČE

ABSTRACT

At Primary school Apače, our primary focus revolves around sustainable development and the cultivation of a health-conscious lifestyle. We engage in diverse activities and projects that encourage responsible food practices and cultivate awareness of dietary culture among students. A significant amount of time is dedicated to various forms of outdoor physical activities and health maintenance. In this contribution, we highlight specific practices within various projects as exemplary cases. In the "Mein Frühstück" project, students gained insight into breakfast habits and traditions in the European Union, actively participated in the preparation of a nutritious breakfast, and developed weekly plans for a healthy breakfast. An e-book was created as a result, which is accessible to the wider public and serves various purposes. Within the "Schule-Beruf" project, students visited an organic farm and learned about the significance of locally produced food. We found that students, armed with new knowledge, developed a positive attitude towards both traditional and locally sourced food. They expanded their German vocabulary, interdisciplinary connections were formed during specific activities, and key competencies and skills were developed.

Eighth and fifth graders actively participated in the "Živim zdravo" project. During an activity day, we conducted educational workshops on health. The results of active participation in various activities were displayed by students

on a panel in the school's lobby, with the aim of raising awareness among other students about the importance of healthy nutrition and physical activity.

The implementation of physical activities at school and at home had a positive impact on our students, influencing their mental, emotional capabilities, and social development. They observed their own progress and the effects of physical activity, such as increased strength and flexibility, improved coordination, speed, precision, balance, peer interaction, and enhanced learning abilities.

KEYWORDS: healthy nutrition, physical activity, exercise, projects

»POSTATI IN OSTATI MISELNI ATLET«

POVZETEK

Predstavila bom pomen možganske telovadbe (brain gym) pri pouku slovenščine in pri delu z nadarjenimi učenci od 6. do 9. razreda. Možganska telovadba obsega 26 vaj oziroma gibalnih aktivnosti, ki so izbrane kot sistem korakov znotraj metakognitivnega procesa. Pri pouku sem opazila, da otroci pri delu niso zbrani, da so vidno utrujeni, njihovo razmišljanje me je prestrašilo, saj skoraj ni bilo učenca, ki bi mi sledil in odgovarjal na vprašanja. Opazila sem, da niso sproščeni, da je njihova telesna drža nepravilna, da je branje slabo, razumevanje prebranega izredno slabo, pisava pa v večini neberljiva in povsem neestetska. Kmalu po izvedenih vajah možganske telovadbe so se pokazali prvi pozitivni rezultati, in sicer da se učenec bolje spozna, zna sodelovati sam s seboj in z ostalimi, postane sproščen, motiviran, skoncentriran in pripravljen na delo. S projektom Tekočnost branja – 1 minuto glasnega branja – sem v šestih mesecih opazila razlike v številu prebranih besed. Učenci, ki so pred branjem izvajali možgansko telovadbo, so prebrali veliko več besed kot učenci, ki pri možganski telovadbi niso sodelovali. Razlika je bila tudi do 30 % več prebranih besed. Rezultate bom predstavila v nadaljevanju. Zadnji dve leti možgansko telovadbo izvajam tudi z nadarjenimi učenci. Na taboru za nadarjene izvajam delavnice kaligrafije. Pred delavnico izvajamo vaje voda, možganski gumbki, vaje za povezovanje in umirjanje, simetrično risanje in obračanje glave. Vaje izvajamo 3–5 minut. Zbranost, motiviranost, umirjenost, koncentracija in inovativnost se je po možganski telovadbi pri večini učencev izredno povečala.

KLJUČNE BESEDE: miselni atlet, možganska telovadba, slovenščina, nadarjeni učenci

»TO BECOME AND REMAIN A MENTAL ATHLETE«

ABSTRACT

I will present the meaning of brain gym, with an active example of good practice during Slovenian lessons with talented students from 6th to the 9th grade. Brain gym includes 26 exercises or movement activities that are selected as a system step within the metacognitive process. It allows the students to use their mental potentials and it is suitable for all the students. I noticed during the lessons that students are not focused, they are tired, and their thinking scared me as no student followed me and answered my questions. They are not relaxed, body posture is incorrect, the reading is poor as well the understanding and the writing is illegible. Soon after the first brain gym session first positive results were given as the students get to know himself better, can cooperate with others, it is more relaxed, motivated and focused for work. The results are at a great support. With the Reading Fluency project - 1 minute of reading aloud -- I noticed differences in the number of words read in six months. Students who did brain exercise before reading read significantly more words than students who did not participate in brain exercise. The difference was up to 30% more words read. I will present the results below. For the past two years project is implemented with talented students. During the talent camp event I performed calligraphy workshop with them. Before the workshop, we perform water exercises, brain buttons, exercises for connecting and calming down, symmetrical drawing and turning the head. Exercises are performed for 3–5 minutes. After the brain gym in the most of the student's concentration, motivation and innovation increased.

KEYWORDS: mental athlete, brain gym, slovenian, talented students

POUČEVANJE SLOVENŠČINE IN MATEMATIKE V 5. RAZREDU OSNOVNE ŠOLE SKOZI GIBANJE

POVZETEK

V osnovnih šolah se v zadnjem obdobju spodbuja učitelje, da v svoj pouk vključujejo čim več gibanja. Tovrstne metode so najlažje uporabljene pri predmetih, ki že sami po sebi zajemajo vsebine, povezane z naravo (kot je družba) ali gibanjem (na primer glasbena umetnost). Pri slovenščini in matematiki večina učiteljev še vedno posega po tradicionalnem frontalnem delu in občasnem delu v skupinah, ki potekata tako, da učenci sedijo. Namen pričujočega prispevka je predstaviti nekaj v praksi preizkušenih načinov, kako lahko v poučevanje slovenščine in matematike vključimo dejavnosti, ki vključujejo gibanje. Na primer učenje samostalnika s štafetnimi igrami, pomnjenje števil v teku na čas in druge igre, opisane v prispevku. Posledično se učenci gibajo tudi med predmeti, med katerimi sicer večinoma sedijo. Med poučevanjem sem opazila, da se je povečala njihova učna motivacija, hkrati pa so skozi gibanje lažje usvojili snov kot v oddelkih, ki so se učili na sedentaren način. Učencem so bile dejavnosti všeč in so se jih želeli igrati pogosteje. Vsi načini so splošno uporabni za učitelje v 5. razredu osnovne šole, lahko pa bi se preslikali tudi v nekatere vsebine višjih in nižjih razredov.

KLJUČNE BESEDE: slovenščina, matematika, gibalno učenje

TEACHING SLOVENIAN AND MATHS IN THE 5TH GRADE OF PRIMARY SCHOOL IN CONTENT TO PHYSICAL ACTIVITIES

ABSTRACT

In primary schools, teachers have recently been encouraged to include as much movement as possible in their lessons. We can most easily apply these types of methods to school subjects that already include contents related to nature (such as society) or movement (such as music). In teaching Slovenian language and maths most teachers still use the traditional teacher-centred approach or occasional teamwork, which is organised as a sedentary way of learning. The purpose of this paper is to present some practically proven ways to include movement activities in the teaching of Slovenian and maths. For example, learning nouns with relay races, memorizing numbers in a time trial and other games described in the article. As a result, students also make some movement, even though it happens between the subjects, among which they usually mostly sit. I noticed that their learning motivation increases and at the same time, through movement they learned certain facts faster than they would have while sitting. The children liked the activities and wanted to play them more often. All methods are generally applicable to teachers in the 5th grade of primary school, but one could also transfer them to some content of higher and lower grades.

KEYWORDS: Slovenian, maths, physical exercise activities

SPOZNAVANJE UČINKOVITE RABE ENERGIJE IN OBNOVLJIVIH VIROV ENERGIJE Z NAJMLAJŠIMI

POVZETEK

Strokovni prispevek je zapis aktivnosti, ki smo jih izvajali v vrtcu Pedenjped, s ciljem, da skupaj z otroki prispevamo k trajnostnemu razvoju. Namen prispevka je predstaviti, kako lahko že majhnim otrokom približamo možnosti pridobivanja energije iz trajnostnih virov in jih s svojim pozitivnim zgledom seznanjamo z učinkovito rabo električne energije.

Z interaktivnim učenjem in učenjem z eksperimentiranjem smo spodbujali otroško radovednost, otrokom omogočili pridobivanje izkušenj in znanja ter jim pripravljali učno okolje, kjer so razumeli povezavo med vzrokom in posledico. S pomočjo »elektronadzornika« smo dnevno spremljali, ali smo z uporabo luči v vrtcu dovolj učinkoviti oziroma varčni. Iskali smo odgovor na vprašanje, od kod dobimo električno energijo. Enostavni poskusi, ki so ponazarjali delovanje posameznih vrst elektrarn, so bili izhodišče za pridobitev osnovnih znanj, kako lahko iz trajnostnih virov pridobimo električno energijo. Izdelali smo vodne mlinčke, vetrnice iz papirja ter se igrali z avtomobili in živalmi, ki delujejo s pomočjo fotocelic. S pomočjo zgoraj naštetih enostavnih modelov smo spoznavali učinkovito rabo energije in volatilitnost obnovljivih virov energije. Ob koncu projekta smo v peskovniku izdelali nazorno maketo, s katero smo pridobili enostaven, a celosten pogled na delovanje elektroenergetskega sistema.

Tudi sedaj, ko je projekt zaključen, je opaziti predvsem soodgovornost otrok pri smotni rabi električne energije. Okrepili smo zavedanje pomena energije v vsakdanjem življenju. Otroci imajo predstavo, kje se proizvaja električna energija, kar je pogosto slišati iz njihovega pogovora in tudi iz odzivov staršev.

KLJUČNE BESEDE: praktično učenje, vzgoja, obnovljivi viri energije, elektrika

DISCOVERING THE EFFICIENT USE OF ENERGY AND RENEWABLE ENERGY SOURCES WITH PRESCHOOL CHILDREN

ABSTRACT

This contribution is a record of the activities we carried out in the Pedenjped kindergarten, with the aim of contributing to sustainable development together with the children. The purpose of the article is to present how we can bring the possibilities of obtaining energy from sustainable sources closer to even a small child and introduce them to the efficient use of electricity with our positive outlook.

Through interactive learning and learning through experimentation, we encouraged children's curiosity, provided them with experience and knowledge, and prepared a learning environment for them where they understood the connection between cause and effect. With the help of an "electro-supervisor", we monitored daily whether we were efficient enough or economical with the use of lights in the kindergarten. We were looking for an answer to the question of where we get electricity from. Simple experiments that illustrated the operation of individual types of power plants were the starting point for acquiring basic knowledge of how electricity can be obtained from sustainable sources. We made water mills, paper windmills and played with cars and animals that work with the help of photocells. With the help of the simple models listed above, we learned about the efficient use of energy and the volatility of renewable energy sources. At the end of the project, we created a vivid model in the sandbox, with which we gained a simple, yet strong overall view of the operation of the electric power system.

Even now, when the project has been completed, it is particularly noticeable that the children are co-responsible in controlling the use of electricity. We have strengthened awareness of the importance of energy in everyday life. Children have an idea of where electricity is produced, which can often be heard from their conversation as well as from their parents' reactions.

KEYWORDS: practical learning, education, renewable energy sources, electricity

UPORABA GEOLOVA ZA SPODBUJANJE TELESNE AKTIVNOSTI V ŠPORTNI VZGOJI NA DALJAVO

POVZETEK

Pri pripravi gradiva športne vzgoje za pouk na daljavo sem se opirala predvsem na strokovna izhodišča, da moramo biti vsi zdravi ljudje telesno aktivni.

Dijaki se naučijo osnov orientacije, uporabe kompasa, aplikacije Google zemljevid, spoznajo in uporabljajo IKT aplikacijo geochaching (geolov), ki je modernejša različica orientacije v naravi, aplikacijo Strava, uporabljajo IKT, informacijsko-komunikacijske tehnologije, ki je skupen izraz za nabor najrazličnejših računalniških, informacijskih in komunikacijskih naprav (strojna oprema), aplikacij (programska oprema), omrežij (internet) in storitev, med drugim pa se naučijo ročno izmeriti srčni utrip.

Pri geolovu so dijaki s pomočjo GPS naprave na terenu iskali t. i. geotočke oz. "zaklade", kot se imenujejo v slovenskem geološkem žargonu. Geotočke oz. "zakladi" so sestavljeni iz škatle in vpisnega dnevnika, v nekaterih zakladih pa je tudi vsebina za menjavo. Lega geotočk je v obliki koordinat (zemljepisna širina in zemljepisna dolžina), objavljena na svetovnem spletu. Dijaki so si koordinate vnesli v svoj GPS sprejemnik na telefonu, nato pa so se odpravili na teren, kjer so geotočko (zaklad) tudi poiskali. Geotočka se je štela kot najdena takrat, ko se je dijak vpisal v vpisni dnevnik, po najdbi pa škatlo z zakladom vrnil na mesto kjer jo je našel, da je na voljo tudi iskalcem, ki prihajajo za njim. Dijak si je svojo najdbo lahko zabeležil tudi na spletno stran, kjer je dobili podatke o zakladu. Dijaki so ob najdenem zakladu pridobili sveženj informacij, z različnimi poučnimi vsebinami, kulturnimi, zgodovinskimi, geografskimi..., ki dopolnjujejo in oplemenitijo znanje, ki ga pridobijo v šoli pri pouku, pri posameznem splošno teoretičnem predmetu. Gre za interakcijo športnih vsebin in splošno teoretičnih vsebin pri izobraževanju.

KLJUČNE BESEDE: športna vzgoja, zdravje, pouk na daljavo, srednja šola, orientacija v naravi, geolov

USING GEOLOV TO PROMOTE PHYSICAL ACTIVITY IN DISTANCE SPORT EDUCATION

ABSTRACT

When preparing physical education material for distance, I mainly relied on professional starting points, that all healthy people should be physically active.

Students learn the basics of orientation, the use of compass, Google map application and get to know and use the ICT application geochaching-, geolov, which is a more modern version of orientation in nature and application Strava. They use ICT, Information and Communication Technologies, which is a collective term for a range of various computer, information and communication devices (hardware), applications (software), networks (Internet) and services. Students learn to measure heart rate manually.

Students used a GPS device to search for so-called geocaches, or "treasures", as they are called in Slovenian geocaching jargon. Geocaches or "treasures" consist of a box and a logbook, and some treasures also contain contents to be exchanged. The location of the geopoints is given in the form of coordinates (latitude and longitude), published on the World Wide Web. Students entered the coordinates into their GPS receiver on their phone and then went out into the field to find the geopoint (treasure). The geopoint was considered to have been found when the student entered it in the logbook and, once found, returned the treasure box to the place where it was found, so that it would be available to searchers coming after it. The student was also able to record his find on the website, where he could get information about the treasure. The treasure they found provided them with a package of information, with various educational contents, cultural, historical, geographical, etc., complementing and

enriching the knowledge they acquire at school, in a specific general theoretical subject. It is about the interaction of sporting content and general theoretical content in education.

KEYWORDS: physical education, health, distance learning, high school, orientation in nature, geochaching

VPLIV GIBALNIH DEJAVNOSTI NA SPOZNAVNI IN SOCIALNI RAZVOJ OTROK V PREDŠOLSKEM OBDOBJU

POVZETEK

V prvih letih življenja je gibalni razvoj v ospredju človekovih funkcij. Področja otrokovega razvoja so med seboj tesno povezana: telesno, gibalno, spoznavno, socialno in čustveno. Z gibalnimi dejavnostmi in skozi igro si širi znanja z različnih področij, začne se zavedati samega sebe in oblikuje svojo identiteto.

V prispevku bom predstavila ugotovitve stroke o pomenu gibanja za otrokov celostni razvoj in primere dejavnosti, ki povezujejo gibanje z drugimi področji izvedbenega kurikuluma vrtca in sem jih izvedla s skupino otrok v vrtcu. Metoda dela je aktivno sodelovanje otrok, ki temelji na učenju otrok preko gibanja na prostem in znotraj prostorov vrtca. Skupna povezovalna nit vseh teh dejavnosti so izbrane države sveta s svojimi simboli, naravnimi znamenitostmi, posebnostmi in zanimivostmi. Namen tega prispevka je predstaviti primere združevanja gibanja in učenja preko otrokom zanimivih dejavnosti. Učenje otrok, ki temelji na gibalni aktivnosti se kaže kot učinkovit pristop pri vzgoji in izobraževanju, zato se pri načrtovanju izobraževalnih programov v našem vrtcu usmerjamo k uvajanju tako imenovanih gibalnih poti pred, med in po načrtovani dejavnosti z različnih področij učenja.

KLJUČNE BESEDE: gibalne igre, spoznavanje sveta, učenje preko gibanja

THE IMPACT OF PHYSICAL ACTIVITY ON THE COGNITIVE AND SOCIAL DEVELOPMENT OF CHILDREN IN THE PRESCHOOL PERIOD

ABSTRACT

During the first years of human life, motor development is in the forefront of human functions. A child's development entails closely interlinked domains: physical, motor, cognitive, social and emotional domains. Through motion activities and play, a child expands his/her knowledge of various domains, becomes self-aware and develops his/her own identity.

The article presents both the expert findings on the importance of movement for a child's holistic development as well as examples of activities that have been carried out within a group of kindergarten children and link movement to other areas of the kindergarten curriculum. The method of work is the active participation of children, which is based on learning children through movement in the open air and inside the premises of the kindergarten. All these activities were part of the project focusing on selected countries of the world – their symbols, natural features and attractions. The purpose of this article is to give examples of combining movement and learning through activities that are interesting for children. Learning of children based on physical activity appears to be an effective approach in understanding and education, so when planning educational programs in our kindergarten we focus on the introduction of so-called physical pathways before, during and after the planned activities from various areas of learning.

KEYWORDS: movement games, getting to know the world, learning through movement

OZAVEŠČANJE UČENCEV O POMENU ČEBEL IN MEDENIH PRIDELKOV SKOZI PRAKTIČNE IZKUŠNJE

POVZETEK

Izhodišče prispevka je učencem približati čebele ter njihove pridelke. Glavni namen prispevka je predstaviti načine ozavešanja mladih o pomenu čebel. Glede na pretekle izkušnje ocenjujemo, da učenci ne poznajo raznovrstnosti medenih pridelkov in medu pogosto ne uporabljajo v kulinariki, zato se nam je zdelo pomembno, da učencem približamo čebelji svet. V okviru čebelarkega krožka ter izbirnega predmeta Čebelarstvo smo na Osnovni šoli Domžale pripravili različne dejavnosti in delavnice, ki so učencem približale svet čebel. Učenci so spoznavali življenje čebel in njihov način proizvodnje medu. Srečali so se z različnimi čebeljimi pridelki, pripravili smo degustacijo različnih vrst medu in tako so učenci spoznali raznolikost okusov medu, na koncu pa so tudi praktično izkusili uporabo medu v kulinariki, in sicer z delavnico peke medenjakov. Učenci so pridobili veliko novih znanj in izkušenj. Bili so zelo motivirani in zainteresirani ter željni novih znanj o življenju čebel. Po delavnicah so izkazovali navdušenje in željo, da bi takšne delavnice večkrat ponovili. Nekateri so kasneje pripovedovali, da so tudi doma pri peki piškotov uporabili med. Ocenjujemo, da so se njihova stališča in navade po delavnicah spremenile. Učenci se zaradi novo pridobljenega znanja in izkušenj bolj zavedajo pomena čebel za naše življenje ter pomena medu v kulinariki. Omenjeni prispevek je dober primer, kako v praksi učencem približati med kot pomembno hrano za človeka. Iz izkušenj vidimo, da je vpeljevanje praktičnih delavnic učinkovit pristop, saj zajema praktično delo, česar se učenci zelo veselijo in s takšnim načinom dela trajno usvojijo nova znanja.

KLJUČNE BESEDE: čebele, med, medenjaki

RAISING PUPILS' AWARENESS OF THE IMPORTANCE OF BEES AND HONEY CROPS THROUGH PRACTICAL EXPERIENCE

ABSTRACT

The starting point of the paper is to introduce students to bees and their products. The main purpose of the paper is to present ways of raising awareness among young people about the importance of bees. Based on past experience, we estimate that students do not know the variety of honey products and do not often use honey in cooking. Therefore, it makes a lot of sense to bring the world of bees closer to students. Thus, at the school, we prepared various activities and workshops for twenty-five students of the beekeeping club and five students of the elective course Beekeeping, which brought the world of bees closer to the students. The students learned about the life of bees and their way of producing honey, they met different bee products, we prepared a tasting of different types of honey so that the students realized how different they taste, and finally experienced the use of honey in cooking, when we attended a special workshop baked gingerbread. The students gained a lot of new knowledge and experience. They were very motivated and interested and eager for new knowledge about the life of bees. After the workshops, they showed enthusiasm and a desire to repeat such workshops several times. Some later told that they also used honey when baking cookies at home. We estimate that their attitudes and habits have changed after the workshops. Due to the newly acquired knowledge and experience, students are more aware of the importance of bees for our lives and the importance of honey in cooking. The mentioned contribution is a good example of how in practice honey can be brought closer to students as an important nutrient for humans. From experience, we see that the implementation of practical workshops is an effective approach, because it includes practical work, which students are very happy about, and with this way of working, they permanently acquire new knowledge.

KEYWORDS: bees, honey, pepper biscuits

JUTRI GREM VARNO S KOLESOM V ŠOLO IN DOMOV

POVZETEK

Kolesarjenje pomeni zdrav življenjski slog za vse, tudi za otroke. Prav to zahteva večjo skrb za prometno vzgojo otrok z namenom, da bi bili na prometnih površinah varnejši. Bodoči samostojni kolesar mora biti čimbolj poučen o prometnih vsebinah, saj več kot ve, manj je možnosti za nezgodo. Namen mojega strokovnega prispevka je predstaviti didaktične gibalne naloge, s katerimi učenci lažje usvojijo prometno teorijo, kot so npr. *kolesarski klip-klop*, *postavi se na pravo mesto*, *en dva tri v križišču* ... Gibalne naloge pred praktično pripravo na kolesarski izpit pa so: kolesarski slalom med količki, pokanje milnih mehurčkov, kolesarska štafeta ... in spretnostna vožnja po poligonu. Gibalne dejavnosti so se izkazale kot zelo učinkovite, saj prav zaradi njih večina otrok opravi tako pisni kot teoretični izpit brez večjih težav. Po opravljenem izpitu prihaja veliko otrok varno v šolo in na popoldanske aktivnosti prav s kolesom. Kolo jim pomeni glavni način mobilnosti. Zaradi izvedenih gibalnih aktivnosti tekem učnega procesa, so učenci uspešno usvojili prometno znanje, ki ga vsakodnevno uporabljajo kot kolesarji in posledično s tem načinom gibanja ohranjajo zdravje.

KLJUČNE BESEDE: kolesar, prometna vzgoja, gibalne dejavnosti

TOMORROW I SHALL BIKE SAFELY FROM HOME TO SCHOOL AND BACK

ABSTRACT

To all of us, including children, cycling means healthy living. But in order to make cycling possible, more attention needs to be paid to road safety education of our children, so that traffic areas become safer places for them. Cyclists-to-be need to know as much as possible about traffic-related contents, because once on their own, the more knowledge they have, the smaller the risk of accidents. In this paper I try to present educational physical-activity tasks, which makes it easier for pupils to properly learn the theoretical part of road safety education; these activities include games, such as *bikers' clip-clop*, the *get-into-the-right-position* game, or the *one-two-three-and-into-the-crossroads* game ... Among the physical activity tasks, which precede the practical preparation for the cycling exam, are: zigzagging between markers, popping soap bubbles, doing the bike relay ... and, last but not least, testing one's skills on a bike course. Physical activities have proved to be very effective: it is thanks to them that most children pass the test - both the theoretical and the practical part - with relative ease. Once this test is over many children use their bikes to safely go to school or to their after-school activities. The bicycle becomes their most important means of transportation. By including the physical activities into the learning process, the pupils can fully absorb the knowledge on road safety; afterwards they can use this knowledge every day when cycling and in this way stay healthy.

KEYWORDS: cyclist, road safety education, physical activities

KOTIČEK ZA UMIRJANJE – NAČIN SPOPADANJA S STRESOM

POVZETEK

Ob besedi zdravje v večini pomislimo na skrb za fizično telo. Z otroki se veliko pogovarjamo o petih ključnih stvareh, s katerimi skrbimo za zdravje: negi telesa, osebni higieni, zdravem prehranjevanju, gibanju, počitku. Zaradi današnjega tempa življenja, ki se pozna že na majhnih otrocih, smo kot učitelji in starši usmerjeni k iskanju načinov, kako zmanjšati stres, prepoznavati svoja čustva, se nanje ustrezno odzvati, se znati umiriti. Hkrati imajo težave s pomanjkanjem koncentracije in nezainteresiranostjo, kar predstavlja za delo v razredu precejšen izziv. Razmišljala sem o načinu, kako pomagati in zato smo si v 2. razredu omislili kotiček za umirjanje, ki so ga učenci sooblikovali in ga pridoma koristijo. Vanj smo vključili pripomočke za dejavnosti, ki so se jim zdele smiselne in zato tudi delujejo. Poleg dejavnosti za umirjanje v kotičku smo uvedli tudi vaje čuječnosti, dihalne vaje, gibalne vaje med poukom in pred poukom, kadar pade zbranost. Po dejavnostih v kotičku, ki so včasih načrtovane, velikokrat pa tudi spontane, glede na trenutno situacijo, so učenci bolj sproščeni, pomirimo razburjenje, zmanjšamo občutek preobremenjenosti. Opažam kvalitetnejše delo v razredu, saj so učenci mirnejši, tihi, bolj zavzeti ter zbrani. Izboljšali so se odnosi med sošolci. V razredu imamo učenca z diagnozo ADHD, ki ima še več težav na področju obvladovanja čustev. Zaznavam, da ob teh dejavnostih in tem načinu dela lažje razumejo stiske drugih in se sprejemajo. Predstavljam nekaj izmed njih, saj smo učitelji zaradi našega dela vedno bolj potrebni opolnomočenja na tem področju. Otroci potrebujejo našo pomoč in vodenje tudi na čustveni ravni.

KLJUČNE BESEDE: dejavnosti za umirjanje, čuječnost, koncentracija, mentalno zdravje, stres

CALMING CORNER – A WAY TO COPE WITH STRESS

ABSTRACT

When we hear the word “health” we usually think of taking care of the physical body. We spend a lot of time talking to children about the five key things we do to keep healthy: body care, personal hygiene, healthy eating, exercise, getting the rest you need. Today's pace of life, which is already affecting young children, is driving us as teachers and parents to find ways to reduce stress, to recognise our emotions, to respond appropriately and to calm down. At the same time, they have problems with lack of concentration and disinterest, which make classroom work quite challenging. Therefore, in the 2nd grade we created a quiet corner, which the students helped to create and benefit from. We have included activity tools that they found meaningful and that work. In addition to the calming activities in the corner, we have also introduced mindfulness exercises, breathing exercises, movement exercises during and before class when concentration drops. After the activities in the corner that are sometimes planned and often spontaneous, depending on the current situation in the classroom, the students are more relaxed, the uproar is calmed down, and the feeling of overload is reduced. I notice a better quality of work in the classroom, as students are calmer, quieter, more engaged and focused. Relationships between students have also improved. In the class there is a student diagnosed with ADHD, who has even more problems in the area of emotional management. I feel that all those activities and that way of work make it easier for them to understand the hardships of others and to accept each other.

I will present some of them, because our work means that teachers are increasingly in need of empowerment in this area too. Children need our help and guidance on an emotional level also.

KEYWORDS: calming activities, mindfulness, concentration, mental health, stress

Z GIBANJEM IN IGRO DO USVAJANJA SIČNIKOV IN ŠUMNIKOV

POVZETEK

Obdobje prve triade predstavlja obdobje šolanja, ko učenci usvajajo temeljne veščine, s pomočjo katerih se bodo lahko v nadaljevanju uspešno spopadali z učenjem in drugimi izzivi, ki jih prinaša šolski prostor. Zaradi tega je zelo pomembno, da v tem obdobju učenja strokovni delavci šole namenimo pozornost vsem učencem. Namen tega prispevka je predstaviti zanimiv pristop k učenju, osredotočen na gibanje, pri čemer smo posebno pozorni na pravilno izgovarjanje sičnikov in šumnikov pri mlajših učencih. Glas C otroci pogosto izpuščajo. Z recitacijo pesmi o mucu lahko spodbujamo pravilno izgovorjavo. Ta zahteva tišino in vso slušno pozornost otroka. Tišino lahko ustvarimo z zgodbico, v kateri otrok igra mucu, ki pobira copate. C je zlit glas iz glasov T in S. Izgovarjamo ga za zgornjimi zobmi tako, da v izpihu hitro izgovorimo skupaj oba glasova. Jezično konico pri tem rahlo zaustavimo (jezik je za zgornjimi zobmi). Takšne in podobne gibalne igre z namenom pravilnega izgovarjanja določenih glasov lahko uporabljamo tako pri individualnem delu z otrokom kot tudi pri delu v skupini. Predstavljene pesmi v prispevku so učinkovit pripomoček za preprečevanje, zmanjševanje in odpravljanje težav otrok, ki so rizični za nastanek specifičnih učnih težav ter so dobrodošel in dragocen pripomoček v kompenzacijskih programih zgodnje pomoči v predšolskem obdobju. Igre se prepletajo z zgodbicami in pesmicami, s čimer se uporabljajo dejavnosti, ki so primerne za razvojno stopnjo predšolskih otrok in otrok v prvi triadi osnovne šole.

KLJUČNE BESEDE: gibalne igre, šumniki, sičniki, pravilna izreka

WITH MOVEMENT AND PLAY TO THE ADOPTION OF SIBILANTS

ABSTRACT

The first triade period is a time of education during which students acquire basic skills that will enable them to cope successfully with learning as well as with other challenges of the school environment. For this reason, it is very important that teaching professionals devote attention to all students during this learning period. The purpose of this article is to present an interesting approach to learning, focused on movement, paying special attention to the correct pronunciation of sinics and sibilants in younger students. The sound C is often left out by children. Correct pronunciation can be encouraged by reciting the poem about the cat. This requires silence and full auditory attention of the child. Silence can be created with a story in which the child plays a cat picking up slippers. C is a fused sound from the sounds T and S. It is pronounced behind the upper teeth by rapidly pronouncing both sounds together in exhalation. The tip of the tongue is slightly stopped (the tongue is behind the upper teeth). Such and similar movement games with the aim of correctly pronouncing certain sounds can be used both when working individually with a child and when working in a group. The songs presented in the article are an effective tool for preventing, reducing and eliminating the problems of children who are at risk of developing specific learning problems and are a welcome and valuable tool in compensatory programs of early help in the preschool period. These games are interspersed with stories and songs, using activities suitable for the developmental level of preschool children and students in the early years of elementary school.

KEYWORDS: movement games, sinics and sibilants, correct pronunciation

DEKLIŠKI NOGOMETNI ODDELEK – POT K ODLIČNOSTI V ŠOLI IN ŠPORTU

POVZETEK

V zadnjem desetletju pospešeno potekajo procesi približevanja vrednotenja ženskega športa moškemu. Veliki premiki se dogajajo zlasti v ženskem nogometu, kjer si v različnih sferah prizadevamo zmanjšati razliko v dojemanju vrednosti rezultatov moških in žensk in dojemanju same vključenosti v tekmovalni proces. V ta proces smo pred desetimi leti vstopili tudi na Gimnaziji Šiška in v sodelovanju z Nogometno zvezo Slovenije ustvarili projekt Dekliški nogometni oddelek. V pričujočem prispevku želim predstaviti primer dobre prakse na Gimnaziji Šiška, kjer smo razvili sistem vzporednega srednjega šolanja in ukvarjanja s športom na najvišji ravni v starostni kategoriji od petnajst do osemnajst let. Inovativne rešitve delovanja sistema so v slovenskem prostoru unikum in omogočajo odlične rezultate projekta. Ti kažejo izjemne učinke sinergije športnih in pedagoških delavcev v projektu. Dekleta vključena v projekt se skozi šolanje naučijo racionalne rabe časa. Zmorejo v kratkem času usmeriti pozornost iz športne dejavnosti na šolsko delo. Dekleta zmorejo skozi program vedno bolj jasno sprejemati odločitve, usklajevati športne in šolske obveznosti in uspejo smotno izrabljati čas. Tista dekleta, ki živijo v domu pa postanejo samostojna in ob koncu pripravljena na bolj samostojno življenje. Poudariti pa je treba tudi hkratni velik športni napredek v smislu tehnične, taktične in telesne pripravljenosti. Vsa dekleta, ki so končala program Gimnazija, so uspešno zaključila šolanje z opravljeno maturo in se hkrati uspešno vključila v članske nogometne ekipe doma in v tujini. Nekatere od njih so vključene v najbolj zveneče profesionalne klube v Evropi. Takšen model dela z mladimi športniki je mogoče ob ustreznih materialnih pogojih izpeljati tudi v drugih športnih panogah. Potrebna je ustrezna športna infrastruktura v bližnji okolici šole, interes panožne športne zveze ter ustrezno usposobljen strokovni kader, ki vodi šolski del projekta.

KLJUČNE BESEDE: šola, šport, nogomet, dekliški nogomet

GIRLS' FOOTBALL CLASS – THE PATH TO EXCELLENCE IN SCHOOL AND SPORT

ABSTRACT

In the past decade, there has been a significant effort to bridge the gap in the valuation of women's sports compared to men's sports. This progress is particularly noticeable in women's soccer, where we strive to reduce the disparity in the perception of female and male results and the inclusion of women in the competitive process across various domains. A decade ago, Gimnazija Šiška, in collaboration with the Football Association of Slovenia, initiated a project known as the Girls' Soccer Department. In this article, I would like to present an example of a good practice executed at Gimnazija Šiška, where we have developed a system of parallel high school education and high-level sports involvement for individuals aged fifteen to eighteen. Innovative system functioning approaches are unique in the Slovenia and have yielded excellent results of the project. These results demonstrate the remarkable synergy between sports and educational professionals involved in the project. Girls, involved in the project, learn to use their time rationally throughout their education. They can quickly shift their focus from sports activities to school work. Through the program, girls become increasingly adept at making decisions, coordinating sports and academic responsibilities and effectively managing their time. Those girls living in dormitories become independent and, by the end, are prepared for a more autonomous life. It is also important to emphasize the simultaneous significant progress in sports in terms of technical, tactical, and physical preparedness. All the girls who completed the high school program successfully graduated with a high school diploma and at the same time integrated into professional women's soccer both nationally and internationally. Some of them are part of the most prestigious professional clubs in Europe. Such a model of working with young athletes can also be implemented

in other sports sectors if the material conditions are right, Adequate sports infrastructure is needed in the immediate vicinity of the school, the interest of the national sport federation and a suitably qualified professional staff leading the school part of project.

KEYWORDS: school, sports, soccer, girls' soccer

ZMANJŠEVANJE ZAVRŽENE HRANE KOT TRAJNOSTNI VIDIK V PREHRANI V VRTCU MANKA GOLARJA GORNJA RADGONA

POVZETEK

V predšolskem obdobju je zgled odraslih ključnega pomena pri odnosu do hrane. Pomembno je tudi, da otroke naučimo odgovornosti do hrane, da je čim manj zavržemo. To je bil razlog, da smo se v vrtcu Manka Golarja Gornja Radgona, enota Črešnjevci, v oddelku 2-4 let odločili, da bomo izvedli raziskavo o zavrženi hrani, preko vsakodnevnega spremljanja, v določenih obdobjih. Pri raziskavi nas je zanimalo začetno in končno stanje zavržene hrane. Konkretni ukrepi, ki so pripomogli k izvajanju strategij za zmanjšanje količin zavržene hrane ter hkrati spodbujanje trajnostne prehrane so naslednji: omogočen je samopostrežni način prehranjevanja, enkrat tedensko izbira med dvema menijema, sodelovanje z lokalnimi ponudniki pripomore k boljšemu ozaveščanju o izvoru hrane in spodbuja trajnost, razvijanje sezonskega načrta obrokov z organizatoriko prehrane, vodenje in analiza evidenc o zavrženi hrani ter spodbujanje recikliranja živil. Naš največji izziv je bil neješčnost juhe, na začetku meritev smo je v kuhinjo vračali tudi po polovico. Pri spodbudi smo bili uspešni v tolikšni meri, da smo v kuhinjo postopoma pričeli vračati prazne jušnike. Iz 50 % zavržene juhe smo prišli na 0 %. Rezultat kaže, da je bil naš cilj dosežen. Razmišljanje o manjši količini zavržene hrane je pripeljalo do ponovne uporabe živil. Tako smo s pomočjo staršev, starih staršev in lokalnega gostinca z otroki pripravljali reciklirane jedi. Iz ostankov riža smo pripravili rižev narastek, iz zelenjave - zelenjavno juho, iz krompirja - krompirjeve polpete in podobno. Na podlagi končnih ugotovitev bomo to dobro prakso prenesli v ostale oddelke tako našega, kakor drugih vrtcev.

KLJUČNE BESEDE: vrtec, zdrava prehrana, trajnost, zmanjševanje zavržene hrane

REDUCING FOOD WASTE AS A SUSTAINABLE ASPECT OF NUTRITION IN THE MANKO GOLAR KINDERGARTEN GORNJA RADGONA

ABSTRACT

The example set by adults in pre-school years is crucial for children and their relationship with food. Teaching children responsibility towards food is key to reducing food waste. In order to measure the level of food waste and to reduce it, research was conducted in the kindergarten of Manko Golar Gornja Radgona, unit Črešnjevci, with the 2-4 year-old group. Through daily monitoring, initial and final states of food waste were measured. Actions were conducted to reduce food waste and encourage sustainability: self-service, menu selection once a week, working with local food providers, developing a seasonal meal plan, recording and analysing data and re-use of food. The biggest challenge was to make children like the soup that they were served. At the beginning of the measurements, we were returning half of the soup we had received back to the kitchen. Through encouragement they started to enjoy it and return empty bowls to the kitchen. This means that we have gone from 50% of the soup being thrown away to 0%, this result shows that the goal has been achieved. Thinking about reducing food waste has also led to the reuse of leftover food. With the help of parents, grandparents and a local caterer, we prepared recycled meals with the children. Leftovers of rice, vegetables and potatoes were reused to create new dishes such as baked rice custard, vegetable soup and potato fritters. As a result, this positive practice will be transferred to other departments within the kindergarten and to other kindergartens.

KEYWORDS: kindergarten, healthy nutrition, sustainability, reducing food waste

VPLIV INTERESNE DEJAVNOSTI ŠPORT NA OTROKOVO OSEBNOST IN ODNOS DO ŠPORTA

POVZETEK

Poznamo zunanjo (ekstrinzično) in notranjo (intrinzično) motivacijo za fizične dejavnosti. Zunanje motivacijske spodbude so posredne in prihajajo iz okolja (starši, vrstniki, učitelji), notranja motivacija je naravna in prirojena, gre za posameznikov interes in radovednost za šport.

Čim manjši so otroci tem bolj je aktivno športno udejstvovanje povezano z zunanjo spodbudo. Pozitivna zunanja motivacija je pohvala, pozornost, ki jo otrok dobi s športno aktivnostjo. Zavedati se je potrebno, da ta motivacija ni trajna. Zato je učencem potrebno skozi šolanje pri vseh dejavnostih pomagati iskati notranjo motivacijo.

Motivacija oz. posledično športna aktivnost izredno pozitivno vpliva na otrokovo osebnost: na vztrajnost in disciplino, obvladovanje stresa, samopodobo in samozavest, timsko delo in socialne veščine in zdrav življenjski slog.

Spremljava vsebuje učence pri interesni dejavnosti ŠPORT od 1. do 5. razreda. V 1. razredu so se verjetno vključili k športu zaradi zunanjih dejavnikov, tekom petih let pa je bila pri večini prisotna že notranja motivacija za šport. Viden je bil tudi izboljššan odnos posameznikov do športa v prostem času, do ogrevanja za športne aktivnosti in do uporabe športne opreme.

Šola kot vzgojno-izobraževalna ustanova mora imeti v svojih smernicah zajeto razvijanje notranje motivacije za športne aktivnosti, ki naj bo strokovno načrtovana in izvedena na celotni vertikali izobraževanja. Športne aktivnosti naj bodo sistematično in strokovno vodene, priporočljivo je sodelovanje na razvoju osebnosti posameznika s športnimi klubi kjer učenci tudi trenirajo. Velikokrat se zgodi, da ljudje, ki delajo v klubih z otroki teh znanj nimajo, njihov končni cilj pa so športni uspehi.

KLJUČNE BESEDE: šport, motivacija, osebnost otroka

THE IMPACT OF SPORT AS AN INTEREST ACTIVITY TOWARDS A CHILD'S PERSONALITY AND ATTITUDE TOWARDS SPORT

ABSTRACT

We recognize external (extrinsic) and internal (intrinsic) motivation for engaging in physical activities. Extrinsic motivators are indirect and stem from external influences like parents, peers and teachers. Intrinsic motivation is natural and innate, showing itself as an individual's personal interest and curiosity in sport.

The younger the children, the more their active participation in sport is driven by extrinsic factors. Here we see external motivation in the form of praise and encouragement, which the child receives through the activity. However, it's important to note that this form of motivation tends to be short-lived. Therefore, educators should continually guide students towards discovering their intrinsic motivation for activities throughout their education.

Motivation or, consequently, sports activity has an extremely positive effect on a child's personality: on perseverance and discipline, stress management, self-image and self-confidence, teamwork and social skills, and a healthy lifestyle.

The observation spans students from grades one through five participating in sport as an extracurricular activity. First graders were likely initially drawn to sport by external elements, but through the observation of five years, intrinsic motivation for sport was already present in most students. This shift also positively influenced the student's attitudes toward sport outside of school settings, including their approach to warm-up routines and their utilization of sport equipment.

The school, as an educational institution, must include in its guidelines the development of internal motivation for sports activities, which should be professionally planned and executed across the entire education vertical. Sports activities should be systematically and professionally led, and it is recommended to collaborate on the development of an individual's personality with sports clubs where students also train. Often, people who work in clubs with children lack this knowledge, and their ultimate goal is only sports success.

KEYWORDS: sport, motivation, child's personality

PREHRANSKE NAVADE IN ODNOS DO HRANE UČENCEV OSNOVNE ŠOLE FOKOVCI

POVZETEK

Za vzdrževanje zdravega življenjskega sloga je ključnega pomena uravnotežena prehrana. To postane izjemno pomembno med odraščanjem, ko otroci razvijajo prehranjevalne navade, ki vplivajo na njihovo izbiro živil in določajo prehrabene vzorce za prihodnost. Namen tega prispevka je predstaviti, kakšne vzorce prehranjevanja in odnos do hrane imajo osnovnošolci. V anonimni anketi smo anketirali učence od 1. do 9. razreda Osnovne šole Fokovci, sodelovalo je 76 učencev. Naši cilji so bili ugotoviti, ali učenci vedo, da s prehrano lahko vplivamo na svoje zdravje in ugotoviti, kakšne prehranske navade imajo. Ugotovili smo, da se kar 96 % učencev zaveda, da prehrana vpliva na naše zdravje, prav tako se večina, 71 %, strinja, da je redno uživanje zajtrka pomembno za zdravje, s tem da le 43 % učencev zajtrkuje vsak dan. Kar 57 % vprašanih meni, da so pri prehranjevanju izbirčni in posledično tudi 53 % vseh učencev pravi, da jim je šolska prehrana všeč le včasih. Vedenje učiteljev v šoli je zelo pomembno, saj otroci sledijo njihovem zgledu, se učijo ter posnemajo njihove navade. Šola ima ključno vlogo pri oblikovanju zdravih prehrabnih navad pri otrocih. Pomembno je, da so šolski obroki uravnoteženi, raznoliki, iz kakovostnih sestavin, saj je prehrana v šoli za učence dober zgled. Pomembno je, da si šola prizadeva, da staršem ponudi znanje o zdravi prehrani in s tem pozitivno vpliva tudi na prehrano izven šole. Tako lahko ustvarimo okolje, kjer se bodo otroci v prihodnosti prehranjevali bolj zdravo, kar bo pozitivno vplivalo na njihovo zdravje in življenje.

KLJUČNE BESEDE: prehranjevalne navade, odnos do hrane, zajtrk, zdravje, osnovna šola

EATING HABITS AND ATTITUDE TO FOOD OF FOKOVCI PRIMARY SCHOOL STUDENTS

ABSTRACT

A balanced diet is key to maintain a healthy lifestyle. This becomes extremely important as children grow up. They develop eating habits that determine eating patterns for the future. The purpose of this article is to present the eating patterns and attitudes towards food of primary school students. In an anonymous survey, we interviewed Fokovci primary school students from 1st to 9th grade, 76 students participated. Our goals were to find out if the students know that we can influence our health through food and to find out what kind of eating habits they have. We found out that 96% of students are aware that nutrition affects our health. The majority, 71%, also agree that regular breakfast consumption is important for health, but only 43% of students have breakfast every day. As many as 57% of respondents believe that they are picky when it comes to eating and as a result, 53% of all students say that they only sometimes like school meals. The behavior of teachers in school is very important, because children follow their example, learn and imitate their habits. School plays a key role in forming healthy eating habits. It is important that school meals are balanced, varied, and made from quality ingredients, as school nutrition sets a good example for students. It is also important that school strives to offer parents knowledge about healthy eating and thereby positively influence nutrition outside of school as well. And this will have a positive impact on children's health and future life.

KEYWORDS: eating habits, attitude to food, breakfast, health, primary school

INTERDISCIPLINARNI PRISTOP K RAZUMEVANJU ZDRAVE PREHRANE

POVZETEK

Interdisciplinarni pristop k razumevanju zdrave in uravnotežene prehrane je v šolskem letu 2022/23 pri 18 dijakinjah in dijakih ozavestil pomen zdravega prehranjevanja in kakovosti hrane. Poznavanje makro in mikrohranil je povečal interes za kvaliteto hrane in uravnoteženo prehranjevanje glede na dnevne potrebe ter uživanje pestre in mešane hrane z vsemi hranilnimi snovmi.

Dijakinje in dijaki se pred interdisciplinarnem izobraževanju niso poglobljali in razmišljali kaj je pomen in vrednost hrane za zdravo življenje. Prej so se prehranjevali večinoma z namenom potešitve lakote, potem pa bolj razmišljajo kako hrana vpliva na njihov organizem, njihov metabolizem ter njihove psihofizične sposobnosti. Bolj se zavedajo pravočasnega zaužitja potrebnih hranil in zadostitve celodnevni energijskih potreb. Povečalo se je razumevanje slabe kvalitete industrijsko predelanih živil, predvsem sladkorjev in trans maščob in škodljivosti za njihovo zdravje in počutje.

Naučili so se kako sestaviti jedilnik za doseg celodnevni energijskih potreb glede na bazalni metabolizem in stopnjo telesne aktivnosti ter priprave zdravih obrokov pri praktičnem pouku.

Povečalo se je razumevanje energijskih potreb pri dijakih in dijakinjah, ki se ukvarjajo s športom, Na ta način se je zmanjšala utrujenost in povečala koncentracija pri pouku. Povečal se je tudi interes za lastno izbiro kvalitetnih živil in pripravo obrokov v domačem okolju.

Dijakinje in dijaki so povečali razumevanje pomembnosti izgleda ter okusa pripravljene hrane ter pomen druženja in osredotočenosti ob prehranjevanju.

KLJUČNE BESEDE: prehranjevanje, Interdisciplinarni Tematski Sklop (ITS), prehranski jedilnik, zdrava prehrana

HEALTHY FOOD

ABSTRACT

In the 2022/23 school year, the interdisciplinary approach to understanding health and balanced nutrition made 18 students aware of the importance of healthy food preservation and food quality. Knowledge of macro and micronutrients has increased interest in quality food and balanced nutrition according to daily needs, as well as the consumption of varied and mixed food with all nutrients.

Before interdisciplinary education, students did not delve deeper and think about the importance and value of food for a healthy life. Previously, they ate mostly to satisfy their hunger, but later they think more about how food affects their organism, their metabolism and their psychophysical abilities. They are more aware of the timely consumption of the necessary nutrients and the satisfaction of the whole day's energy needs. There has been an increased understanding of the poor quality of industrially processed foods, especially sugars and trans fats, as well as their harmfulness to health and preservation.

They learned how to create a menu to meet the daily energy needs based on basal metabolism and level of physical activity, as well as how to prepare healthy meals during practical lessons.

The understanding of the energy needs of male and female students who play sports has increased, thus reducing fatigue and increasing concentration during lessons. There has also been an increase in interest in self-selection of quality foods and preparation of meals in the home environment.

Students increased their understanding of the importance of the appearance and taste of prepared food, as well as the importance of socializing and focusing while eating.

KEYWORDS: nutrition, Interdisciplinary Theme Set (ITS), nutrition plan balanced diet, healthy nutrition

PREHRANJEVALNE NAVADE DIJAKOV NA GIMNAZIJI FRANCA MIKLOŠIČA LJUTOMER

POVZETEK

Prehranjevalne navade otrok in mladostnikov še vedno predstavljajo aktualno raziskovalno področje. Zdravo prehranjevanje in redna telesna dejavnost sta med ključnimi dejavniki varovanja in krepitve zdravja, saj prispevata k boljšemu zdravju, večji kakovosti življenja in k vzdržnosti zdravstvenih sistemov. Prispevek predstavlja pregled prehranjevalnih navad dijakov na Gimnaziji Franca Miklošiča v Ljutomeru kot tudi vpogled v njihovo prehransko znanje in odločanje pri izbiri hrane. Podatke sem pridobila z metodo anketnega vprašalnika. Vključenih je bilo 309 dijakov od 1. do 4. letnika tako splošne kot umetniške gimnazije. Rezultati ankete odražajo raznolikost prehranjevalnih navad, pri čemer lahko zaključimo, da se veliko dijakov še vedno prehranjuje neustrezno in da je njihovo znanje o zdravi prehrani pomanjkljivo. Več kot polovica dijakov nikoli ali pa redko zajtrkuje, tako da je malica njihov edini obrok v šoli. Poleg tega samo tretjina dijakov redno uživa toplo malico. Ostali se večinoma prehranjujejo s »hitro hrano«, ki jo kupijo izven šolske kuhinje.

Ugotovitve opozarjajo na pomembnost ozaveščanja o zdravi prehrani ter poudarjajo potrebo po izobraževanju in programih za spodbujanje zdravega prehranjevanja med srednješolci. Poleg vseh informacij, ki so dostopne na spletu, bi bilo priporočljivo, da se o tej temi z dijaki pogovarja tudi pri razrednih urah, da se v času OIV (obvezne izbirne vsebine) organizirajo različna predavanja, okrogle mize pa tudi praktične vsebine, ki bi dijake vzpodbudile k zdravemu prehranjevanju. Spodbuditi je potrebno profesorje in vodstvo šole k aktivnemu vključevanju vsebin zdravega načina prehranjevanja in gibanja v šolske predmete ter v aktivnosti srednjih šol.

KLJUČNE BESEDE: prehranjevalne navade, zdrava prehrana, srednješolci, šolska kuhinja, ozaveščanje

DIETARY HABITS OF STUDENTS AT THE HIGHSCHOOL FRANCA MIKLOŠIČ LJUTOMER

ABSTRACT

Dietary habits of children and adolescents continue to be a current research area. Healthy eating and regular physical activity are among the key factors in protecting and promoting health, contributing to better health, improved quality of life, and the sustainability of healthcare systems. This article presents an overview of the dietary habits of students at the Highschool Franc Miklošič in Ljutomer, as well as insights into their nutritional knowledge and decision-making in food choices. Data were obtained through a questionnaire survey. 309 students from grades 1 to 4, both in general and art high school, were included. The survey results reflect a diversity of dietary habits, with the conclusion that many students still have inadequate dietary practices and insufficient knowledge of healthy nutrition. More than half of the students either rarely or never have breakfast, making their school snack their only meal during school hours. Furthermore, only one-third of the students regularly consume a hot meal at school. The rest primarily rely on "fast food" outside the school cafeteria. The findings highlight the importance of raising awareness about healthy eating and emphasize the need for education and programs to promote healthy eating among high school students. In addition to the information available online, it is advisable to discuss this topic with students during class hours and to organize various lectures, roundtable discussions and practical activities, that encourage students to adopt healthy eating habits. Encouraging teachers and school administration to actively incorporate content related to healthy eating and physical activity into school subjects and school activities is essential.

KEYWORDS: dietary habits, healthy eating, high school students, school kitchen, raising awareness

OSVEŠČANJE MLADOSTNIKOV O ZDRAVEM ŽIVLJENJSKEM SLOGU V ŠOLSKEM OKOLJU

POVZETEK

Zdrav življenjski slog v mladosti je naložba za prihodnost. V letih, ko telo dozoreva in se z mladostniškega spreminja v odraslo, je potrebno nekaj pozornosti posvetiti ustreznemu negovanju le-tega. Skupaj z družino, šolsko okolje igra ključno vlogo pri oblikovanju življenjskih navad učencev. Za mladostnike je pomembno, da od pedagogov dobijo informacije o zdravem življenjskem slogu, da si lahko ustvarijo svoje mnenje, kako bi radi živeli, ko bodo odrasli. Kot športna pedagoginja na OŠ Trzin se dobro zavedam pomembnosti zdravega načina življenja. Učence redno pri pouku spodbujam k sprejemanju zdravih navad s tem, da veliko čas preživimo zunaj, predstavim jim nove športne veščine, ki jim bodo koristile tudi v kasnejšem življenju, zagotavljam jim varno okolje za športne dejavnosti in jim poskušam biti vzor s svojim načinom življenja. Poleg vsega tega pa skupaj s sodelavcem, učencem 9. razredov, vsako leto pripraviva športni dan na temo Zdrav način življenja. Na tem dnevu jih s teoretičnimi predavanji, delavnicami in športnim programom osveščava o pomenu zdravega načina življenja. Športni dan je zasnovan na način, da učencem posredujeva čim več informacij o dejavnostih in aktivnostih, ki vplivajo na to, da bo njihov vsakdan bolj zdrav. Predstavljen športni dan je primer dobre prakse, kako v enem dopoldnevu, z različnimi pristopi, učence spodbujava k športnim aktivnostim in k poglobljanju znanja o zdravju. Vse te informacije jim bodo koristile tudi takrat, ko bodo zapustili naše šolske klopi. Pozitivni odzivi učencev na ta športni dan, nam dajejo upanje, da bo temu tako.

KLJUČNE BESEDE: osveščanje, zdrav življenjski slog, športni dan, gibanje

RAISING AWARENESS AMONG ADOLESCENTS ABOUT A HEALTHY LIFESTYLE IN A SCHOOL ENVIRONMENT

ABSTRACT

A healthy lifestyle in youth is an investment for the future. During the years, when the body is maturing and changing from adolescent to adult, it is necessary to pay some attention to its proper care. Together with the family, the school environment plays a key role in shaping the pupils' life habits. It is important for adolescents to get information about a healthy lifestyle from educators so that they can form their own opinion on how they would like to live when they grow up. As a sports teacher at Primary School Trzin, I am well aware of the importance of a healthy lifestyle. I regularly encourage my pupils in class to adopt healthy habits by spending a lot of time outside, I introduce them to new sports skills that will also be useful later in their lives, I provide them with a safe environment for sports activities and I try to be a role model for them with my own lifestyle. Furthermore, together with my colleague, we prepare for the 9th grade pupils a sports day every year on the theme 'Healthy way of life'. During the sports day, we make the pupils aware of the importance of a healthy lifestyle with theoretical lectures, workshops and a sports programme. The sports day is designed in such a way that we provide students as much knowledge as possible about the activities that influence their everyday life to be healthier. The presented school day is an example of good practice, how in one morning, with various approaches, pupils are encouraged to participate in sports activities and deepen their knowledge about health. All this knowledge and information will be useful to them even when they leave our school desks. The positive responses of the pupils to this sports day give us hope that this will be the case.

KEYWORDS: awareness, healthy lifestyle, sports day, movement

SPODBUJANJE AKTIVNE VLOGE UČENCA PRI POUKU ZGODOVINE

POVZETEK

Poučevanje v 21. stoletju je izziv. Današnje generacije učencev so polne informacij, ki jih pridobivajo iz različnih medijev in virov. Posledično se v zadnjih desetletjih zmanjšuje vloga učitelja kot prenašalca znanja, hkrati pa se spodbujajo aktivne oblike in metode dela pri pouku. Učitelji si prizadevamo izvesti kakovostno izobraževanje in ob tem učencem omogočiti kakovostno učno izkušnjo. V prispevku predstavljamo značilnosti sodobnega učitelja in načine, kako lahko pri pouku zgodovine spodbujamo aktivno vlogo učencev. S pravilnim usmerjanjem in takšnim načinom dela lahko učitelj pripomore k oblikovanju bolj angažiranih in dobro informiranih posameznikov. V prispevku so predstavljeni primeri dobre prakse pri pouku zgodovine. V 7. razredu so učenci spoznavali vsakdanje življenje starih Grkov in Rimljanov in njihovo prehrano. V 8. razredu so učenci pri različnih urah spoznavali začimbe, različne kulturne rastline in njihov izvor.

KLJUČNE BESEDE: zgodovina, aktivna vloga učenca pri pouku, prehrana, posledice geografskih odkritij

ENCOURAGING THE ACTIVE ROLE OF THE STUDENT IN HISTORY LESSONS

ABSTRACT

Teaching in the 21st century is a challenge. Today's generations get a lot of information from different media and sources. Consequently, in the recent decades, the role of a teacher as the transmitter of knowledge, decreases. At the same time the teacher is the one who encourages active and new methods. We, the teachers, try to provide quality education and at the same time enable a quality learning experience. The article represents the characteristics of a modern teacher and the ways in which we can encourage the active role of students in history lessons. With the proper guidance and this way of working, the teacher can help to create more engaged and well-informed individuals. The article presents examples of a good practice in a history lesson. In the 7th grade, students learned about the daily life of the ancient Greeks and Romans and their diet. In the 8th grade, in different lessons, the students learned about spices, different cultivated plants and their origin.

KEYWORDS: history, active student's role in the class, food, consequences of geographical discoveries

UČNA USPEŠNOST IN UČNE NAVADE DIJAKOV 1. LETNIKOV

POVZETEK

Učne in delovne navade uvrščamo med najpomembnejše veščine človeka. Omogočajo nam napredek, razvoj in uspeh v življenju ter predstavljajo izredno dober varovalni dejavnik duševnega zdravja. Zaradi nenadnih sprememb v načinu življenja, ki smo ga bili vajeni do tedaj, kot posledice epidemije SARS-Cov-2, smo tudi učitelji morali prilagoditi oziroma bistveno spremeniti naš dotedanji način poučevanja. Generacija dijakov, ki je v šolskem letu 2022/2023 obiskovala prvi letnik pri nas, je pred tem zadnje razrede osnovne šole preživela večinoma izolirana od svojih vrstnikov, pouk pa so spremljali preko zaslonov. Tako učitelji kot tudi svetovalna služba smo pri dijakih navedene generacije poleg številnih težav na področju duševnega zdravja in pri spoprijemanju z neuspehom opazili tudi večji primanjkljaj v njihovih učnih navadah. Posledica opisanih težav je bilo najvišje število neuspešnih dijakov v zgodovini naše šole – kar cel oddelek dijakov ni mogel niti pristopiti k popravnim izpitom zaradi večjega števila negativno zaključenih ocen. Namen pričujočega prispevka je predstaviti primerjavo učne uspešnosti treh generacij dijakov 1. letnikov – ene pred epidemijo in dveh po njej. Preverjala sem, ali je uspešnost dijakov primerjanih generacij kljub podobni uspešnosti v osnovni šoli upadla. Prispevek pa daje vpogled tudi v obstoječe stanje učnih navad dijakov 1. letnikov letošnje generacije. Rezultati analize nakazujejo področja, na katerih lahko v prihodnje načrtujemo naše delo z razredom na področju metod učenja in učne motivacije. Ta področja vključujejo izboljšanje veščin načrtovanja časa in upravljanja s časom, strategije soočanja s stresom ter številne tehnike učenja, opisane v prispevku.

KLJUČNE BESEDE: učne navade, učna uspešnost, posledice epidemije

ACADEMIC SUCCESS AND STUDY HABITS OF 1ST-YEAR STUDENTS

ABSTRACT

Study and work habits are among the most important human skills. They enable us to progress, develop and succeed in life and represent a protective factor for our mental health. Due to the sudden changes caused by the SARS-CoV-2 epidemic, teachers had to adapt or significantly change our usual way of teaching to which we were accustomed. The generation of students who attended their first year at our school in 2022/2023 had previously spent the last years of primary school mostly isolated from their peers, and they followed the lessons online. In this generation of students, teachers and school counselors have observed not only numerous mental health issues but also inadequate coping skills and significant deficits in their study habits. This resulted in the biggest number of failed students in the history of our school – a whole class of students could not even take the remedial exams due to the large number of negative grades. The purpose of this paper is to present the comparison of academic performance in three generations of first-year students - one before the epidemic and two after it. I checked whether the performance of students of the compared generations declined despite similar performance in primary school. The contribution also provides an insight into the current state of study habits of this year's 1st-year students. The results of the analysis indicate the areas in which we can plan our work with the class for the future in the field of learning methods and learning motivation. These areas include improvement of time management skills, stress coping mechanisms and numerous learning techniques described in this paper.

KEYWORDS: study habits, academic performance, consequences of the epidemic

VPLIV IZOBRAŽEVANJA O EVTANAZIJE ŽIVALI NA MORALNI STRES IN DUŠEVNO ZDRAVJE DIJAKOV SMERI VETERINARSKI TEHNIK

POVZETEK

V veterinarski medicini je evtanazija vsakodnevna praksa, katere se poslužujemo tako pri ljubiteljskih, kot rejnih živalih. Kljub rutinski in vsakodnevni praksi, pa gre vseeno za postopek, ki je za veterinarje in veterinarske tehnike pogosto zelo težak ter čustveno naporen. Evtanazija lahko v določenih primerih povzroči tudi velik moralni stres, ki vpliva negativno na počutje in duševno zdravje veterinarjev in veterinarskih tehnikov. Namen naše raziskave je ugotoviti koliko izobraževani program pokriva področje evtanazije, žalovanja, odnosa do smrti in umiranja, ter ali se tekom izobraževanja nudi dijakom dovolj informacij za razumevanju tematik povezanih z evtanazijo ter ali se dijake, tekom izobraževanja ustrezno pripravi na izzive evtanazije v delovnem okolju. Ugotoviti smo želeli tudi potrebo in željo dijakov po vključitvi omenjenih tematikah znotraj izobraževalnega sistema. Raziskavo smo izvedli s pomočjo anketnega vprašalnika, in sicer med dijaki, ki so bili v izobraževalni program veterinarski tehnik vpisani v šolskem letu 2020/21.

Rezultati raziskave so pokazali, da izobraževalni sistem slabo pokriva tematiko evtanazije. Dijaki, zlasti višjih letnikov, ki so se z evtanazijo srečali tekom praks v delovnem okolju, izražajo veliko potrebo po dodatnih znanjih povezanih z evtanazijo, še posebej pogrešajo znanje o komunikaciji z žalujočimi lastniki.

Raziskava je pomembna za razumevanjem potrebe vključitve tematik s področja evtanazije v izobraževalni program, zlasti iz vidika izboljšanja razumevanja in priprave dijakov na izzive delovnega okolja ter s tem zmanjšanja stresa in posledično izboljšanja duševnega zdravja dijakov.

KLJUČNE BESEDE: veterinarski tehnik, evtanazija živali, duševno zdravje, izobraževanje

IMPACT OF ANIMAL EUTHANASIA EDUCATION ON MORAL STRESS AND MENTAL HEALTH OF VETERINARY TECHNICIAN STUDENTS

ABSTRACT

In veterinary medicine, euthanasia is a routine practice that is used on both pet and farmed animals. Despite this routine and daily practice, it is still a procedure that is often very difficult and emotionally distressing for veterinarians and veterinary technicians. Euthanasia can also, in certain cases, cause great moral stress, which has a negative impact on the well-being and mental health of veterinarians and veterinary technicians. The aim of our research is to determine to what extent the educational programme covers euthanasia, mourning, attitudes towards death and dying, whether sufficient information is provided during the course of the education to enable students to understand the topics related to euthanasia, and whether the course adequately prepares students for the challenges of euthanasia in the work environment. We also wanted to find out the students' need and desire for the inclusion of these topics within the education system. The survey was carried out by means of a questionnaire among students enrolled in the veterinary technician training programme in the school year 2020/21.

The results of the survey showed that the education system has poor coverage of euthanasia. Students, especially in higher years, who have encountered euthanasia in the course of their work placements, express a great need for additional knowledge related to euthanasia, especially lacking knowledge on communication with bereaved owners. This research is important to understand the need to include euthanasia topics in the educational curriculum, especially in terms of improving students' understanding and preparation for the challenges of the work environment, thereby reducing stress and consequently improving the mental health of students.

KEYWORDS: veterinary technician, animal euthanasia, mental health, education

POUK NA PROSTEM Z GIBANJEM IN IGRO

POVZETEK

Na Osnovni šoli Ivana Groharja smo ob spremljanju rezultatov nacionalnega programa SloFit zaznali upadanje gibalnih sposobnosti pri vedno mlajših učencih. Z namenom učencem omogočiti več gibanja, kar je osnova za zdrav razvoj, zadnjih nekaj let v pouk načrtno vključujemo naloge z gibanjem in didaktičnimi igrami. Zgledujemo se po metodi učenja v gibanju, projekta Fit pedagogike. Preko gibalnih dejavnosti učenci lažje dosegajo načrtovane cilje, razvijajo koncentracijo, pozornost, motorične sposobnosti, urijo spomin in za učenje uporabljajo vse svoje čute. Ob gibanju so bolj motivirani za delo, pri delu v skupinah se urijo v medsebojnih odnosih, učijo se prilagajanja, sprejemanja kompromisov in pridobivajo na samopodobi. Po rezultatih raziskave projektne skupine Fit International so učni rezultati ob tej metodi poučevanja pri matematiki in slovenščini v treh mesecih boljši za 3 do 11%. Na šoli kjer poučujem, smo koncept Fit pedagogike nadgradili še s projektom Gozdoljub, v okviru katerega pouk z gibanjem in inovativnimi metodami poučevanja poteka na prostem. Odzivi prvošolcev kažejo, da učenje na prostem dojemajo kot igro na svežem zraku, kjer imajo veliko prostora za gibanje. Njihovo doživljanje učenja kot igre se mi zdi zelo pozitivno, saj želimo omogočiti mehak prehod otrok iz vrtca v šolo. Namen prispevka je predstaviti različne dejavnosti pri izvajanju pouka na prostem v prvem razredu, pri katerih je v ospredju gibanje in aktivno učenje. Predvsem pa si želim s svojim prispevkom navdušiti čim več učiteljev za tako obliko poučevanja.

KLJUČNE BESEDE: gibanje, igra, aktivno učenje, pouk na prostem, prvi razred

OUTDOOR LESSONS WITH MOVEMENT AND PLAY

ABSTRACT

At Ivana Groharja primary school, we noticed a decline in movement skills among younger students while monitoring the results of the national SloFit program. To enable students more exercise, which is the basis for healthy development, we have been systematically including tasks with movement and didactic games in our lessons. We are inspired by the methods of learning through movement, the Fit pedagogy project. Through movement activities, students achieve planned goals easier, develop concentration, attention, motor skills, train memory and use all their senses to learn. When they move, they have a better motivation for schoolwork and when they have group work, they strengthen their relationships, learn to adapt, make compromise, and gain confidence. According to the results of research by the Fit International project group, learning results with this method of teaching mathematics and Slovenian are better by 3 to 11% in three months. At the school where I teach, we upgraded the concept of Fit pedagogy with the Gozdoljub project, in which lessons with movement and innovative teaching methods take place outdoors. The responses of first graders show that they perceive outdoor learning as a game in the fresh air, where they have a lot of space to move. Their experience of learning as a game seems very positive to me, as we want to facilitate a smooth transition of children from kindergarten to school. The purpose of my work is to present different activities in the first grade, focusing on being outside with active learning. My primary goal is to enthuse other teachers to use this way of teaching.

KEY WORDS: moving, play, active learning, learning outside, first grade

NAVDIH ZA TEHNIŠKI PROJEKT: IZDELAVA PLEŽUHA IN ZABAVA NA SNEGU

POVZETEK

V današnjem digitalnem svetu se soočamo z izzivom, kako otroke spraviti v gibanje. Čedalje več otrok preživlja večino svojega prostega časa pred zasloni napravami, kot so pametni telefoni, tablice in računalniki, namesto, da bi se gibali in spoznavali svet okoli sebe. Ta trend postavlja v ospredje pereče vprašanje, kako otroke odvrti od ekranov in jih spodbuditi k bolj aktivnemu načinu življenja. Projekt izdelave pležuha pri predmetu tehnika in tehnologija je eden izmed izvrstnih priložnosti, skozi katerega lahko otroke pripeljemo od izdelave do zabave. Gre za ustvarjalno izkušnjo, ki spodbuja reševanje problemov, ročne spretnosti, timsko delo in nenazadnje preizkušanje, analiziranje ter sintetiziranje znanj. Učenci se tako naučijo postopkov obdelave lesa, izdelave načrtov, sestavljanja pležuha in uporabe le tega v praksi. Tako je ob koncu projekta čas še za zimski izziv, kjer svoj izdelek preizkusijo, po potrebi nadgradijo ali popravijo. Odpravijo se na bližnji hrib ali smučišče. Vožnja z lastnimi pležuhi je zabavna in hkrati tudi koristna telesna vadba za razvoj ravnotežja, koordinacije in vztrajnosti med spuščanjem po strmini. Gre za odlično priložnost spodbujanja fizične aktivnosti med otroki in beg pred slonenjem za zasloni napravami. Takšen način medpredmetnega povezovanja je danes nujen predpogoj za dobro motiviranost otrok za delo, ki hkrati vodi do znanj višjih nivojev. Sama metoda prinaša večje zadovoljstvo in zagon otrok za nadaljnje delo. Tako otroci spoznajo in se naučijo, da je lahko trud skozi praktično delo nagrajen tudi z gibanjem in zdravim načinom življenja. Po končanem projektu se je povečalo zanimanje za izbirne predmete s področja tehnike.

KLJUČNE BESEDE: medpredmetno povezovanje, pležuh, gibanje na snegu

INSPIRATION FOR A TECHNICAL PROJECT: MAKING A SKI SEAT AND HAVING FUN IN THE SNOW

ABSTRACT

In today's digital world, we face the challenge of how to get children moving. More and more children spend most of their free time in front of screen devices such as smartphones, tablets and computers, instead of moving and learning about the world around them. This trend brings to the fore the pressing question of how to distract children from screens and encourage them to lead a more active lifestyle. The project involving the creation of a ski seat in the field of technology presents an exceptional opportunity to transition children the process of making to the enjoyment of the final product. It is a creative experience that encourages problem solving, manual skills, teamwork and, last but not least, testing, analyzing and synthesizing knowledge. In this way, students learn the processes of wood processing, create plans, assemble a ski seat, and then put it into practice. Thus, at the end of the project, there is still time for the winter challenge, where you can test your product, upgrade or repair it if necessary. They go to a nearby hill or ski resort. Riding with your own ski seat is fun and, at the same time, a beneficial physical exercise for developing balance, coordination, and endurance while going down a slope. It is an excellent way to encourage physical activity among children, even before they are sitting in front of screen devices. This type of cross-curricular connection is today a necessary prerequisite for a child's good motivation for work, which at the same time leads to higher-level knowledge. The method itself brings greater satisfaction and motivation to the child for further work. In this way, children realize and learn that effort through practical work can also be rewarded with exercise and a healthy lifestyle. After the project was completed, interest in elective subjects in the field of technology increased.

KEYWORDS: cross-curricular connection, ski seat, movement on snow

POTREBA PO IZBOLJŠANJU PONUDBE ZDRAVIH ŽIVIL V SREDNJI ŠOLI

POVZETEK

Srednješolci večino dneva preživijo v šoli, zato je zelo pomembno, da šola dijakom omogoča in jih ozavešča o zdravemu prehranjevanju ter krepitvi zdravih življenjskih navad. Država s sofinanciranjem zagotavlja osnovnim šolam in zavodom za vzgojo in izobraževanje otrok in mladostnikov s posebnimi potrebami denar za nakup dodatnega brezplačnega sadja, zelenjave in mlečnih izdelkov ter živil za Tradicionalni slovenski zajtrk. Žal srednje šole niso deležne zgoraj omenjene finančne pomoči in so prepuščene lastni podjetnosti, zato je bil namen raziskave ugotoviti, ali dijaki Ekonomske šole Celje podpirajo tradicionalni slovenski zajtrk ali si želijo dodatno ponudbo sadja in zelenjave ter mlečnih izdelkov v šoli, ki niso del šolske malice. Analiza rezultatov je pokazala, da dijaki podpirajo dan slovenske hrane. Ugotavljamo tudi, da bi najraje v šoli dodatno jedli sadje, kot so jagode, jabolka, češnje, banane, breskve, grozdje, medtem ko bi zelenjavo izbrali manj pogosto. Med zelenjavo bi najpogosteje jedli zeleno solato, korenček, papriko, kumare in paradižnik, zato predlagamo, da država zagotovi finančna sredstva tudi srednjim šolam za nakup dodatnih zdravih živil. S temi ukrepi bi lahko povečali delež dijakov, ki vsak dan zajtrkujejo ter dnevno uživajo sadje in zelenjavo. Prav tako bi srednješolci v času trajanja pouka jedli pogosteje in bolj zdravo, saj bi manj posegali po nezdravih prigrizkih ter sladkih ali energijskih pijačah.

KLJUČNE BESEDE: srednješolci, zdrava prehrana, Tradicionalni slovenski zajtrk, shema šolskega sadja in zelenjave

THE NEED FOR IMPROVING THE OFFER OF HEALTHY FOODS IN SECONDARY SCHOOL

ABSTRACT

Secondary school students spend a large part of their/most of day at school, so it is very important that schools provide opportunities and awareness-raising for students to eat healthy, or to reinforce healthy lifestyle habits. The government provides co-financing to primary schools and institutions for the education of children and teenagers with special needs to buy additional free fruit, vegetables and dairy products and food for the Traditional Slovenian breakfast. Unfortunately, secondary schools do not receive the above-mentioned financial support and are left to their own entrepreneurship. Therefore, the purpose of the survey was to find out whether students of the Celje School of Economics support the Traditional Slovenian breakfast and whether they would like to have additional fruit and vegetables in their school that are not part of the school lunch. The analysis of the results showed that students support Day of Slovenian food. They would like to eat fruit more often, such as strawberries, apples, cherries, bananas, peaches, grapes, and vegetables less often. Among vegetables, they would most often eat lettuce, carrots, peppers, cucumbers and tomatoes. We therefore propose that the government should also provide funding for secondary schools to buy additional healthy foods. With these measures, we could increase the proportion of students who eat breakfast every day and consume fruits and vegetables daily. Likewise, high school students would eat more frequently and healthier during school hours, as they would less often reach for unhealthy snacks and sweet or energy drinks.

KEYWORDS: secondary school student, healthy eating, Traditional Slovenian breakfast, School fruit and vegetable scheme

VLOGA ŠPORTA PRI IZBOLJŠANJU POČUTJA OTROK V BOLNIŠNIČNIH ŠOLSKIH ODDELKIH

POVZETEK

V bolnišničnih šolskih oddelkih OŠ Ledina v Ljubljani se letno znajde približno 2500 otrok in mladostnikov, ki so zaradi svoje bolezni utrujeni, pesti jih slabo počutje, slabša razpoloženost, brezvoljnost, prav tako imajo več omejitev glede prehrane in gibanja. Namen prispevka je predstaviti primere dobre prakse in športne dejavnosti, ki jih izvajamo v bolnišničnih šolskih oddelkih in katerih cilj je, da se otrok z dolgotrajno boleznijo giba. Gibanje je priporočljivo, koristno in pripomore k temu, da so otroci boljšega zdravja in boljšega razpoloženja. Skozi športne dejavnosti spoznavajo gibanje, razvijejo zavedanje o svojih gibalnih zmožnostih, pridobijo zaupanje vase in v svoje telo, spoznajo različne športe, krepijo zdravo tekmovalnost in socialne veščine ter pomembnost upoštevanja pravil. Prispevek osvetli pomen gibanja za dobro psihofizično počutje slehernega otroka, k stroki pa doprinese tudi s sporočilom, da se vsak sleherni posameznik – ne glede na oviranost(i) – lahko giblje. Ugotovitve kažejo, da so otroci in mladostniki sprva nemotivirani za gibanje, obremenjujejo se s prepričanji, da ne bodo zmogli sodelovati, včasih so sramežljivi, nezaupljivi do sebe in svojih sposobnosti ter do drugih, so socialno anksiozni in podobno. Po opravljenih športnih dejavnostih pa so boljšega razpoloženja, so socialno bolj spretni in vključeni, sklepajo prijateljstva, odpravijo občutke manjvrednosti in sramežljivosti ter so tudi veliko bolj motivirani za nadaljnje učno delo.

KLJUČNE BESEDE: bolnišnična šola, športni dan, športne discipline, pravila, športniki

THE INFLUENCE OF SPORT IN IMPROVING THE MOOD OF THE CHILDREN AT THE HOSPITAL

ABSTRACT

Every year more than 2500 children and other young people are admitted to the hospital ward of the primary school Ledina in Ljubljana. Due to their different illnesses, they are tired, are feeling bad, are listless or in a bad mood. They also have to cope with restrictions regarding their diet and their mobility. The purpose of these articles is to present examples of good practice of the different sporting activities being carried out at our facilities, with the goal that children with long-term illnesses should be more active. Physical activity is not only recommended and useful, but it is also beneficial for the health and general well being of the children. Through the different sports they learn how to move and get a better understanding of their own motorical skills, which improves their confidence in their bodies. Through the different sports they learn important social skills, like the importance of following rules and healthy competition. The article highlights the importance of physical activity for the psychophysical abilities of each individual child. It also carries the important message, that anybody, regardless of their disability, can and should be active. Studies have shown that children and young adults at first express very little motivation for physical activity. They are burdened with the belief, that they will not be able to participate. Sometimes they are shy, lack confidence in themselves and their abilities or suffer from social anxiety. After participating in different sporting activities, there is a noticeable improvement in their mood. They also improve their social skills, make new friends, overcome their sense of inferiority and are in general less shy. Furthermore, they are more motivated in their studying.

KEYWORDS: hospital school, sports day, sporting disciplines, rules, athletes