



## **XII. MEDNARODNA KONFERENCA**

## **PREHRANA, GIBANJE IN ZDRAVJE**

### **BILTEN RECENZIRANIH POVZETKOV**

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## **XII. MEDNARODNA KONFERENCA »PREHRANA, GIBANJE IN ZDRAVJE«**

### **BILTEN RECENZIRANIH POVZETKOV: PREHRANA, GIBANJE IN ZDRAVJE**

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### FESTIVAL ŠPORTA

#### POVZETEK

Festival športa smo izvedli na Slovenski dan športa. Učencem smo zagotovili najrazličnejše gibalne naloge s katerimi zadovoljujejo svojo primarno potrebo po gibanju. Že leta se poudarja, da je gibalni vidik razvoja posameznika zanemarjen, tukaj pa so učenci preizkusili mnogo različnih gibalnih nalog, s katerimi se drugače ne bi seznanili. V aktivu športa smo se odločili, da vsem učencem šole popestrimo športne vsebine z dejavnostmi in disciplinami kot so: vlečenje vrvi, skakanje gunitvista in ristanca, hoja s smučmi in hoduljami, gibalni poligon, skakanje v vrečah, metanje raznih predmetov v cilj (žvižgač, podkve, obroči, kegljanje, balinanje), tek z ovirami, hokej, nogomet, košarka, rokomet, odbojka na mivki, med dvema ognjema. Vsak razred je dobil svoj urnik dejavnosti. Posamezne naloge so učenci opravljali po 25 min. Dan je temeljil na druženju in zabavi, hkrati pa so učenci urili različne motorične in gibalne spretnosti. Ugotovili smo, da jim na ne tekmovalni način lažje predstavimo različne dejavnosti, ker se s tem izognejo pritisku neuspeha pri opravljanju gibalnih nalog. Na športnem dnevu so se učenci zato veliko bolj zabavali in navajali na sodelovanje pri samostojnem opravljanju gibalnih nalog, hkrati pa so na takšen način tudi tkali medsebojne vezi, ki so izredno pomembne za skupno sobivanje v skupini ali razredu. Ker se je izkazalo, da učence takšen način izvedbe športnega dne bolj motivira pri opravljanju nalog, smo se odločili, da bo postal tradicionalen in ga bomo na Slovenski dan športa izvajali vsako leto.

**KLJUČNE BESEDE:** gibanje, osnovna motorika, zabava, medsebojni odnosi, upoštevanje pravil.

### SPORTS FESTIVAL

#### ABSTRACT

We held the sports day on the Slovenian Sports Day. We provided pupils with a variety of movement tasks to meet their primary need for movement. For years, it has been emphasized that the motor aspect of an individual's development is neglected, and here students have tried many different motor skills which they would not be familiar with otherwise. Sports teachers at our school decided to enrich regular sports lessons for all our pupils with sports activities and disciplines such as tug of war, jumping over and elastics and rope, walking with skis and stilts, movement range, jumping in bags, throwing various objects at a target (balls, horseshoes, hoops, bowling), hurdle running, hockey, football, basketball, handball, beach volleyball, between two fires. Each class was given their schedule of activities. Pupils spent 25 minutes for an individual movement task. The day was based on socializing and practicing various motor skills at the same time. We found out that it is easier to present different activities in a non-competitive way because they lose the pressure of failure to perform motor tasks. Therefore, pupils had much more fun on the sports day and got used to participating in independent movement tasks. At the same time, they also forged mutual ties, which are extremely important for coexistence in a group or class. As it turned out that this way of conducting a sports day motivates pupils more in performing tasks, we decided to make it traditional and we will perform it every year on the Slovenian Sports Day.

**KEYWORDS:** movement, basic motor skills, fun, interpersonal relationships, following the rules.

## GIBALNE DEJAVNOSTI V GOZDU IN GIBALNI RAZVOJ PREDŠOLSKIH OTROK

### POVZETEK

Gibanje je otrokova in človekova osnovna potreba, ki se v predšolskem obdobju zelo izrazito kaže pri vseh dejavnostih, ki jih izvajajo. Najlažje pomnijo in se učijo ob gibanju, zato v predšolskem obdobju dajem velik poudarek na gibalnem razvoju otrok in skušam gibanje vpeljati v večino dejavnosti. V projekt gozdne pedagogike sem se vključila z namenom, da poskusim čim več dejavnosti in aktivnosti prenesti in izvesti v gozdu, ki je od nekdaj človekovo osnovno bivalno okolje. V tej raziskavi sem skušala otrokom ponuditi čim več gibalno različnih zaposlitev za pridobivanje širokega spektra gibalnih izkušenj in jim omogočiti, da se v gozdu ter pri gibalnih zaposlitvah sprostijo. Pri delu sem opažala, da ima veliko otrok težave z neravnimi podlagami, naravnimi ovirami, ter gozdom na splošno. Zadala sem si celoletni projekt z gozdno igralnico, ki bo imela ponujene stalne gibalne koticke, kjer bodo otroci lahko urili svoje gibalne zmožnosti, pridobivali nove gibalne vzorce, izgubili strah pred vzpenjanjem na višje točke ter zadovoljili svoje potrebe po gibanju. Po realizaciji projekta sem ugotovila, da je večina otrok osvojila načrtane cilje ter s tem napredovala v svojem gibalnem razvoju.

**KLJUČNE BESEDE:** gozd, gozdna pedagogika, gibanje, zdravje, gibalni razvoj.

## MOVEMENT ACTIVITIES IN FOREST AND MOVEMENT DEVELOPMENT OF PRESCHOOL CHILDREN

### ABSTRACT

Movement is a basic need of a child and a person, which is very pronounced in the preschool period in all the activities they perform. They are the easiest to remember and learn while moving, so in the pre-school period I put a lot of emphasis on children's motor development and try to introduce movement into most activities. I joined the project of forest pedagogy with the aim of trying to carry out as many activities as possible in the forest, which has always been man's basic living environment. In this research, I tried to provide children with several different motor jobs to gain a wide range of motor experiences and to enable them to relax in the woods and during motor jobs. At work, I have noticed that many children have problems with uneven surfaces, natural barriers, and the forest in general. I set myself a year-round project with a forest playroom that will offer permanent movement corners where children will be able to train their movement abilities, gain new movement patterns, lose the fear of climbing higher points and satisfy their movement needs. After the realization of the project, I found that most of children had achieved the set goals and thus progressed in their motor development.

**KEYWORDS:** forest, forest pedagogy, movement, health, movement development.

**UPORABA KUHARSKIH RECEPTOV PRI RAZUMEVANJU  
MATEMATIKE ZA UČNO ŠIBKEJŠE UČENCE V OKVIRU TABORA  
»TUDI JAZ ZMOREM!«**

**POVZETEK**

Kuharske delavnice so lahko vir motivacije pri premagovanju učnih težav, kadar v procese priprave jedi vključimo naloge iz različnih šolskih predmetov. Na našem taboru za učno šibkejše učence med 5. in 8. razredom osnovne šole smo kuharsko delavnico povezali z matematiko. V kuharski delavnici so učenci pretvarjali količine, vadili uporabo ulomkov, s tem pa utrjevali osnovne matematične veščine. Učne težave pri matematiki so namreč lahko splošne in specifične, pogosto pa je pomemben vir težav pri matematiki motivacija. Na premagovanje učnih težav pa poleg strategij učenja in zviševanja motivacije vplivajo tudi čustveni in socialni dejavniki. V delavnici smo tako s kuhanjem spodbudili motivacijo za reševanje matematičnih nalog, hkrati pa utrjevali pozitivno samopodobo pri učencih, saj je bil rezultat delavnice uspešno narejen piškot. Učenci so se ob dejavnosti tudi preizkusili v življenjskih spretnostih kot so potrpežljivost, pospravljanje in utrjevanje medosebnih odnosov, vsak učenec pa je bil lahko na enem področju uspešen. Opazovanje ob kuharski delavnici je tako pokazalo, da je večina učencev z učnimi težavami med delavnico izboljšala svoje razumevanje pojma ulomek. Najmočnejši premik pa je bil zaznan v odnosu učitelj – učenec, saj so vedenjsko problematični učenci, ki so bili na taboru, pri pouku bolj sodelovali in mirneje reševali konflikte.

**KLJUČNE BESEDE:** učne težave, matematika, kuharska delavnica, tabor, motivacija, odnosi.

**PRACTISING MATHEMATICS WITH THE USE OF COOKING  
RECIPES FOR STUDENTS WITH LEARNING DIFFICULTIES WITHIN  
THE SCHOOL CAMP »I CAN DO IT, TOO! «**

**ABSTRACT**

Cooking workshops can be a source of motivation for overcoming learning difficulties when tasks from different school subjects are integrated into the cooking process. At our school camp for students with learning difficulties between 5th and 8th grade, we combined the cooking workshop with mathematics. In our case, we devised a cooking workshop with mathematical challenges, such as converting units and practising the use of fractions, thereby consolidating basic mathematical skills. Learning difficulties in mathematics can be general or specific but frequently the main reason for learning difficulties is low motivation. To overcome them, it is important not only to teach students learning strategies and raising their motivation, but also taking into consideration the emotional and social factors. With the cooking workshop, we didn't just stimulated motivation to solve math problems, but also gave an opportunity to raise self-esteem, because the result at the end was a successfully made cookie. With this approach the students also consolidated the subject as well as trained life skills such as patience, tidying up and building interpersonal relationships. Observations showed us that most students with learning difficulties improved the understanding of the concept of a fraction. But the most important was the improvement of student – teacher relationship – students with behavioural problems who attended the school camp, cooperated better in class and resolved conflicts more peacefully.

**KEYWORDS:** learning difficulties, mathematics, cooking workshop, camp, motivation, relationships.

## **S PROJEKTOM POGUM DO OZAVEŠČANJA O LOKALNI, TRADICIONALNI HRANI NA OŠ BENEDIKT**

### **POVZETEK**

Slovenija ima zelo široko pojmovano kulturno dediščino, ki smo jo v sklopu projekta Pogum podrobneje spoznali tudi na naši šoli, s tem mislim predvsem dediščino kulinarike. Namen projekta Pogum je razvoj didaktičnih pristopov in strategij spodbujanja kompetenc podjetnosti. Velik poudarek je tudi na medgeneracijski povezanosti, kjer učenci povprašajo starejše generacije (stare starše), kakšno je bilo življenje nekoč. Učence želimo spodbuditi k takšnemu načinu razmišljanja, da bodo delovali proaktivno in samoiniciativno z namenom prenosa znanja. Raziskovalno vprašanje šole pri projektu je zajemalo življenje v času Ane Lušin. Ker sem vodja šolske prehrane in učiteljica gospodinjstva, sem se odločila učence popeljati v čas, ko še ni bilo govora o zdravi in nezdravi hrani, temveč o domači, lokalni in tradicionalni hrani. Po pogovoru z učenci sem ugotovila, da so bili slabo ozaveščeni o lokalni, tradicionalni hrani naše dežele, zato je bil moj cilj, da učence spodbudim k raziskovanju slovenske kulinarike. Tako so učenci v sklopu projekta Pogum od svojih starih staršev pridobili informacije o življenju, ki so ga ti živeli nekoč – življenju, ki izgineva. Poslušali so zgodbe o okusni slovenski hrani, zgodbe o revščini na krožnikih v času brez hladilnikov in posledično zgodbe o domačih jedeh, polnih vitaminov in mineralov. S pomočjo pridobljenih informacij so učenci pri izbirnem predmetu in dnevih dejavnosti spoznavali in pripravljali tradicionalne jedi naše dežele. Na podlagi lastne aktivnosti so učenci postali bolj ozaveščeni o lokalni, tradicionalni hrani in jo tudi lažje sprejeli na jedilnikih naše osnovne šole. Učenci s tem niso dobili le novega znanja, temveč so razvili pozitiven odnos do lokalne, tradicionalne hrane.

**KLJUČNE BESEDE:** projekt Pogum, lokalno, tradicionalno, domače, zdravo.

## **WITH THE COURAGE PROJECT TO AWARENESS ABOUT LOCAL, TRADITIONAL FOOD AT THE BENEDIKT ELEMENTARY SCHOOL**

### **ABSTRACT**

Slovenia has a very broad concept of cultural heritage, which we have learned in greater detail in our school as part of the project Courage. The project is specifically focusing on the local cuisine heritage. The Courage project aims to develop didactic approaches and strategies to develop entrepreneurship competences. There is also a strong focus on intergenerational connectivity, where students ask older generations (their grandparents) about how life was back in the day. We want to encourage students to think proactively and on their own initiative in order to transfer knowledge. The project research question covered the life of Ana Lušin. As the responsible for planning school meals and a teacher of a subject on managing the household, I decided to bring the pupils to a time when there was no polarisation between healthy and unhealthy food, but rather enable them to see and understand domestic, local and traditional food. After talking to the pupils, I found out that they had a lack of awareness of the local, traditional food of our country, so my goal was to encourage them to explore Slovenian cuisine. With the Courage project, pupils obtained information from their grandparents about the life they once lived - a life that is disappearing. They listened to stories about delicious Slovenian food, stories about poverty on their plates in the time without refrigerators and consequently stories about home-made dishes full of vitamins and minerals. With the help of the obtained information, the pupils got to know and prepare traditional Slovenian dishes during the elective course and daily activities. Also on the basis of their own activity, pupils became more aware of local, traditional food and also found it easier to accept it on the menus of our primary school. With this, the pupils not only gained new knowledge, but also developed a positive attitude towards local, traditional food.

**KEYWORDS:** Courage project, local, traditional, homemade, healthy.

## SPodbujanJE ZDraveGA Načina ŽivljenJA SKOZI ŠOLSKE DEJAVNOSTI

### POVZETEK

»Zdravje je naše največje bogastvo«, »eno jabolko na dan, odžene zdravnika stran«, »zdravja ne odtehtajo vsi zakladi sveta« - to so le trije izmed mnogih pregovorov o zdravju, ki so nam jih pripovedovale že naše babice in mame. Živimo v času, ko moramo za svoje zdravje veliko bolj skrbeti, kot smo morda nekoč. Naloga vseh staršev in učiteljev pa je med drugim tudi ta, da že najmlajšim damo vedeti, kako zelo pomembno je naše zdravje in jih naučiti, kako pravilno skrbeti za svoje zdravje in zdravje drugih. Lepo je slišati, ko že majhni otroci vedo, kako se skrbijo za svoje zdravje, pa vendar – ali otroci resnično skrbijo za svoje zdravje, kot bi morali? Ali pojedjo dovolj zdrave prehrane in spijejo dovolj vode, kot jih učimo? Ali se dovolj ukvarjajo s športom in gibajo na svežem zraku, kot jih spodbujamo? To je le nekaj vprašanj, ki si jih kot mama in učiteljica v drugem razredu pogosto zastavim. Ker vem, kako zelo pomembna tema je to, sem se odločila, da bom s svojimi učenci izvedla delavnice in raziskavo, koliko dejansko moji drugošolci skrbijo za svoje zdravje. Dnevno smo spremljali, koliko vode so spili prejšnji dan, koliko so se gibali, se zdravo prehranjevali in sploh, kaj vse so naredili za svoje zdravje. Vse to smo skrbno zapisovali, ob koncu pa naredili analizo opravljene raziskave. Analiza je pokazala, da se učenci v veliki večini trudijo pri skrbi za svoje zdravje, vendar so bili pri nekaterih rezultati zaskrbljujoči. Pri gibanju in skrbi za higieno so bili rezultati pričakovani, saj smo ugotovili, da se otroci veliko gibajo in skrbijo za svojo higieno. Pri prehranjevalnih navadah pa smo ugotovili, da so le-te pogojene z družinskim tempom dela – otroci se v veliki večini najbolj zdravo prehranjujejo v šoli, doma pa večinoma jedo hitro pripravljeno hrano ali pa manj obrokov, kot bi morali. Večinoma pijejo vodo, kar nekaj otrok pa posega tudi po nezdravih pijačah, kot so Coca cola, Ora, Pepsi. Večina otrok spi dovolj, 9 ur ali več, nekaj otrok pa spi premalo, manj kot 9 ur, kar se pozna pri nezbranosti tudi med poukom.

**KLJUČNE BESEDE:** zdravje, zdrava prehrana, voda, gibanje, higiena.

## PROMOTING A HEALTHY LIFESTYLE THROUGH SCHOOL ACTIVITIES

### ABSTRACT

"Health is our greatest wealth", "one apple a day drives a doctor away", "health is not outweighed by all the treasures of the world" - these are just three of the many proverbs about health that our grandmothers and mothers have already told us. We live in a time when we need to take much more care of our health than we needed to in the past. The task of all parents and teachers is, among other things, to let the youngest ones know how important our health is and to teach them how to properly take care of their own health and the health of others. It's nice to hear when young children know how to take care of their health, but still - do children really take care of their health as they should? Do they eat enough healthy food and drink enough water as we teach them? Do they do enough sports and exercise in fresh air as we encourage them? These are just a few of the questions I often ask myself as a mom and second grade teacher. Because I know how very important this topic is, I decided to do a research with my students on how much my second-graders actually care about their health. We monitored daily how much water they drank the day before, how much they moved, ate a healthy diet and in general, what they did for their health. All this was carefully recorded, and at the end we made an analysis of the research. The analysis showed that the vast majority of students try to take care of their health, but for some the results were worrying. In exercise and hygiene care, the results were expected, as we found out that children exercise a lot and take care of their hygiene. However, we found that eating habits are conditioned by the family pace of work - the vast majority of children eat the healthiest food at school, and at home they mostly eat fast food or fewer meals than they should. They mostly drink water, but quite a few children also consume unhealthy drinks, such as Coca cola, Ora, or Pepsi. Most children sleep enough, 9 hours or more, but some children do not get enough sleep, less than 9 hours, which is evident in the lack of concentration also during lessons.

**KEYWORDS:** health, healthy nutrition, water, movement, hygiene.



## **SPODBUJANJE ZDRAVIH NAVAD ZA ZMANJŠANJE TVEGANJA ZA RAZVOJ DEPRESIVNOSTI PRI MLADOSTNIKIH – PREGLED TEORETIČNIH UGOTOVITEV IN PRIMER DOBRE PRAKSE**

### **POVZETEK**

Mladostniki in njihovi starši se pogosto obrnejo na Svetovalni center Maribor zaradi znižanega razpoloženja, pasivizacije in drugih simptomov depresije. Za zmanjševanje posledic motnje so nujne hitre in z dokazi podprte intervencije. Zaradi omejenega dostopa do intenzivnejših oblik pomoči, kot sta vedenjsko kognitivna terapija ali psihiatrična obravnava, je pomembno, da tudi svetovalni delavci in delavke v šolah poznajo preventivne in nizko intenzivne oblike pomoči, s katerimi je moč v krajšem času zajeti večje število mladostnikov, ki potrebujejo pomoč. V prispevku so predstavljeni simptomi depresije pri otrocih in mladostnikih in učinkovite oblike pomoči s poudarkom na spodbujanju gibanja in drugih zdravih navad za lajšanje simptomov in za preprečitev pojava motnje. V nadaljevanju je prikazan primer dobre prakse – delo z mladostnico, katere starši so se na Svetovalni center Maribor obrnili zaradi dekletovega znižanega razpoloženja in vedno večje pasivizacije.

**KLJUČNE BESEDE: depresija, zdrave navade, gibanje, vedenjska aktivacija.**

## **PROMOTING HEALTHY HABITS TO REDUCE THE RISK OF DEVELOPING DEPRESSION IN ADOLESCENTS - AN OVERVIEW OF THEORETICAL FINDINGS AND AN EXAMPLE OF GOOD PRACTICE**

### **ABSTRACT**

Adolescents and their parents often turn to the Maribor Counseling Center due to low mood, passivation and other symptoms of depression. Rapid and evidence-based interventions are essential to reduce the consequences of the disorder. Due to limited access to more intensive forms of assistance, such as behavioral cognitive therapy or psychiatric treatment, it is important for school counselors to know preventive and low-intensity psychological treatments, which can cover a larger number of adolescents in need of help in a shorter time. The paper presents the symptoms of depression in children and adolescents and effective interventions with an emphasis on promoting exercise and other healthy habits as a way to relieve symptoms and as a prevention of the disorder. An example of good practice presents working with a female student whose parents turned to the Maribor Counseling Center because of the girl's low mood and increasing passivation.

**KEYWORDS: depression, healthy habits, exercise, behavioral activation.**

## **KREPIMO ZDRAV ŽIVLJENJSKI SLOG Z INTERESNO DEJAVNOSTJO MLADI PLANINCI**

### **POVZETEK**

Vsem učencem Centra za sluh in govor Maribor je ponujena interesna dejavnost Mladi planinci, pri kateri peš usvajamo hribe in griče v Mariboru in okolici. Udeleženci sva učiteljici in učenci, ki se prijavijo na interesno dejavnost. Namen udejstvovanja je izboljšanje fizične kondicije učencev, ciljno osmišljeno gibanje v naravi, aktivno preživljanje prostega časa s hojo, pri učencih oblikovati kulturnen odnos do narave. Cilji programa dejavnosti so: pri učencih oblikovati pozitiven odnos do hoje v naravi kot najcenejše in najbolj dostopne športne dejavnosti, seznaniti učence z osnovami planinske dejavnosti in varnostnimi ukrepi v hribih, krepiti vrline kot so prijateljstvo, poštenost, plemenitost, vztrajnost in vzdržljivost. Najprimernejši obliki in metodi dela sta igra in raziskovanje, doživljanje narave. Namen prispevka je predstaviti eno izmed možnosti za razvijanja gibalnih sposobnosti pri otrocih – planinarjenje ter raziskati, ali je izvajanje programa med otroci in starši dobro sprejeto, in preveriti motiviranost otrok ter njihovo doživetje izvedenih planinskih vsebin. Ravno tako je prispevek primer dobre prakse in izmenjava izkušenj med strokovnimi delavci, na kaj moramo biti pozorni pri pripravi izleta za učence s posebnimi potrebami in na samem izletu. Doseženi cilji kažejo, da s sodelavko ustvarjava dobre pogoje za razvoj gibalnih vzorcev in zdravih navad za otroke s posebnimi potrebami, kar se odraža na zdravju in motivaciji udeleženi učencev.

**KLJUČNE BESEDE:** otroci, posebne potrebe, interesna dejavnost, pohodništvo, gibalne sposobnosti, zdravje.

## **EXTRACURRICULAR ACTIVITY YOUNG MOUNTAINEERS STRENGTHENS HEALTHY LIFE STYLE**

### **ABSTRACT**

An extracurricular activity Young mountaineers offers students with special needs at the Centre for Hearing and Speech Maribor walks to the hills and slopes in Maribor and its surroundings. Participants in the activity are two teachers and students who choose the activity. The aim of the activity is to improve physical condition of students, to give sense to time spent in nature, to actively spend free time by walking and to develop a positive and cultural attitude towards nature. The objectives of activity programme are: develop a positive attitude of students towards walking in nature as the cheapest and most assessable sport activity, to introduce students to basic mountaineering practice and safety measures in the mountains, to strengthen skills like friendship, honesty, nobility, persistence and endurance. The most suitable work methods are games and exploring, experiencing nature. The objective of this paper is to introduce mountaineering as one of the possibilities to develop movement abilities in children, to research how the programme is accepted by children and parents and to check the motivation and experience of the executed walks. This paper is also an example of good practice and experience exchange between experts concerning the preparation and execution of a trip with students with special needs. Achieved objectives of the activity show that we are creating good conditions to develop movement patterns and healthy habits for children with special needs, which result in the health of the enrolled students.

**KEYWORDS:** children, special needs, extracurricular activity, mountaineering, movement abilities, health.

## GIBALNO SPROSTITIVNE IGRE S PADALOM V PODALJŠANEM BIVANJU

### POVZETEK

Učitelji se dobro zavedamo, da je gibanja izven šole v vsakdanjiku naših otrok vedno manj. Hiter način življenja nam pogosto vzame čas in motivacijo za gibanje. V poplavi mobilnih naprav (telefon, tablica, televizija), ki otroka prikujejo pred zaslone, se starši niti ne zavedamo, kakšna škoda je s tem našim otrokom povzročena. Na drugi strani pa imamo otroke, ki jih starši že zgodaj vpišejo h kakemu športu in od njih veliko pričakujejo. Obremenitve otrok izvirajo iz vedno večjih lastnih pričakovanj in tudi pričakovanj staršev. Zato so otroci že zgodaj izpostavljeni velikim odgovornostim in stresom na različnih področjih. Stres je že od nekdaj prisoten v človeški družbi, vendar pa se vsak posameznik nanj drugače odziva. Vsekakor pa pri vseh slabo vpliva na dobro počutje. Ali šport lahko zmanjša stres? Lahko. Telesna vadba ima sproščujoč učinek ter pomembno vpliva na naše zdravje. Kot učiteljica v podaljšanem bivanju ugotavljam, da učenci že v prvem razredu po pouku potrebujejo sprostitev. Zato sem se odločila, da bom letos kot gibalno sprostitveni pripomoček večkrat uporabila padalo. Osnovni koncept padala je, da vključuje večjo skupino otrok v dejavnosti, ki niso tekmovalne, kjer vsi vaje izvajajo skupaj, sodelujejo in se pri tem zabavajo. Cilji, ki sem jih z učenci želela doseči so, da se bodo otroci ob igrah zabavali, sprostili, sodelovali, komunicirali drug z drugim in hkrati razvijali mišice zgornjega dela telesa. Ob izvedenih igrah smo pozabili na vse okrog nas in se nasmejani vrnil v učilnico.

**KLJUČNE BESEDE:** gibanje, sprostitev, šport, stres, padalo.

## PARACHUTE GAMES IN THE AFTER-SCHOOL CLASSES OFFER MOVEMENT AND RELAXATION

### ABSTRACT

Teachers are well aware that kids nowadays move less and less, especially in the everyday life outside schools. The rush we feel often diminishes the amount of our spare time and motivation for being physically active. All the mobile devices available (phone, tablet, television) occupy a child and parents are usually not aware of the damage the screen time may cause. On the other hand there are parents that register their children for a sports activity very early and expect great results. As a result of high expectations children themselves and also the parents have, we get overloaded children. Therefore children are exposed to great responsibilities and stress from early years on. Stress has always been present in our society and every individual feels it differently. But it definitely has a negative impact on our wellbeing. Can physical activity reduce stress? Sure it can. Exercising is relaxing and as such it has a positive impact on our health (mental and physical). As an after-school class teacher I am well aware even the first grade pupils need relaxation after their school lessons. Therefore I have decided to use parachute and ensure children with movement and relaxation activities. The basic concept of the parachute is including a big group of children into non-competitive activities, which are done by the whole group and provide a lot of fun. The goals I wanted to achieve are the children having fun, relax, cooperate, communicate with one another and at the same time strengthen upper body muscles. Playing the games we completely forgot about what is happening around us and returned to our classroom smiling.

**KEYWORDS:** movement, relaxation, sport, stress, parachute.

## **STRES PRI OTROCIH S POSEBNIMI POTREBAMI V SREDNJI ŠOLI**

### **POVZETEK**

Stres pomeni porušenje notranjega ravnovesja. Je nekaj, čemur se ne moremo izogniti, in nekaj, kar nam pomaga preživeti. Ker gre za vse pogostejši pojav v sodobnem svetu, je vedno pogosteje prisoten tudi pri otrocih s posebnimi potrebami v srednjih šolah. V svojo raziskavo sem vključila 75 otrok s posebnimi potrebami Srednje poklicne in tehniške šole, kjer opravljam vlogo svetovalne delavke. Vključila sem vse skupine otrok s posebnimi potrebami od 1. do 4. letnika, poklicne in tehniške smeri. Namen raziskave je bil spoznati najpogostejše vzroke stresa pri otrocih s posebnimi potrebami ter njihove najpogostejše stresne situacije na šolskem področju. Uporabila sem anketni vprašalnik ter metodo lastnega opazovanja. S tem sem ugotovila, da so otroci najpogosteje pod stresom zaradi šole. Pri tem jim največ stresnih situacij povzročajo ocenjevanja znanja, nekaterim pa tudi prenatrpan urnik in slabi odnosi s sošolci. Počutje otrok, ki so podvrženi stresu, je različno, kar nekaj jih ima težave s spancem, čutijo pospešen srčni utrip in so slabo razpoloženi. Nekateri poiščejo tudi strokovno pomoč pri šolski svetovalni službi. Takrat jim prisluhnem in jim pomagam, da skupaj ugotovimo težavo oziroma problem. Veliko delamo na krepitvi pozitivne samopodobe, kot učinkovite pa so se pokazale različne metode sproščanja, ki otrokom s posebnimi potrebami pomagajo pri zmanjševanju stresa.

**KJUČNE BESEDE:** stres, otroci s posebnimi potrebami, srednja šola, stresorji, posledice stresa, obvladovanje stresa.

## **STRESS IN CHILDREN WITH SPECIAL NEEDS IN SECONDARAY SCHOOL**

### **ABSTRACT**

Stress means upsetting the inner balance. It is defined as a condition which cannot be avoided. At the same time, stress helps us survive. In the modern world, it is still a common phenomenon and increasingly affects children with special needs in secondary school. My research includes 75 children with special needs at Srednja poklicna in tehniška šola Murska Sobota where I work as a social worker. All groups of children with special needs are involved, from first to fourth year of vocational and technical fields. The main purpose of the research was to acknowledge the most common school-related causes of stress. Generally, the focus was on children with special needs and their most common stressful situation. A survey questionnaire has been used along with the method of my own observation. Additionally, the results show that school is the most common culprit of stress for children with special needs. Stressful situations are caused by assessments; however, some students claim that the other reasons are overcrowded schedule and poor relationships with classmates. After being exposed to stressful situations, children experience different feelings, some of them have trouble sleeping, feel a rapid heartbeat and experience a bad mood. Some children seek professional help; I often listen to them and help them with short conversations to identify the problem. We try to develop a positive self-image by using various relaxation techniques and therefore effectively reduce stress or help children with special needs.

**KEYWORDS:** stress, children with special needs, secondary school, stressor, consequences of stress, stress management.

## SPODBUJANJE HOJE PRI UČENCIH NA RAZREDNI STOPNJI

### POVZETEK

Gibanje in hoja sta zvesta spremljevalca človeka od njegove začetne razvojne stopnje do današnjega dne. Z razvojem družbe se je posledično začel spreminjati tudi življenjski slog najmlajših in njihove gibalne aktivnosti. V svoji pedagoški praksi ugotavljam, da ima vedno več otrok težave z naravnimi oblikami gibanja. Vzroki so v gibalni neaktivnosti, prekomerni uporabi elektronskih naprav in odmaknjenosti od narave. Na naši šoli se zavedamo, da je hoja pomemben element za spodbujanje zdravega načina življenja, zato sem si kot učiteljica zadala cilj, da pri učencih spodbujam in organiziram različne oblike hoje v naravnem okolju. Med gibalnim odmorom se s svojimi petošolci vsakodnevno sprehodim ali igram na svežem zraku v okolici šole in s tem pozitivno vplivam na miselno aktivnost v nadaljevanju pouka. V času tedna mobilnosti sem za učence razredne stopnje vodila dvotedensko aktivnost Pešbus in jih s tem spodbujala k trajnostni mobilnosti. Rezultati organizirane hoje se kažejo pri vsakodnevnih prihodih učencev v šolo na trajnostni način. Na šoli že osemnajst let vodim in izvajam planinski krožek, kjer mlade planince razredne stopnje seznanjam z zgodovino planinstva, orientacijo, pohodniško in gorniško opremo, njenim namenom in uporabo. Pri svojem delu ugotavljam, da se pri učencih s tem širi znanje, razvijajo se socialne veščine, ekološka zavest, skrb za čistočo v naravi in krepi se vrstniško prijateljstvo. Z vodenjem in razvojem planinstva na šoli se izboljšuje planinska kultura, raste navdušenje za hojo v naravi, po hribih in gorah, kar se kaže v vedno večjem številu vključenih mladih planincev v planinski krožek. Zdrav način preživljanja prostega časa se tako širi in krepi, kar je naložba za prihodnost, ko bo otrok, mladostnik stopil v svet odraslih.

**KLJUČNE BESEDE:** učenec, hoja, narava, mladi planinec, aktivnost, učitelj.

## ENCOURAGING WALKING WITH STUDENTS IN PRIMARY SCHOOL

### ABSTRACT

Physical activities and walking have been faithful companions of man from his initial stage of development to the present day. With the development of society, the lifestyle of the youngest and their physical activity began to change. In my pedagogical practice, I find that more and more children have problems with natural forms of movement. The causes are motor inactivity, excessive use of electronic devices and remoteness from nature. At our school, we are aware that walking is an important element in promoting a healthy lifestyle, so as a teacher I set myself the goal of encouraging and organizing various forms of walking in the natural environment. During the active break, I walk with my fifth graders every day or play in the fresh air around the school, thus positively influencing the mental activity in the continuation of the lesson. During the mobility week, I led a two-week Pešbus activity for students at the primary school, thus encouraging them to sustainable mobility. The results of organized walking are reflected in the daily arrival of students to school in a sustainable way. At the school, I have been running a school mountaineering club for eighteen years, where I introduce young mountaineers to the history of mountaineering, orientation, hiking and mountaineering equipment, its purpose and use. In my work, I find that this expands students' knowledge, develops social skills, ecological awareness, care for cleanliness in nature and strengthens peer friendships. With the management and development of mountaineering at the school, the mountaineering culture increases, the enthusiasm for walking in nature, on the hills and mountains grows, which is reflected in the growing number of young mountaineers involved in the mountaineering club. The healthy way of spending free time is thus expanding and strengthening, which is an investment for the future, when a child or an adolescent, will enter the world of adults.

**KEYWORDS:** student, walking, nature, young mountaineer, activity, teacher.

## **PROJEKT VESELA JESEN NA IZOBRAŽEVALNEM CENTRU PIRAMIDA MARIBOR**

### **POVZETEK**

Zadnji teden v mesecu septembru, na Izobraževalnem centru Piramida Maribor, izvajamo projekt Vesela jesen, za vse dijake programov nižjega poklicnega izobraževanja, srednjega poklicnega izobraževanja in poklicno tehniškega izobraževanja. S tem projektom želimo prispevati k promociji šole ter poklicev, ki sodijo med deficitarne. Letošnja tema so bile gastronomske regije Slovenije. Dijaki so v oddelku izbrali eno izmed 24 gastronomskih regij, ki so jo predstavili in opisali zanimivosti, zgodovinski razvoj ter lastnosti in značilnosti tradicionalnih – regionalnih jedi, do priprave različnih jedi in uporabe le teh v sodobni kuhinji. Postopke izdelave so tudi fotografirali. Ob zaključku projekta so izbrane komisije izdelke tudi ocenile. Dijaki so bili s svojimi izdelki zelo zadovoljni. V bodoče si želijo še več podobnih projektov. Poudarek projekta je na izkustvenem učenju, kjer dijaki pridobijo vztrajnost, inovativnost, vedoželjnost, povezovalnost, pripravljeni pa so tudi na sodelovalno delo, ki je zmeraj uspešno. Dobijo priložnost, da svoje znanje uporabijo pri izdelavi izdelka. Uspešnost projekta se lahko zagotovi le z dobro organiziranostjo in sodelovanjem med dijaki in učitelji.

**KLJUČNE BESEDE: projekt Vesela jesen, gastronomske regije, tradicionalne jedi, inovativni izdelki.**

## **PROJECT »VESELA JESEN« AT THE EDUCATION CENTRE PIRAMIDA MARIBOR**

### **ABSTRACT**

In the last week of September, we are implementing the project “Vesela jesen” (happy autumn) at the Education Centre Piramida Maribor, which is aimed at short upper secondary vocational education, upper secondary vocational education, and technical vocational education students. The goal of this project is to contribute to the promotion of the school and shortage professions. This year’s topic was the gastronomic regions of Slovenia. The students chose one of the 24 gastronomic regions in the section, which they presented as well as described some new information and the historical development along with characteristics of traditional and regional dishes. They prepared various dishes and used them in the modern cuisine. The whole process was also photographed. At the end of the project the selected commissions also evaluated the products. The students were satisfied with their products. In the future, they wish for similar projects. The emphasis of the project is on experiential learning, as students gain perseverance, innovativeness, curiosity, connectivity, and are ready to participate in cooperative work, which is always successful. They are given the opportunity to use their knowledge in the process of making the product. The success of the project can only be ensured through good organization and great teamwork between students and teachers.

**KEYWORDS: project »Vesela jesen«, gastronomic regions, traditional dishes, innovative products.**

## **GIBALNE NALOGE MED POUKOM V PRVEM RAZREDU OSNOVNE ŠOLE**

### **POVZETEK**

Otroci se razvijajo in učijo s pomočjo čutil, lastne aktivnosti in povratnih informacij, ki jih dobijo od okolice. Gibanje je pomemben del učenja, ki vpliva na celostni razvoj otroka na telesnem, duševnem in socialnem področju. V času epidemije 2020/21 je prišlo do velikega upada gibalnih sposobnosti otrok. Ker se otroci ne gibajo dovolj na svežem zraku, to privede do zmanjšanja odpornosti in upočasnjevanja hitrosti telesnega razvoja in motorike. Pomemben socialni sistem, ki vpliva na oblikovanje življenjskega sloga otrok, je šola. Med poukom lahko vključujemo gibanje na različne načine – kot minuta za zdravje, sproščanje med učenjem ali pa kot obliko poučevanja (ponazarjanje učne snovi z gibanjem, vključevanje gibalnih iger, uporaba metode ustvarjalnega giba, dramatizacija). V članku je predstavljenih 9 gibalnih aktivnosti, ki jih lahko uporabljamo pri poučevanju različnih predmetov v prvem razredu osnovne šole: vaje za spretne prste, delo po postajah, izberi nalogo, kroženje, kratki prepisi, učna ura brez stolov, minuta za zdravje, gibalni projekti in posebne naloge. Z gibanjem pouk popestrimo, učence pa razbremenimo, sprostim ter motiviramo za delo. Vključevanje gibanja v pouk prispeva k boljši koncentraciji in medsebojni povezanosti učencev. Tako učenci opravijo tudi zahtevnejše naloge bolje, hkrati pa poskrbimo za dobro vzdušje v razredu ter krepimo gibalne sposobnosti.

**KLJUČNE BESEDE:** osnovna šola, gibanje, gibalne aktivnosti, epidemija.

## **MOVEMENT TASKS DURING TEACHING THE FIRST GRADE OF PRIMARY SCHOOL**

### **ABSTRACT**

Children develop and learn through the senses, their own activities, and the feedback they receive from their surroundings. Movement is an important part of learning that affects a child's holistic development in the physical, mental, and social spheres. During the 2020/21 epidemic, there was a large decline in children's motor skills. Because children do not move enough outside, this leads to a decrease in resistance and a slowing down of the rate of physical development and motor skills. An important social system that influences the shaping of children's lifestyles is school. During the lessons we can include movement in different ways – as a minute for health, relaxation or moving as a form of teaching (illustration of the learning material through movement, inclusion of movement games, use of the method of creative movement, dramatization). The article presents 9 movement activities that can be used in teaching various subjects in the first grade of primary school: exercises for skilful fingers, work in stations, choose a task, circling, short transcripts, lesson without chairs, minute for health, movement projects and special tasks. The movement enriches the lessons and relieves, relaxes, and motivates the students to work. Incorporating movement into the lessons contributes to better concentration and connectivity of students. In this way students also perform more demanding tasks better, while at the same time providing a good atmosphere in the classroom and strengthening the motor skills.

**KEYWORDS:** primary school, movement, movement activities, epidemic.

## **VAJE ZA POZITIVNO KLIMO V RAZREDU**

### **POVZETEK**

Učitelji in njihovi učenci smo kot udeleženci vzgojno-izobraževalnega procesa vsak dan postavljeni pred nove izzive, ki jih moramo premagati, da smo lahko pri svojem delu zadovoljni in uspešni. Ker je sodoben način življenja večkrat utrujajoč, hiter se lahko v življenju posameznika pojavi nezadovoljstvo, izčrpanost in stres. Da bi se izognili morebitnim težavam ali bolezenskim stanjem, je potrebno v vsakdanjik vpeljati novosti in spremembe, ki so navdihujoče in zadovoljujoče. Vaje in dejavnosti, ki jih uporabljam pomembno vplivajo na počutje in zdravje posameznika v šoli. Najprej se mora s prednostmi vaj in dejavnosti za umiritev seznaniti in se o tem izobraziti učitelji, šele potem lahko usvojeno znanje uspešno prenašajo na svoje učence. Sproščeni učenci med učnim procesom delujejo umirjeno, zavestno, izkazujejo razumevanje, so bolj sočutni in lažje sprejemajo različnost, so manj kritični in bolj zadovoljni. Pri tem jim pomagajo tehnike in metode v obliki različnih meditativnih vaj, dejavnosti, zgodb, glasbe, ki jih sproti vključujem v pouk. Različne tehnike za umiritev telesa in duha so se izkazale za pomemben dejavnik delovanja razreda. Klima v razredu je po uporabi vaj pozitivna in umirjena. Vaje in dejavnosti se lahko izvaja vsakodnevno pri večini dejavnosti, ki potekajo v šoli.

**KLJUČNE BESEDE: vaje, dejavnost, izboljšave, urjenje, zadovoljstvo.**

## **POSITIVE CLIMATE PRACTISING IN THE CLASSROOM**

### **ABSTRACT**

Teachers as well as students of the educational process face challenges they have to overcome every day to be satisfied and successful at their work. The contemporary way of life can be tiring and that is the reason that the life of an individual could be non-satisfactory, exhausting and stressful. To avoid these problems and illnesses, we should introduce new changes that are inspiring and satisfactory. Exercises and factors that are used have impact on well being and health of an individual at school. The first ones who take the advantages of practising are teachers who must be well educated and they can mediate their knowledge to their students. Relaxed students work calmly during the educational process, they show understanding, are more sympathetic and take the diversity easily, they are less critical and more satisfied. They are using the help of techniques and mediative practising methods and music included in educational process. Different techniques for calming of the body and spirit are considered to be very important factor in the classroom. The climate there after using these techniques is positive and stress-free. This practise can be carried out everyday within the most activities at school.

**KEYWORDS: practising, activities, better solutions, training, satisfaction.**



**SPODBUJANJE UČENCEV K UŽIVANJU RAZNOVRSTNEGA SADJA  
IN ZELENJAVE:  
»POŽREŠNI POLŽKI IN SLADKOSNEDE GOSENICE«**

**POVZETEK**

V prispevku bom predstavila enomesečni projekt spodbujanja učencev k bolj zdravemu načinu prehranjevanja, ki sem ga s pomočjo vsakodnevnih delavnic izvedla v mesecu oktobru 2021 na Osnovni šoli Brezovica pri Ljubljani. Kot učiteljica v oddelku podaljšanega bivanja v drugem razredu sem vsakodnevno spodbujala učence k okušanju in uživanju raznovrstnega sadja in zelenjave. Rezultate in ugotovitve smo skupaj z učenci beležili na skupinskem plakatu, ki smo ga poimenovali »Požrešni polžki in sladkosnede gosenice«. S pomočjo delavnic so učenci prek iger spoznavali različne okuse, jih individualno vrednotili in se opredeljevali glede sprejemljivosti le-teh. Rezultati enomesečnega projekta, ki jih bom v prispevku kvalitativno predstavila, so bili dobri in spodbudni. Učenci so razširili svoje znanje o vrstah sadja in zelenjave in njegovemu pozitivnemu vplivu na zdravje. Brez prisile so poskušali zaužiti različne vrste sadja in zelenjave. V večini primerov so sprejeli in osvojili nov način prehranjevanja, preko iger pa so se tudi sproščali in zabavali. Od skupno 26 učencev 2. razreda je 22 učencev prejelo nagrado - nalepko »Superpožrešnega polžka«, le 4 pa »Izbirčnosladkosnede čebelico«. V obdobju dveh tednov smo kot razred zavrgli minimalno količino sadja in zelenjave ter bistveno povečali količino zaužitja le-te.

**KLJUČNE BESEDE:** raznovrstna prehrana, sadje, zelenjava, okus, voh, igra.

**MOTIVATING THE PUPILS TO CONSUME DIFFERENT KINDS OF  
FRUIT AND VEGETABLE:  
»GLUTTONOUS SNAILS AND SWEET TOOTHED CATERPILLARS«**

**ABSTRACT**

In this article, based on my daily workshops (October, 2021, Elementary School Brezovica pri Ljubljani), I will represent my long-month project concerning motivating the pupils to have more healthy way of nourishment. As the teacher who is leading after school program of second grade I was encouraging the pupils to taste and enjoy different types of fruit and vegetable. We made together the poster addressed *Gluttonous snails and Sweet toothed Caterpillars* where the results and findings were noted. The results of this one-month project, qualitative represented in this article, are positive and encouraging. The pupils expended their knowledge of different kinds of fruit and vegetables and their positive impact on health. Without any additional constraint they tried to consume different kind of fruit and vegetable. In most cases the new way of nourishment was accepted by the pupils, at the same time they also had some fun and relaxing by this game. 22 of 26 second graders received the reward – the sticker named »Superpožrešni polžek«, but only 4 of them received the sticker »Izbirčnosladkosnede čebelico«. Two weeks after the project we, as a class consumed more fruit and vegetable and threw away minimal quantity of it.

**KEYWORDS:** varied diet, fruit, vegetable, taste, smell, play.

## »AKTIVNA MATEMATIKA IZVEN UČILNICE«

### POVZETEK

Kako spodbuditi učence, umiriti tike pri učencu s Tourettovim sindromom in imeti aktivnejšo matematiko, da bo poleg učenja abstraktnih pojmov, prisotna tudi šprtna aktivnost? Obseg športne aktivnosti in vsakodnevnega ukvarjanja s športom med mladimi vsako leto upada. To dejstvo je zaskrbljujoče, saj je športna aktivnost pomemben dejavnik za vzdrževanje telesnega zdravja mladostnikov. Pogosto imajo mladostniki s posebnimi potrebami, zaradi doživljanja neuspehov, nizko samopodobo, ki vpliva na njihovo učno uspešnost in splošno funkcioniranje v vsakdanjem življenju. Ena izmed najpomembnejših področji je telesna samopodoba, na katero lahko v veliki meri vplivamo z redno, primerno in dovolj intenzivno športno vadbo. Namen prispevka je predstaviti uspešno vključevanje športne aktivnosti v ure matematike, ter istočasno izboljšati sodelovanje učencev pri uri. Tako učencem pokažemo pomembnost športne aktivnosti in kako je učenje in razumevanje snovi pri matematiki bolj uspešno na takšen način, ko so tudi sami aktivno vključeni v sam učni proces. Ure pri katerih povežemo učno snov s konkretnimi primeri, so se izkazale za zelo uspešne. Učenci so bolj sproščeni in motivirani za delo. Tak način pouka, smo izvajali z učenci 8. razreda, ki s pomočjo športne aktivnosti usvojijo podano učno snov pri matematiki hitreje, so športno aktivnejši pri uri matematike, ter si bolj zapomnijo novo snov. Posledično so tudi ocene lepše in so učenci zadovoljni s seboj.

**KLJUČNE BESEDE:** športna aktivnost, mladostnik, posebne potrebe, samopodoba, matematika.

## »ACTIVE MATHEMATICS OUTSIDE OF A CLASSROOM«

### ABSTRACT

How to encourage students, reduce tics in a student with Tourette's syndrome and have a more active class of mathematics, so that in addition to learning abstract concepts, there will also be some sports activity? Every year, the extent of movement and everyday engagement with sports among young people decreases. This fact is alarming, since movement activity is an important factor in maintaining the physical health of adolescents. It also affects the development of the individual's social and mental abilities. Daily sports activity reduces stress, feelings of anxiety and depression, promotes self-respect and positive self-image, and helps in establishing peer relationships. Often, because of experiencing failures, young people with special needs have low self-esteem that affects their learning performance and general functioning in everyday life. One of the most important areas is body self-esteem, which can be greatly influenced by regular, appropriate and sufficiently intense sports training. The purpose of this paper is to present how movement affects the self-image and the overall development of an adolescent with special needs. The argument is reinforced by an example of good practice describing how can we put activity in mathematics classes. The lessons in which we connect the subject matter with real-life examples have proven to be very successful. Students are more relaxed and motivated to work. This method of teaching was carried out with our 8th grade students who, with the help of sports activities, learn the given subject matter in mathematics faster, are more active in sports during a mathematics class, and remember the new subject better. As a result, grades are also better and students are happier with themselves.

**KEYWORDS:** movement activity, adolescent, special needs, self-image, mathematics.

## MATEMATIKA IN VZPODBUJANJE UČENCEV S POSEBNIMI POTREBAMI K VADBI

### POVZETEK

Motivirati učence s posebnimi potrebami k več gibanja je za nas učitelje še večji izziv kot v večinskih šolah. Pomanjkanje notranje motivacije in želje, da bi se maksimalno potrudili, smo nadomestili s tekmovalnostjo. Povezali smo dva šolska predmeta, ki sta zelo pomembna pri razvoju celovite osebnosti učenca; to sta matematika in šport. V dveh oddelkih 9. razreda smo pri pouku matematike izdelali svoj poenostavljen športnovzgojni karton. Pri tem smo osvežili, nadgradili in poglobili znanje matematike na področju osnovnih računskih operacij, decimalnih števil ter merskih enot za dolžino in čas. Merili smo višino, dolžino in čas ter merske enote pretvarjali. Zbrali smo vse podatke, jih razvrstili po velikosti in izračunali srednje vrednosti. Opravili smo meritve v dveh oddelkih na začetku in na koncu šolskega leta. Po izračunu povprečnih vrednosti smo med seboj primerjali oba oddelka in napredek vsakega oddelka v šolskem letu. Tekmovalnost med oddelki in tekmovalnost s samim seboj je učence vzpodbudila, da so se več gibal in v šolskem letu izboljšali svoje športne rezultate. Povezali so znanje matematike s praktično nalogo pri športni vzgoji in utrdili nekatere matematične postopke. Učenci so izboljšali tudi medosebne odnose, napredovali v samostojnosti, organizaciji, spretnosti in iznajdljivosti.

**KLJUČNE BESEDE:** matematika, medpredmetno, merjenje, podatki, povprečje, šport, tekmovalnost.

## MATHEMATICS AND ENCOURAGING STUDENTS WITH SPECIAL NEEDS TO PRACTICE

### ABSTRACT

Motivating students with special needs to practice is an even greater challenge for us teachers than in majority schools. We compensated for the lack of inner motivation and the desire to do our best with competition. We linked two school subjects that are very important in developing a student's holistic personality; these are math and sports. In two 9<sup>th</sup> grade departments, we made our own simplified sports education card in math class. In doing so, we refreshed, upgraded and deepened our knowledge of mathematics in the field of basic arithmetic operations, decimal numbers and units of measure for length and time. We measured height, length and time and converted the units of measurement. We collected all the data, sorted them by size, and calculated the mean values. We performed measurements in two classes at the beginning and end of the school year. After calculating the average values, we compared both departments and the progress of each department in the school year. Competitiveness between classes and competing with oneself encouraged students to practice more and improve their sports results during the school year. They linked the knowledge of mathematics with a practical task in physical education and improved some mathematical procedures. Pupils also improved interpersonal relationships, progress in independence, organization, skills and ingenuity.

**KEYWORDS:** mathematics, interdisciplinary, measurement, data, average, sport, competition.

## KAKO LAHKO K ZMANJŠANJU ODPADNE HRANE V ŠOLI IN DOMA PRISPEVA DRUGOŠOLEC?

### POVZETEK

Ena perečih težav sodobnega sveta je zavržena hrana, ki predstavlja tudi velik okoljski problem. Ker je odgovornost tudi učiteljev, ki z učenci preživimo veliko časa, da otrokom pokažemo, da je skrb za okolje v naših rokah, smo si učitelji prve triade v podaljšanem bivanju prizadevali, da bi učenci zmanjšali količino odpadne hrane pri šolskem kosilu ter jih spodbujali k odgovornemu ravnanju s hrano tudi doma. Učitelji podaljšanega bivanja smo z učenci 1., 2. in 3. razredov dva ali trikrat tedensko eno šolsko uro namenili izvajanju različnih dejavnosti povezanih s tematiko informiranja učencev o odgovornem ravnanju s hrano. Cilji, ki smo jih v okviru izvedenih ur zasledovali in jih še bomo izvajali do konca šolskega leta so bili naslednji. Prizadevali smo si, da učenci spoznajo, zakaj se je potrebno pogovarjati o odpadni hrani, kaj sodi med odpadno hrano, zakaj in kje nastajajo zavržki hrane, kaj lahko vsak izmed nas naredi, da bo zavržene hrane manj v šoli in doma. Učenci so vodili svoj dnevnik zavržene hrane pri kosilu, spoznali so načine, kako praktično uporabiti neporabljeno hrano, ... Odločitev učiteljev, da se nekaj ur tedensko v podaljšanem bivanju nameni problematiki zavržene hrane, se je izkazala za pozitivno. Glede na naša opažanja in poročanje učencev ter njihovih staršev na govorilnih urah so bile spremembe v rokovanju s hrano vidne že po dveh tednih. Pridobljena znanja v šoli pa so učenci popoldan vneto predajali tudi staršem in jim svetovali, da morajo napisati seznam preden gredo v trgovino po nakupih, jim predlagali, kaj naj kuhajo drugi dan ... S prispevkom želimo ozavestiti problematiko odpadne hrane v naši okolici, ki jo lahko z odgovornim ravnanjem zmanjšamo. Članek je lahko spodbuda in predlog učiteljem, da v pedagoške procese vključijo več vsebin na to temo in tako pozitivno prispevajo k uspešnemu boju za zmanjšanje odpadne hrane v svetu.

**KLJUČNE BESEDE:** učenec, hrana, odpadki, odgovornost, okolje.

## HOW CAN A SOPHOMORE CONTRIBUTE TO REDUCING FOOD WASTE AT SCHOOL AND AT HOME?

### ABSTRACT

One of the topical issues of the modern world is discarded food, which is also a major environmental problem. It is also the responsibility of teachers who spend a lot of time with students to show children that caring for the environment is in our hands. The extended stay teachers of the first triad have strived to reduce the amount of food waste at school lunch, we have also encouraged the students to handle food responsibly also at home. Two or three times a week, extended stay teachers have carried out a lesson with various activities related to the topic of informing students about responsible food management. We have done that with the 1st, 2nd and 3rd grade students. Within the lessons we have pursued certain goals and we will continue implementing them until the end of the school year. These goals were: trying to make students understand why it is necessary to talk about food waste, what is food waste, why and where food waste is generated, what each of us can do to reduce food waste at school and at home. Pupils kept a diary of discarded food at lunch, learned ways to practically use unused food, ... The decision of the teachers to devote a few hours a week during the extended stay to the issue of discarded food proved to be positive. According to our observations and reporting by students and their parents during the PTA meetings, changes in food handling were visible after only two weeks. In the afternoon, the students eagerly passed on the knowledge gained at school to their parents and advised them to write a list before going to the store after shopping, suggested them what to cook the next day... With this article, we want to raise awareness of the problem of food waste in our environment, which can be reduced by responsible behavior. The article can be an incentive and a suggestion to teachers to include more contents on this topic in pedagogical processes and thus positively contribute to the successful fight to reduce food waste in the world.

**KEYWORDS:** student, food, waste, responsibility, environment.

## PLANINSKI KROŽEK KOT SPODBUDA ZA GIBANJE

### POVZETEK

Pediatri že dolgo opozarjajo, da se otroci premalo gibajo in preveč časa sedijo pred različnimi zasloni. Z dejavnostmi planinskega krožka na osnovni šoli skušamo navdušiti otroke za gibanje v naravi. Povezali smo se s Planinskim društvom Laško in Centrom za šport, turizem, informiranje in kulturo Laško STIK. V sodelovanju z njimi organiziramo planinske izlete za otroke in družine preko celega leta. Pred začetkom vsakega šolskega leta mentorice planinskega krožka na šoli v sodelovanju s planinskimi vodniki Planinskega društva Laško skrbno načrtujemo planinske pohode za vsak mesec v letu. Pri načrtovanju planinskih izletov pazimo na primernost pohoda glede na starost in gibalne sposobnosti otrok. Z dejavnostmi planinskega krožka izvajamo vsebine programa Planinske zveze Slovenije Mladi planinec, v okviru katerega otroci napredujejo na področju spretnosti gibanja v naravi in poznavanju planinskih vsebin ter varstva narave. Udeležba na pohodih je iz leta v leto večja in otroci pridobivajo na telesni kondiciji in poznavanju planinskih vsebin. Dejavnosti planinskega krožka obogatijo kvalitetno preživljanje prostega časa in pozitivno vplivajo na zdravje ter razvoj gibalnih sposobnosti.

**KLJUČNE BESEDE:** otroci, osnovna šola, hribi, narava, planinski krožek, planinsko društvo.

## ORGANISED HIKING FOR A MORE ACTIVE LIFESTYLE

### ABSTRACT

According to paediatricians, children are not physically active enough. The school hiking club encourages children to spend more time outdoors. We work with the Laško chapter of the Slovenian Mountaineering Society (PZS) and the Centre for Sports, Tourism, Information and Culture (STIK Laško) to organize hiking outings for schoolchildren and their families. At the start of every school year, the hiking club mentors and the guides from the Laško Mountaineering Club plan monthly hiking club outings. We take special care to account for the age and abilities of the children that will take part. We also follow the goals of the Mountaineering Society's "Young Mountaineer" program, through which children advance their experience and improve their knowledge about nature, mountains and conservation. The activities of the school hiking club promote spending quality leisure time and improving health and motor skills.

**KEYWORDS:** children, primary school, mountains, nature, hiking club, mountaineering society.

## **S TRADICIONALNIM SLOVENSKIM ZAJTRKOM SPODBUJAMO ZDRAV NAČIN ŽIVLJENJA**

### **POVZETEK**

Na naši šoli z različnimi projekti spodbujamo zdrav način življenja. Eden od njih je Tradicionalni slovenski zajtrk. Učencem ta dan ponudimo zajtrk, ki ga sestavljajo živila iz naše neposredne okolice. Učitelji se pred zajtrkom z učenci pogovorijo o prednostih uživanja lokalne hrane. Sledijo različne dejavnosti, kjer posamezni učitelji iz svojega strokovnega področja pripravijo delavnico, ki učence izobražuje in ozavešča o pomenu zajtrka, o pomenu in prednostih uživanja lokalne hrane, o pomenu kmetijstva, o pravilnem in racionalnem ravnanju z odpadki... Učenci ta dan pri gospodinjstvu pripravljajo sadne in zelenjavne jedi, pri tehniki in tehnologiji izdelajo in preizkusijo kolebnico, z učiteljico matematike sestavijo anketo o njihovih prehranjevalnih navadah, jo rešijo in izvedejo računalniško analizo. Učenci v 8. razredu se pogovarjajo o motnjah hranjenja in spoznavajo zdravo prehrano v angleščini, v 9. razredu pa govorijo o hitri prehrani in so športno aktivni. Na ta dan nas obišče čebelar, ki predstavi čebelarsko opremo, skrb za čebele, različne vrste medu in ostale čebelje izdelke. Zdrav način prehranjevanja pri učencih moramo neprestano spremljati in jih o prehrani skozi različne aktivnosti nenehno izobraževati. Privzganje vrednot, ki posledično vplivajo na odgovoren odnos do lastnega zdravja, je dolgotrajen proces. V času osnovnošolskega izobraževanja se pri učencih prehranjevalne navade šele oblikujejo, zato imajo takšne preventivne aktivnosti, ki jih izvajamo v šoli, nanje pozitiven vpliv. Z vidika pedagoške stroke je potrebno poudariti medpredmetno povezovanje. Učenci so pri tej obliki dela bolj motivirani za učenje, samostojni in aktivni pri pridobivanju učnih izkušenj, njihovo znanje je trajnejše, krepijo pa tudi kritično mišljenje.

**KLJUČNE BESEDE:** Tradicionalni slovenski zajtrk, lokalna živila, ekologija, gibanje, medpredmetno povezovanje.

## **PROMOTING HEALTHY LIFESTYLE WITH TRADITIONAL SLOVENIAN BREAKFAST**

### **ABSTRACT**

Healthy lifestyle is promoted through different projects at our school. One of them is Traditional Slovenian breakfast. Students are offered breakfast at school which consists of locally produced ingredients. Teachers talk about the advantages of eating locally produced food with their students before breakfast is served. Breakfast is followed by different activities where teachers prepare workshops based on their field of expertise to educate students and raise awareness about the importance of healthy breakfast, the importance and advantages of eating local food, the importance of farming, as well as proper and rational managing of waste. On the day dedicated to Traditional Slovenian breakfast, students prepare fruit and vegetable dishes during home economics, make their own skipping ropes, which they also try out during technology lessons, and conduct as well as carry out a survey about their eating habits followed by analysis made in a computer programme with their math teacher. Students in the eighth grade talk about eating disorders and learn new vocabulary connected to healthy food in English language. Ninth graders talk about fast food and do sports activities. We also get a visit from a beekeeper who presents his beekeeping equipment, how to take care of bees, different types of honey and other products made by bees. Students' healthy lifestyle should be monitored continuously, and we should educate them on food through different activities. Imparting values to children that consequently affect a responsible attitude towards their own health is a long-lasting process. Students' eating habits only start to develop during primary education and, for this reason, such preventive activities done at school influence them positively. From perspective of pedagogical profession, cross-curricular integration needs to be emphasized. Students are therefore more motivated to learn, more independent and active in the process of gaining experience, their learning is durable and their critical thinking skills are improved.

**KEYWORDS:** Traditional Slovenian breakfast, local food, ecology, exercise, cross-curricular integration.

## **REVMATOIDNI ARTRITIS, SINDROM KARPALNEGA KANALA, KRČNE ŽILE? SPREMENIMO PREHRANO!**

### **POVZETEK**

Prispevek je zastavljen kot primer dobre prakse, kako samo s spremembo prehrane premagati zelo neprijetne bolezni – revmatoidni artritis, sindrom karpalnega kanala in težave s krčnimi žilami. Veliko bolezni, ki se pojavljajo okoli nas, namreč nastane zaradi nezadostne hidracije in nepravilnega delovanja notranjih organov, do katerega pride, če ne upoštevamo dnevnega cikla delovanja organov. Dovolj vode in prava hrana ob pravem času vzpodbudi delovanje določenega organa, druga, morda prav tako zdrava hrana, pa bi isti organ ob tej uri zelo oslabil. Gosta kri slabo prehranjuje občutljive strukture – manjše sklepe, karpalni kanal, oči. Počasneje se tudi pretaka po žilah in povzroča težave v stenah žil. Zato se moramo izogibati hrani, ki gosti kri. Sem spada: mleko in mlečni izdelki, sladkor, bela moka, kava, čokolada. Pomembna je tudi pravilna kombinacija hrane in pijače v vsakem obroku. V enem obroku ne smemo mešati slanega in sladkega okusa.

**KLJUČNE BESEDE:** revmatoidni artritis, karpalni kanal, krčne žile, tradicionalna kitajska medicina.

## **RHEUMATOID ARTHRITIS, CARPAL TUNNEL SYNDROME, VARICOSE VEINS? LET'S CHANGE OUR DIET!**

### **ABSTRACT**

The article is set as an example of good practice on how to overcome very unpleasant diseases - rheumatoid arthritis, carpal tunnel syndrome and varicose vein problems - just by changing your diet. Many diseases that occur around us are caused by insufficient hydration and malfunction of internal organs, which occurs if we do not take into account the daily cycle of organ function. Enough water and the right food at the right time stimulates the functioning of a certain organ, and other, perhaps just as healthy food, would greatly weaken the same organ at this hour. Thick blood poorly nourishes sensitive structures - smaller joints, carpal tunnel, eyes. It also flows more slowly through the veins and arteries and causes problems in their walls. Therefore, we must avoid foods that makes thick blood. This includes: milk and dairy products, sugar, white flour, coffee, chocolate. The right combination of food and drink in each meal is also important. We should not mix salty and sweet flavors in one meal.

**KEYWORDS:** rheumatoid arthritis, carpal tunnel, varicose veins, traditional Chinese medicine.

## Z GIBANJEM V VRTCU DO ZDRAVEGA ŽIVLJENJA

### POVZETEK

Gibanje je otrokova primarna potreba. Ustrezen gibalni razvoj je pogoj za razvoj otroka na čustvenem, socialnem in intelektualnem področju. V predšolskem obdobju je pomembno, da otroci dobijo dovolj spodbud na gibalnem področju, da se lahko njihov razvoj pomika v pravo smer. Opažam, da starši zaradi hitrega tempa življenja nekoliko zanemarjajo vsakodnevne gibalne aktivnosti, zato so vrtci pomemben člen pri spodbujanju gibanja pri predšolskih otrocih. Pomembno je, da otrokom že v zgodnjih letih privzgojimo gibalne aktivnosti kot pomembne navade zdravega posameznika. Te dejavnosti jim lahko predstavimo na prijeten in zabaven način, ob katerem doživljajo ugodje. V vrtcih otroke spodbujamo k gibanju preko različnih projektov, načinov in programov dela. Z ustreznimi načrtovanimi dejavnostmi jih lahko motiviramo za sodelovanje pri aktivnostih, ki jih izvajamo v prostorih ali na prostem. V prispevku je predstavljenih nekaj možnih načinov razvijanja gibalnih sposobnosti pri predšolskih otrocih ob katerih se igrajo in zabavajo. Z metodo igre lahko otrokom pripravimo dejavnosti preko katerih razvijajo svoje gibalne sposobnosti in si pridobivajo navade za zdrav življenjski slog. Otroci aktivnosti ob katerih se zabavajo, z veseljem ponavljajo tudi v prihodnje in to jih lahko privede do zdravega načina življenja tudi v odrasli dobi.

**KLJUČNE BESEDE:** otrok, gibanje, zdravje, gibalni razvoj, igra.

## BY MOVING YOUR BODY IN KINDERGARTEN TO A HEALTHY LIFE

### ABSTRACT

A child's primary need is to move. It's important for children to receive enough encouragement in the field of movement, so that their motor development can develop properly. I have noticed that parents neglect daily physical activities due to the fast pace of life. Therefore kindergartens are an important link in promoting movement in preschool children. It is important to teach children physical activities from an early age as important habits of a healthy individual. We can present these activities to them in a pleasant and fun way that makes them feel comfortable. In kindergartens we encourage children to move through various projects, methods and work programs. With properly planned activities we can motivate them to participate in activities that we perform indoors or outdoors. This article presents some possible ways to develop motor skills in preschool children with whom they play and have fun. With the method of play, we can prepare physical activities for children through which they develop their motor skills and acquire habits for a healthy lifestyle. Children are happy to repeat the activities they have fun with and this can lead them to a healthy lifestyle even in adulthood.

**KEYWORDS:** child, movement, health, motor development, play.



## **PREHRANJEVALNE NAVADE DIJAKOV V PROGRAMU POMOČNIK V BIOTEHNIKI IN OSKRBI ŽIVILSKE ŠOLE V LJUBLJANI**

### **POVZETEK**

Zdrave prehranjevalne navade so ključne pri ohranjanju zdravja. Pri svojem delu z dijaki vedno bolj opažam slabe prehranjevalne navade, predvsem pri dijakih v nižjem poklicnem izobraževanju, smer pomočnik v biotehniko in oskrbi. Namen prispevka je predstaviti aktivnosti, ki so spodbudile dijake k razmišljanju o pomenu zdrave prehrane ter z raziskavo spodbuditi njihovo zanimanje. Raziskava je temeljila na kvantitativnem pristopu zbiranja podatkov z anketnim vprašalnikom. V raziskavi je sodelovalo 84 dijakov Živilske šole v Ljubljani, smer pomočnik v biotehniko in oskrbi. Namen je bil ugotoviti, iz katerih virov dijaki dobijo največ informacij o zdravi prehrani, kakšna je pogostost zajtrkovanja, kako pogosto uživajo različne prigrizke, po katerih pijačah in jedeh mladi radi posegajo. Zanimalo me je tudi, ali menijo, da je njihov način prehranjevanja zdrav. Z raziskavo sem ugotovila, da dijaki prepogosto opuščajo zajtrk. Na njihovem jedilniku se pogosto pojavljajo ocvrte jedi, hot dog, pica, slaščice. Vodo zamenjujejo s sladkimi, gaziranimi in energijskimi pijačami. Več kot polovica dijakov meni, da je njihov način prehranjevanja zdrav. Ugotovila sem, da so pomemben vir informacij o zdravi prehrani učitelji, šola in starši. Rezultati raziskave so bili izhodišče za naše aktivnosti. Primeri dobre prakse ponazorijo, kako si dijaki sami pripravijo zdrave prigrizke, spoznajo škodljivost sladkih in energijskih pijač, kakšen je pomen vode ter razmišljajo in zapišejo, zakaj je zdravo prehranjevanje pomembno. Iz zapisov je razvidno, da se dijaki zavedajo pomena zdravega prehranjevanja. Prepričana sem, da na prehrano mladostnikov lahko vplivamo z izobraževanjem, saj ima šola poslanstvo, da posreduje znanje in vzgaja.

**KLJUČNE BESEDE:** zdravje, zdrava prehrana, zdravi prigrizki, sladke pijače, energijske pijače.

## **EATING HABITS AMONG STUDENTS IN THE BIOTECHNOLOGY AND CARE ASSISTANT PROGRAMME AT SCHOOL OF FOOD PROCESSING IN LJUBLJANA**

### **ABSTRACT**

Healthy eating habits are key to maintaining good health. Working with students, I am increasingly noticing poor eating habits, especially among students in lower vocational education, namely in the biotechnology and care assistant programme. The purpose of this paper is to present activities that encourage students to think about the importance of a healthy diet and to stimulate students' interest in this topic. The research was based on a quantitative approach to data collection with a questionnaire. The research involved 84 students from the School of Food Processing in Ljubljana, majoring in biotechnology and care. The aim was to find out from which sources the students get the most information about healthy eating, as well as how often they eat breakfast, how often they have a snack, and which beverages and meals young people like consuming. I also wanted to check whether the students perceived their diet as being healthy. The research revealed that students often skip breakfast. They often opt for fried dishes, hot dogs, pizzas, and sweets. They replace drinking water with consuming sugary, carbonated and energy drinks. More than half of the students believe that their diet is healthy. I have found that teachers, the school and parents present an important source of information on healthy eating. The results of the research were the starting point for our activities. Examples of good practice illustrate how students can prepare healthy snacks, learn about harmful side effects of consuming sugary and energy drinks, as well as how they can learn about the importance of drinking water, and finally, consider why healthy eating is important. The records show that students are aware of the importance of healthy eating. I believe that the eating habits of adolescents can be influenced through education, as the school has a mission to impart knowledge and educate.

**KEYWORDS:** health, healthy diet, healthy snacks, sugary drinks, energy drinks.

## **OD KOD ENERGIJA TELESU IN ZAKAJ SE HRANA KVARI**

### **POVZETEK**

Dokazano je, da se učenci najbolj kakovostno učijo, kadar so čustveno, miselno in celostno aktivni. To je nekaj, kar so počeli že kot majhni otroci. Že prvih besed, veščin in obnašanja, so se učili z opazovanjem, posnemanjem in preizkušanjem. Znanje pridobljeno na način lastnih izkušenj je trdnejše in trajno. Prav zato pri pouku naravoslovja in tehnike vključujemo velikokrat tudi eksperimentiranje. V prispevku bo predstavljeno aktivno učenje in eksperimentalno delo pri pouku naravoslovja v okviru tematskega sklopa Hrana in prehranjevanje v naravi. Namen in cilj strokovnega prispevka je predstaviti dva primera dobre prakse. Učenci s pomočjo preprostega eksperimenta spoznajo, da imajo živila različno energijsko vrednost. S pomočjo kratke opazovalne naloge spoznajo zakaj se kvarijo živila in lažje razumejo postopke konzerviranja. Prispevek zaključujemo z ugotovitvami, da sta predstavljena primera bistveno vplivala na razumevanje pridobljene učne snovi. S pomočjo opravljenih nalog, si učenci znajo sami sestaviti uravnotežene obroke in shraniti živila za kasnejšo uporabo. Gre za uporabno znanje v vseh starostnih obdobjih.

**KLJUČNE BESEDE:** eksperimentalno delo, aktivno učenje, znanje, pouk, naravoslovje in tehnika, primer dobre prakse, učenci, učna snov.

## **WHERE DOES THE BODY GET ENERGY FROM AND WHY FOOD GOES OFF?**

### **ABSTRACT**

It has been proven, that students learn best when they are emotionally, mentally and holistically active. They used to do that already as small children. They learnt their first words, skills and behavior with observing, imitation and testing. Knowledge acquired in the way of our own experiences is firmer and permanent. That is why a lot of times we include experimentation in science and technology lessons. In this article active learning and experimental work at science class will be presented through the topic Food and nourishing in the nature. The purpose and goal of this professional contribution is to present two examples of good practice. Students learn through a simple experiment that food has different energy value. With the help of a simple experiment they learn why food goes off and they understand better the procedure of food preservation. I am concluding the article with the findings, that the presented cases affect the understanding of the obtained learning material. With the help of accomplished tasks pupils can make their own balanced diet and conserve food for future usage. This is the knowledge that is useful in all age stages.

**KEYWORDS:** experimental work, active learning, knowledge, lesson, science and technology lessons, example of good practice, students, learning material.

## **VPLIV REDNEGA UŽIVANJA KONOPLJE V KOMBINACIJI Z ANTIEPILEPTIKI NA FREKVENCO EPILEPTIČNIH NAPADOV PRI OTROCIH**

### **POVZETEK**

V svojem prispevku sem se usmerila na zdravljenje epilepsije s konopljo. Na kratko sem definirala epilepsijo in navedla najpogostejše vzroke za njen nastanek. Navedla sem oblike zdravljenja, ki so v Sloveniji uradno priznane že več desetletij ter oblike alternativnega zdravljenja, ki so se pričele pogosteje pojavljati v zadnjih letih. Osrednja tema prispevka je zdravljenje s konopljo, katero sem tudi opisala, navedla njene zdravilne učinke ter bolezni, na katere ima pozitiven vpliv. Svoje domneve sem potrdila z ugotovitvami dr. Davida Neubauerja, ki je zaposlen na Nevrološki kliniki v Ljubljani in raziskuje področje zdravljenja epilepsije s konopljo. V empiričnem delu naloge sem želela izvedeti ali redno uživanje konoplje skupaj z antiepileptiki vpliva na zmanjšanje števila epileptičnih napadov. V okviru raziskave sem izvedla intervju s starši 15-letnega dečka s težko obliko in s starši 23-letne punce, z lažjo obliko epilepsije. V obeh primerih antiepileptiki niso bili učinkoviti. Pridobljene odgovore sem analizirala in prišla do ugotovitve, da je redno uživanje konoplje v kombinaciji z antiepileptiki pri obeh otrocih privedlo do zmanjšanja števila epileptičnih napadov in zmanjšanje jakosti napadov. Na podlagi prebrane literature in pridobljenih rezultatov raziskave ugotavljam, da sočasno konzumiranje konoplje in antiepileptikov daje pozitivne učinke. S svojim prispevkom želim ozaveščati javnost o uspešnosti zdravljenja epilepsije, pri čemer gre za kombinacijo uradne in alternativne medicine in obe vrsti zdravljenja predpisuje zdravnik, nevrolog.

**KLJUČNE BESEDE:** epilepsija, zdravljenje, konoplja, otroci.

## **THE EFFECTS OF REGULAR CANNABIS USE IN COMBINATION WITH ANTIEPILEPTIC MEDICATION ON THE FREQUENCY OF EPISODES IN CHILDREN WITH EPILEPSY**

### **ABSTRACT**

The main focus of this article is treatment of epilepsy using cannabis. In short I defined what epilepsy is and listed the most common reasons for its manifestation. I stated the officially recognized treatment practices in Slovenia, already in use for centuries and also listed alternative treatment practises, that have been growing in popularity in recent years. The main topic of the article is alternative treatment using cannabis, which I have described, stated its health benefits and listed the diseases the cannabis treatment has positive effects on. I confirmed my assumptions with the findings of dr. David Neubauer, who researches treatment of epilepsy using cannabis in the Neurological clinic in Ljubljana. In the empirical part of this assignment I wanted to know whether or not regular cannabis use in combination with antiepileptic medication has any effects on the frequency of episodes in children with epilepsy. I conducted interviews with parents of a 15-year old boy with a severe case of epilepsy and parents of a 23-year old girl with a mild case of epilepsy. Both families reported that the use of antiepileptic medication was not sufficient in treating their children's epilepsy. I analyzed the gathered answers and concluded that regular cannabis use in combination with antiepileptic medication has led to a decrease in the number and magnitude of epileptic episodes in both children. Based on the literature study regarding the topic and my own research I conclude that regular cannabis use in combination with antiepileptic medication has great positive effects in treating epileptical episodes. With this article I want to bring attention to the successful treatment method in treating epilepsy, using a combination of general medicine and alternative medicine, both prescribed by a physician, neurologist.

**KEYWORDS:** epilepsy, treatment, cannabis, children.

## **POMEN GIBALNIH IZKUŠENJ ZA RAZVOJ MOTORIČNIH SPOSOBNOSTIH PRI OTROCIH S POSEBNIMI POTREBAMI**

### **POVZETEK**

V obdobju najzgodnejšega otroštva so možgani najbolj prožni, naše telo pa najbolj gibčno. V tem obdobju vsrkavamo vase, kar nam je ponujeno, pa naj bo to dobro ali morda celo slabo. Kot vzgojitelji se čutimo odgovorne, da poskrbimo, da postane to obdobje najzgodnejšega otroštva čim bolj spodbudno, s kvalitetno načrtovanimi dejavnostmi in obogateno s čim več različnimi izkušnjami. V prispevku smo raziskovali pomen gibalnih izkušenj za motorični razvoj pri otrocih s posebnimi potrebami ter v kolikšni meri gibalne izkušnje vplivajo na motorične sposobnosti. Zanimalo nas je, na kakšen način ponuditi gibalne aktivnosti otroku s posebnimi potrebami v predšolskem obdobju, da bi se njihove gibalne spretnosti razvile do najvišje možne. Potrjujemo obe hipotezi. Gibalni razvoj je namreč najpomembnejši, saj kot navaja strokovna in znanstvena literatura le-ta vpliva na ostali (celostni) razvoj. Ker se otroci s posebnimi potrebami razlikujejo v fizičnih predispozicijah, imajo tudi različne možnosti in sposobnosti za gibalni razvoj. Pridobljene gibalne izkušnje – njihov pomen se pokaže kasneje (znano je namreč, da so prva tri leta otrokovega življenja najpomembnejša). Torej, pomen gibalnih izkušenj ima pozitiven vpliv na gibalni razvoj otroka ter tudi na preostala razvojna področja. Preko različnih gibalnih izkušenj lahko pri otroku s posebnimi potrebami krepimo njihova šibka področja.

**KLJUČNE BESEDE:** gibalne izkušnje, otroci s posebnimi potrebami, gibalni razvoj.

## **THE IMPORTANCE OF MOTORIC EXPERIENCE FOR THE DEVELOPMENT OF MOTORIC SKILLS IN CHILDREN WITH SPECIAL NEEDS**

### **ABSTRACT**

In the period of the earliest childhood, the brain is the most plastic, our body the most flexible. During this period, we absorb what is offered to us, be it good or maybe even bad. As educators, we feel responsible to make the earliest period of childhood as exciting as possible by including quality planned activities and enriching it with various experiences. In this paper, we investigated the importance of motor experience for motoric development in children with special needs and the extent to which motoric experience influence the motoric ability. We wanted to learn how to offer physical activities to a child with special needs in the preschool period, in order to develop the child's motoric skills to the highest possible level. We confirmed both hypotheses. Namely, motoric development is important, because according to the professional and scientific literature, it influences further (holistic) development. Because children with special needs differ from physical predispositions, they also have different abilities and abilities for motoric development. Acquired motoric experiences - their importance is shown later (it is known that the first three years of a child's life are the most important). Thus, the importance of motoric experience has a positive impact on the motoric development of the child as well as on other areas of development. Through various movement experiences, we can strengthen the special need child weak areas.

**KEYWORDS:** motoric experiences, children with special needs, motoric development.

## **KAKO SPRETNOSTI NA PAMETNIH NAPRAVAH ODVZEMAJO OTROKOM GIBALNE SPRETNOSTI**

### **POVZETEK**

V zadnjem času je vse bolj opazen upad gibalnih sposobnost oz. spretnosti pri otrocih. Na to nas vedno glasneje opozarja stroka. V nalogi sem raziskoval, kje so vzroki za to. Zaradi spreminjanja gibalnih sposobnosti sem analiziral rezultate Športnovzgojnega kartona (ŠVK) zadnjih nekaj let. V naslednjem koraku sem pripravil anketo za dijake, ki jih poučujem. Tako sem želel pridobiti informacije o tem, kako in koliko se gibajo ter kako in koliko uporabljajo razpoložljive pametne naprave. Po anketi sem po posameznih razredih, skupaj z dijaki, naredil analizo le-te. Tako sem pridobil še vpogled v njihovo doživetje nastale situacije. Naš cilj je bil, da najdemo primere dobre prakse med dijaki, kako se znajo in zmorejo ob razpoložljivih pametnih napravah odpraviti v naravo, na igrišče, med prijatelje, postoriti kakšno fizično delo ipd. Ker se zelo dobro vidi, da je takšen način življenja odraz sodobnega načina življenja družbe, smo še posebej iskali povezavo z matično družino. Zanimalo nas je, kakšen zgled gibalno aktivnega življenja so otroci prejeli v ranem otroštvu ter kako jih družina še danes spodbuja za fizično aktivno življenje.

**KLJUČNE BESEDE:** pametne naprave, gibanje, otrok, Športnovzgojni karton, družina.

## **HOW SKILLS IN THE USE OF SMART DEVICES DEPRIVE CHILDREN OF MOTION SKILLS**

### **ABSTRACT**

Recently, there has been an increasing decline in motor skills or skills in children. The profession has increasingly been warning us of this fact. In my paper, I researched where the reasons for this are. Due to changes in motor skills, I have analysed the results of the Sports Education Card (SPC) in the last few years. In the next step, I prepared a survey for the students I teach. With this method I wanted to get information on how and how much they move and how and how much they use the available smart devices. After the survey, I did an analysis of each class, together with the students. By doing this, I gained insight into their perception of the situation. Our goal was to find examples of good practice among students, namely to find out how they know and are still able to go to nature, to the playground, socialize with friends, do some physical work, etc. with all this presence of smart devices. Since it is very clear that such a way of life reflects the modern way of life of our society, we specifically sought a connection with the parental family. We were interested in what example of a physically active life children received in early childhood and how the family still encourages them to live a physically active life today.

**KEYWORDS:** smart devices, movement, child, sports card, family.

## **KOLESARJENJE – OBLIKA GIBANJA IN VZGOJA ZA TRAJNOSTNO MOBILNOST**

### **POVZETEK**

Zdrav življenjski slog je osnova zdravja. Skrb za zdrav življenjski slog je pomembna v času rasti in razvoja in je ena izmed bistvenih naložb za zdravje v odrasli dobi. Obsega zdravo prehrano, redno telesno aktivnost, čim manj nezdravih življenjskih navad in izogibanje stresu. Namen mojega strokovnega prispevka je predstaviti kolesarjenje kot obliko gibanja, ki je primerna za vse starostne kategorije ljudi in pomemben člen vzgoje za trajnostno mobilnost. Vodilo trajnostne mobilnosti je zadovoljiti potrebe vseh ljudi po mobilnosti in obenem zmanjšati promet. Potrebne so vidne spremembe, ki vključujejo kolesarske steze ter spodbujanje za spremembo življenjskih vzorcev. Na šoli, kjer poučujem že preko 20 let, med drugim privzgam učencem zdrav odnos do kolesarjenja, hkrati pa jih kontinuirano pripravljam skozi celotno vzgojno-izobraževalno obdobje od vrtca do 9. razreda, da na koncu varno vstopijo v promet s kolesom. Moje poslanstvo je trajnostno naravnano. Mnogi učenci se po opravljenem kolesarskem izpitu vsakodnevno vozijo v šolo s kolesom. Kolo jim pomeni vodilni način mobilnosti, zato menim, da je moje delovanje učinkovito. Vzgoja kolesarjev je v sodobnem času zelo pomembna ne le z vidika trajnostne mobilnosti temveč tudi zaradi prevladovanja nezdravega sedečega načina življenja med otroki. Kolesarje moramo vzgajati v luči trajnostne mobilnosti, da bodo varno kolesarili vsak dan ter s tem načinom gibanja ohranjali zdravje.

**KLJUČNE BESEDE:** kolesarjenje, gibanje, trajnostna mobilnost, vidne spremembe, zmanjšan promet.

## **CYCLING – A FORM OF MOVEMENT AND EDUCATION FOR SUSTAINABLE MOBILITY**

### **ABSTRACT**

A healthy lifestyle is the basis of health. Caring for a healthy lifestyle is important during growth and development and is one of the essential investments for health in adulthood. It includes a healthy diet, regular physical activity, as few unhealthy lifestyle habits as possible and stress avoidance. The purpose of my professional contribution is to present cycling as a form of movement that is suitable for all age groups and an important link in education for sustainable mobility. The guiding principle of sustainable mobility is to meet the mobility needs of all people and at the same time reduce traffic. Visible changes are needed, including cycling paths, coordinated bus and railway connections, and encouragement to change life patterns. At the school, where I have been teaching for over 20 years, I, among other things, teach students a healthy attitude towards cycling. At the same time, I continuously prepare them throughout the educational period from kindergarten to 9<sup>th</sup> grade, so that in the end they can safely enter into bicycle traffic. My mission is sustainable. Many students ride their bikes to school every day after passing a cycling exam. The bike is their leading mode of mobility, so I think my performance is effective. The education of cyclists is very important in modern times not only in terms of sustainable mobility but also because of the predominance of an unhealthy sedentary lifestyle among children. We need to educate cyclists in the light of sustainable mobility so that they can ride safely every day and thus maintain their health.

**KEYWORDS:** cycling, mobility, visible changes, reduced traffic.

## DNEVNIK 'MOJE TELO - MOJA SKRB'

### POVZETEK

V članku bom predstavila način kako učencem 8. razreda pri predmetu biologija, ker obravnavajo človeško telo, na učinkovit način približati védenje o zdravju in jim privzgjajati pozitiven odnos do zdravja. V dolgoletnem poučevanju te tematike sem opazila, da se učenci ne zavedajo pomembnosti vsebin in jih ne povezujejo z vsakdanjim življenjem. Ne zavedajo se, da ob poznavanju delovanja telesa lahko preprečijo marsikatero bolezen in izboljšajo kvaliteto življenja sebi in drugim. Moji učni listi so zato postajali vedno bolj »osebne narave« oz. so načrtno vedno bolj vključevali raziskovanje in skrb za lastno telo, dajali napotke in na ta način tematiko približali učencem ter jim dali dodatno motivacijo, razlog za učenje. Lansko leto sem učne liste še izboljšala in jih spela v knjižico z naslovom »Moje telo - moja skrb« (A self care diary). V knjižici je vsak organski sistem predstavljen s sliko nato pa sledijo naloge, ki jih mora učenec opraviti, da bolje spozna delovanje določenega organa, se opazuje in prisluhne svojemu telesu, predvsem pa do njega razvija pozitiven in skrben odnos. Knjižico vsako leto razdelim ob začetku šolskega leta in v veliko pomoč jim je bil tudi v času karantene, saj so učenci z veseljem reševali naloge in verjamem, da je marsikaterega učenca spodbudila k odgovornejšem ravnanju do svojega zdravja. Knjižica učence usmeri k spoznanju, da je zdravje kombinacija genov, okolja in kar je najpomembnejše – samodejavnosti.

**KLJUČNE BESEDE:** biologija, človeško telo, dnevnik, skrb zase, samodejavnost.

## A SELF CARE DIARY

### ABSTRACT

In this article, I will present a way to bring theoretical knowledge of health to practice in the subject of biology, where pupils they deal with the human body, and to instill pupils' positive attitude towards health. In many years of teaching the topic, I have noticed that students are not aware of the importance of content and do not relate it to everyday life. They are not aware that by knowing the functioning of the body, they can prevent many diseases and improve the quality of life for themselves and others. My worksheets were therefore becoming more and more "personal" or increasingly included research and care for their own body, thus bringing the topic closer to the students and giving them additional motivation, a reason to learn. Last year, I improved the worksheets and put them in a booklet entitled "My body - my care" (A self care diary). In the booklet, each organic system is presented with a picture and is followed by the tasks that the student must perform in aim to understand the functioning of a particular organ, observe and listen to his body, and above all develop a positive and caring attitude towards it. I distribute the booklet every year at the beginning of the school year and it was of great help to them during the quarantine, as the students were happy to solve tasks and I believe that it encouraged many students to take more responsibility for their health. The booklet directs students to the realization that health is a combination of genes, the environment and, most importantly, self-activity.

**KEYWORDS:** biology, human body, diary, self-care, self-activity.

## **GIBANJE IN MATEMATIKA V PRVEM RAZREDU**

### **POVZETEK**

Gibanje je ena izmed osnovnih potreb v razvoju otroka. Namesto gibanja in aktivnega preživljanja časa zunaj, vse več otrok čezmerno gleda televizijo, presedi pred računalniki, na telefonih in igra video igrice. Tudi v šoli pogosto sedijo, so neaktivni, poučevanje in učenje v razredu poteka preveč statično, s tem pa otrokom nezanimivo. Iz leta v leto opazimo, da se večja število otrok, ki imajo težave na učnem ali socialnem področju. Svet prvošolcev temelji na konkretnih operacijah, saj je učencem bližje in znanje učinkovitejše. Ker je učenje s pomočjo gibanja bolj učinkovito in posledično zapomnitev trajnejša, smo se odločili, da v pouk matematike prvošolcev vpeljemo čim več gibalnih aktivnosti in tako matematiko medpredmetno povežemo s športom. V prispevku poudarimo pomen gibanja kot osnovne otrokove potrebe pri razvijanju gibalnih sposobnosti, poglobljanju znanja na področju matematike, razvijanju samozavesti in samopodobe ter hkrati izboljšanje koncentracije in spomina. Osredotočili smo se na matematiko prvošolcev z utrjevanjem števil do 10 skozi različne gibalne naloge. Učenci so pokazali visoko motiviranost za učenje preko gibanja, utrjevali so števila in bili pri tem sproščeni in zadovoljni. Učencem na ta način pokažemo drugo plat poučevanja, ki je lahko združljiva tudi pri ostalih predmetih. Rezultati raziskave kažejo, da učenci potrebujejo čas in veliko gibalnih izkušenj skozi katere uspešneje usvojijo matematične pojme.

**KLJUČNE BESEDE:** šport, matematika, igre, učenje, gibanje, prvošolci.

## **EXERCISE AND MATHS IN THE FIRST GRADE**

### **ABSTRACT**

Exercise is one of the basic needs in the child development. Children have increasingly begun spending time in front of small screens by playing video games. At school they tend to sit a lot too, additionally the process of teaching and learning is static, so the number of pupils with learning issues and the lack of social skills has risen. The world of first graders is based on concrete operations because they are more pupil friendly and effective. Teaching maths through exercise has become more effective and consequently memorising long-lasting, so the decision was made for cross-curricular learning. The article emphasizes the importance of exercise as the basic child's need, the advantages and improvements being in physical ability, self-confidence, self-esteem, concentration and memory and greater knowledge of maths. Pupils were highly motivated for learning supported by exercise. They practised numbers to ten feeling relaxed and pleased. In this way pupils got to know a different teaching method, which can be applied to other school subjects. The results of the research have shown that pupils need time and a lot of physical experiences through which they assimilate mathematical concepts.

**KEYWORDS:** physical education, maths, games, learning, exercise, first graders.



## **STIMULATIVNO (GIBALNO) OKOLJE - PRILAGOJENO OTROKOM Z MOTNJAMI AVTISTIČNEGA SPEKTRA (MAS)**

### **POVZETEK**

Otroci z MAS nimajo motenj v zaznavanju dražljajev iz okolja, temveč te dražljaje predelujejo drugače kot otroci z značilnim razvojem. Pretirana ali pa prešibka občutljivost na določene dražljaje iz okolja, ki jo otroci z MAS pogosto razvijejo zaradi teh razlik, pomembno vplivata na funkcioniranje otroka v življenju. Nekatera specifična vedenja, ki se ob tem pojavljajo, pa lahko predstavljajo svojevrsten izziv za strokovne delavce pri šolskem delu in skrbi zanje. Zaradi senzornih, komunikacijskih in kognitivnih težav lahko otroci z MAS izgubijo kontrolo nad svojim vedenjem. Stisko pogosto izražajo s povečevanjem vznemirjenosti do vrelišča, ko pride do neustreznega, motečega in nevarnega vedenja, ki ni problematično samo za otroka samega, ampak tudi za strokovne delavce in druge otroke, ki so temu priča. Eden od preventivnih pristopov za preprečevanje nastajanja stisk in neželenega vedenja so tudi gibalno-sprostitveni odmori. V prispevku so prikazane nekatere gibalne dejavnosti primerne za otroke z MAS, ki se lahko izvajajo kot aktivni odmori med poukom in so primerne tudi za aktivnosti na prostem. Vaje so preproste, prilagojene so poljubnemu številu otrok, posebni pripomočki niso potrebni. Prikazani so praktični primeri gibalnih vaj, ki pri otrocih z avtizmom izboljšajo zaznavo, gibalno ter socialno čustveno področje. Po preteklih izkušnjah lahko rečem, da so otroci veliko bolj motivirani, ustvarjalni in dalj časa skoncentrirani pri dejavnosti. Manj je situacij, v katerih so izraženi znaki avtističnih motenj.

**KLJUČNE BESEDE: motnje avtističnega spektra, otrok, gibalno-sprostitveni odmori, prilagoditev.**

## **STIMULATING (MOVEMENT) ENVIRONMENT - ADAPTED TO CHILDREN WITH AUTISTIC SPECTRUM DISORDERS (ASD)**

### **ABSTRACT**

Children with ASD do not have difficulties in the perception of stimuli from the environment, but process these stimuli differently than children with characteristic development. Excessive or (too) low sensitivity to certain environmental stimuli, which children with ASD often develop due to these differences, has a significant impact on the child's functioning in life. However, school professionals can be challenged by some of the specific behaviours that arise, especially regarding their teaching and caring of these children. Sensory, communicational, and cognitive problems can cause children with ASD to lose control of their behaviour. Distress is often expressed by increasing agitation, up to a boiling point when inappropriate, disruptive, and dangerous behaviour can occur and which is problematic, not only for the child himself but also for professionals and other children who witness it. One of the precautionary approaches to prevent distress and unwanted behaviour are also movement-relaxation breaks. The article presents some physical activities suitable for children with ASD, which can be performed as active breaks during classes and are also suitable for outdoor activities. The exercises are simple, they are adapted to any number of children, no special tools are needed. Practical examples of movement exercises are presented, which improve the perception, movement and social-emotional area in children with autism. From past experience, I can say that children are much more motivated, creative and focused on activities for a longer period of time. There are fewer situations in which signs of autistic disorders are expressed.

**KEYWORDS: autism spectrum disorder, child, movement-relaxation breaks, adjustment.**

## **PROMOCIJA ZAJTRKA SKOZI MEDPREDMETNO POVEZOVANJE PRI GOSPODINJSTVU IN ANGLEŠČINI V 6. RAZREDU**

### **POVZETEK**

Zajtrk je prvi obrok v dnevu in kot tak zelo pomemben. Ob vsakoletnih anketah o zadovoljstvu s šolsko prehrano na naši šoli ugotavljamo, da se število učencev, ki med šolskim tednom doma zajtrkujejo, povečuje. V šolskem letu 2020/21 je takih učencev 70 %, kar je precej nad slovenskim povprečjem (40,6 %). Relativno dober rezultat pripisujemo temu, da v pouk in ostale oblike dela z učenci vključujemo dejavnosti, s katerimi spodbujamo zajtrkovalne navade. V nadaljevanju podrobneje predstavim dejavnost, ki se je naši šoli za doseganje tega cilja izkazala kot zelo učinkovita in sicer medpredmetno povezovanje v 6. razredu pri predmetih gospodinjstvo in angleščina. Izvedba dejavnosti traja 5 šolskih ur – 4 ure pri gospodinjstvu in 1 ura pri angleščini. Prednost take oblike dela je predvsem v tem, da s pomočjo različnih kanalov sprejemanja (vizualni, avditivni, kinestetični kanal), različnih senzoričnih vtisov (vid, vonj, otip, okus) in avtentičnih predmetov (živila, kuharski pripomočki in aparati) dosežemo trajnejše pomnjenje ter oblikovanje stališč. Vse naštetu učinkovito vodi v doseganje zastavljenega cilja, to je zdravstveno ustreznjšo izbiro vedenja: izboljšanje zajtrkovalnih navad naših učencev. V prispevku na kratko predstavim še ostale dejavnosti, ki jih izvajamo po celotni vertikali osnovne šole, ki prav tako podpirajo doseganje naštetih ciljev.

**KLJUČNE BESEDE:** zajtrk, medpredmetno povezovanje, promocija zajtrka, gospodinjstvo, angleščina.

## **BREAKFAST PROMOTION THROUGH CROSS-CURRICULAR INTEGRATION IN HOME ECONOMICS AND ENGLISH IN 6. GRADE**

### **ABSTRACT**

Breakfast is the first meal of the day and as such it is very important. During the annual surveys on satisfaction with school meals at our school, we are pleased to note that the number of students who have breakfast at home during the school week is increasing. In the school year 2020/21, there are 70% of such students, which is well above the Slovenian average (40.6%). We attribute the relatively good result to the fact that we include in classes and other forms of work with students activities that promote breakfast habits. Below, I detail an activity that has proved to be very effective in helping our school achieve this goal. It is cross-curricular integration in 6th grade in the subjects of Home economics and English. The implementation of the activity lasts for 5 school lessons - 4 lessons in Home economics and 1 lesson in English. The advantage of this form of work is that with the help of different channels of reception (visual, auditory, kinesthetic channel), various sensory impressions (sight, smell, touch, taste) and authentic objects (food, cooking utensils and appliances) we achieve lasting memory and formulating of positions. All of the above effectively lead to the achievement of the objective, a healthier choice of behavior, improving the breakfast habits of our students. In this paper, I briefly outline other activities that we carry out throughout the primary school vertical that also support the achievement of these objectives.

**KEYWORDS:** breakfast, cross-curricular integration, breakfast promotion, Home economics, English.

## **SPREMLJANJE IN VZPODBUJANJE TELESNE AKTIVNOSTI DIJAKINJ IZOBRAŽEVALNEGA CENTRA PIRAMIDA MARIBOR MED ŠOLANJEM NA DALJAVO**

### **POVZETEK**

Z napredkom civilizacije so se vedenjske navade človeka spremenile in telesna dejavnost med otroci in mladostniki je začela upadati. Zaradi posledic epidemije COVID-19 je trenutna generacija otrok in mladostnikov dobila vzdevek koronageneracija, ki bo imela zaradi nedejavnosti in izolacijskih ukrepov bistveno večje možnosti za zdravstvene težave. Raziskave namreč dokazujejo, da lahko posledice telesne nedejavnosti vodijo k resnim zdravstvenim težavam. Raziskave tudi dokazujejo, da so dijakinje manj telesno aktivne od dijakov. Z namenom, da bi se telesna aktivnost med dijakinjami Izobraževalnega Centra Piramida Maribor zvišala, je bil izveden interni projekt »Spremljajmo telesno aktivnost«. Ostali cilji projekta so bili usmerjeni v primerjavo telesne aktivnosti dijakinj s priporočili Svetovne zdravstvene organizacije. Nadaljnji cilj je bil tudi, izvedeti, ali telesna aktivnost vpliva na njihovo telesno in duševno počutje. Telesna aktivnost dijakinj je bila merjena v številu dnevno narejenih korakov. Dijakinje so število korakov spremljale na aplikaciji svojega mobilnega telefona. Rezultati so na začetku pokazali, da so v večini premalo telesno aktivne glede na priporočila. S tedenskim spremljanjem rezultatov se je telesna aktivnost povečala. Izvedena je bila tudi anketa, ki je pokazala, da so se dijakinje telesno in duševno počutile bolje, ko so bile telesno bolj aktivne.

**KLJUČNE BESEDE:** telesna dejavnost, dijakinje, COVID-19, spremljanje telesne aktivnosti, boljše počutje.

## **MONITORING AND ENCOURAGING PHYSICAL ACTIVITY OF FEMALE STUDENTS OF IZOBRAŽEVALNI CENTER PIRAMIDA MARIBOR DURING ONLINE EDUCATION**

### **ABSTRACT**

Advancements in technology and civilization have contributed to a decrease in physical activity among children and teens. Current generation of students has been given a nickname "Corona Generation" because of the COVID-19 pandemic. It is expected that they will have higher chances of developing health issues due to isolation precautions and online studying; further decreasing their physical activity. Research also shows that female students are less active than male students. A project named »Spremljajmo telesno aktivnost« was executed with the intention of increasing physical activity among female students of Izobraževalni Center Piramida Maribor. Further goal of the project was to compare the students' physical activity to the recommended activity levels for their age made by the World Health Organization. Last goal of the project was to find out whether physical activity influenced the students' physical and emotional wellbeing. The number of steps taken daily measured physical activity. The students followed their daily steps with an application on their mobile phones. Initial results showed that the students' average daily steps were below the recommended amount for their age; however, students' physical activity increased throughout the project. Self-report through a survey was used to collect data regarding student's wellbeing. The survey indicated that the students who increased their physical activity reported feeling better physically and emotionally.

**KEYWORDS:** physical activity, female students, COVID-19, measuring physical activity, wellbeing.

## ZDRAVLJENJE BOLEČINE V KRIŽU S TRIGGER POINT TERAPIJO

### POVZETEK

Med dolgotrajnim sedenjem se povečajo sile na medvretenčne ploščice in napetost iztegovalk hrbtenice, ki postane bolj obremenjena in izpostavljena degenerativnim spremembam. Statistično gledano 75 % prebivalstva vsaj enkrat v teku življenja trpi zaradi bolečine v hrbtu in je zato prvi razlog odsotnosti iz dela. V času epidemije je imelo veliko sodelavcev na Oš Koseze težave z bolečino v križu zato je namen prispevka predstaviti učinkovito manualno tehniko pritiskanja na prožilne točke, ki jo lahko izvajamo sami doma.. Cilj te tehnike je zmanjšati bolečino na določenem predelu telesa, v prispevku bom podrobno opisal tehniko sprostitve ledvene kvadrataste mišice ter hruškaste mišice, ki se lahko zaradi dolgotrajnega sedenja kronično zakrčita in povzročata bolečino v križu. Omenjeno tehniko sem predstavil tudi svojim sodelavcem, ki so poročali o izboljšanju stanja po sprostitvi obeh mišic.

**KLJUČNE BESEDE:** sedenje, hrbtenica, bolečina, sproščanje.

## TREATMENT OF LOW BACK PAIN WITH TRIGGER POINT THERAPY

### ABSTRACT

During prolonged sitting, the forces on the intervertebral discs and the tension of the spinal extensors increase, which becomes more stressed and exposed to degenerative changes. Statistically, 75% of the population suffers from back pain at least once in their lifetime and is therefore the first reason for absence from work. During the epidemic, many colleagues at OŠ Koseze had problems with low back pain, so the purpose of this article is to present an effective manual technique of pressing the trigger points, which can be performed at home. I described in detail the technique of relaxing the quadratus lumborum muscle and the piriformis muscle, which can become chronically contracted due to prolonged sitting and cause low back pain. I also introduced the technique to my co-workers, who reported improvement in low back pain after relaxing both muscles.

**KEYWORDS:** sitting, spine, pain, release.

## OBOGATITVENE DEJAVNOSTI ZA SPODBUJANJE GIBANJA IN PROMETNE VARNOSTI V 2. OBDOBJU OSNOVNE ŠOLE

### POVZETEK

Učni načrt za šport v drugem obdobju osnovne šole poleg usvajanja športnih znanj in izboljševanja gibalne učinkovitosti učencev predvideva tudi razumevanje pomena gibanja ter prijetno doživljanje športa, kot tudi razvijanje stališč, navad in načinov ravnanja za ukvarjanje s športnimi aktivnostmi. Teoretične vsebine, ki naj bi jih učenci drugega obdobja spoznali pri predmetu šport, se povezujejo s cilji drugih predmetnih področij, predvsem naravoslovja in tehnike ter družbe. Učenci četrtega in petega razreda na OŠ Cvetka Golarja pomen gibanja za zdravje in načela varne športne vadbe, s poudarkom na varnem kolesarjenju, spoznavajo skozi medpredmetno povezovanje in projektne aktivnosti, povezane s prometno in okoljsko vzgojo. Skrb za okolje ter varnost v prometu na šoli dopolnjujemo z dejavnostmi za promocijo gibanja in aktivnega življenjskega sloga, ki osmislijo in obogatijo pri pouku obravnavane vsebine. V prispevku bom predstavila nacionalni projekt *Trajnostna mobilnost*, preventivni izobraževalni program *Jumicar* ter lokalni športno-družbeni dogodek za promocijo športa *Veter v laseh*, ki predstavljajo obogatitvene dejavnosti za spodbujanje gibanja in prometne varnosti v drugem obdobju osnovne šole.

**KLJUČNE BESEDE:** gibanje, promet, projektno delo, osnovna šola.

## ENRICHMENT ACTIVITIES TO PROMOTE PHYSICAL ACTIVITY AND TRAFFIC SAFETY IN THE SECOND TRIAD OF PRIMARY SCHOOL

### ABSTRACT

In addition to acquiring sports skills and improving pupils' physical efficiency, the goals of the physical education curriculum in the second triad of primary school also include understanding the importance of physical activity and a pleasant experience of sports, as well as developing attitudes, habits and ways of engaging in sports activities. The theoretical content that the pupils of the second triad are expected to get acquainted with in the subject of physical education is connected with the goals of other subject areas, in particular science and technology and social science. Pupils of the 4th and 5th grade at the Cvetko Golar Primary School learn about the importance of physical activity for health and the principles of safe practice of sports, with an emphasis on safe cycling, through cross-curricular integration and project activities connected with traffic and environmental education. At the school, care for the environment and traffic safety is complemented by activities to promote physical activity and an active lifestyle, which give meaning to the content of the lessons and enrich it. In this paper, I will present the national project *Sustainable Mobility*, the preventive educational programme *Jumicar*, and the local sports and social event for the promotion of sports *Wind in Your Hair*, which represent enrichment activities for promoting physical activity and traffic safety in the second triad of primary school.

**KEYWORDS:** physical activity, traffic, project work, primary school.

## TELESNA DRŽA UČITELJEV, ERGONOMSKI NASVETI IN VAJE ZA ZDRAVO HRBTENICO

### POVZETEK

Bolečine v spodnjem delu hrbta in vratu so med najpogostejšimi težavam pri odraslih ljudeh in drugi najpogostejši razlog za obisk zdravnika (Striano, 2019). Karkoli počnemo, nas sili h gibanju naprej – sedeče delo, delo pred računalnikom ali na telefonu, branje ipd. Če ne analiziramo svoje drže in ne poznamo pravih položajev telesa, jih ne moremo prilagoditi posameznim situacijam. V prispevku so najprej predstavljeni izsledki spletne raziskave, ki so jo izpolnili moji sodelavci: učitelji razrednega pouka, učitelji predmetnega pouka in sodelavke iz svetovalne službe. Vzorec obsega 36 učiteljev. Rezultati so pokazali, da ima 60 % učiteljev bolečine v ledvenem delu in 53 % v vratnem delu hrbtenice. Čeprav kar 82 % anketirancev pozna vaje za zdravo hrbtenico in vaje za izboljšanje telesne drže, jih 62 % meni, da za svojo hrbtenico skrbijo »bolj malo, premalo«. 53 % anketirancev pri delu z računalnikom premalo pozornosti posveča poravnemu vratu. Vsi udeleženci raziskave bi želeli o preventivnih pristopih, s katerimi zmanjšamo obremenitve na telo, posledično pa tudi možnosti poškodbe hrbtenice, izvedeti več verodostojnih informacij. V prispevku je predstavljenih tudi pet vaj. Namenjene so vsem, ki so dobrega zdravja in nimajo diagnoze zdravnika za bolezni oz. okvare hrbtenice. Zastavlja pa se vprašanje, kako udeležence motivirati, da bodo ustaljene navade in gibalne vzorce spremenili ter pridobljeno znanje zavestno uporabljali tako na delovnem mestu kot v domačem okolju.

**KLJUČNE BESEDE:** drža, hrbtenica, vaje, ergonomija, sedenje.

## TEACHERS' POSTURE, ERGONOMIC TIPS AND EXERCISES FOR A HEALTHY SPINE

### ABSTRACT

Pain in the lower part of the spine and pain in the neck area are one of the most common problems and the second most common reason to see a doctor among adults (Striano, 2019). When performing numerous activities such as a sedentary job, working on a computer or phone, reading, etc., we are forced to round forward our whole back. If we do not analyse our posture and if we are not familiar with the proper body positions, we cannot adjust them to individual situations. The present article presents the results of an online research, in which my co-workers (class and subject teachers, school counsellors) took part. There were 36 teachers included in the research. The findings show that 60 % of teachers experience pain in a lumbar area and 53 % in the neck area of the spine. Although 82 % of respondents are familiar with exercises for a healthy spine and exercises for a better posture, 62 % respond that they care for their spine "a little, not enough". 53 % of respondents do not pay enough attention to a correct position of a neck area. All participants of the research would like to learn more information about prevention approach, which help to reduce strains on the body and consequently possible injuries of the spine. The article also presents five exercises. The exercises are appropriate for those who were not diagnosed with spinal diseases or spinal deformations by a doctor. However, the question remains how to motivate teachers to change their habits and movement patterns and incorporate daily practice of these exercises into the workplace as well as their home environment.

**KEYWORDS:** posture, spine, exercises, ergonomy, sitting.

## **UPORABA BRALNE UČNE STRATEGIJE Z BRAIN GYM NA TEMO MOJE ZDRAVO TELO V 1. RAZREDU**

### **POVZETEK**

V prispevku sem želela prikazati primer dobre prakse, ki sem jo izvedla s pomočjo bralne strategije v okviru naravoslovnega dne. Želela sem popestriti pouk in preko bralne učne strategije povečati znanje o telesu, čutilih, zdravi prehrani, pomenu gibanja, osebne higiene in pomenu uživanja vode. Prav tako sem želela predstaviti nov način gibanja pri učencih. Seznanila sem jih z Brain Gym (možganska telovadba) in jo vsakodnevno izvajala. Zanimalo me je, kako bodo učenci nov način gibanja sprejeli in kakšen vpliv bo na njih tovrstno gibanje imelo. Pri izvajanju dneva dejavnosti na temo Moje zdravo telo smo izvedli različne dejavnosti v okviru različnih predmetnih področij. Med drugimi sem izbrala tudi bralno učno strategijo VŽN (kaj VEM, kaj ŽELIM izvedeti, kaj sem se NAUČIL?). Kljub temu, da učenci v prvem razredu še ne znajo brati in pisati, so vsi aktivno sodelovali in so znanje s pomočjo bralno učne strategije pridobivali na sproščen in zanimiv način. S samostojno pripravo ter zanimivimi pristopi sem poskušala prispevati k odločanju in spoznanju otrok o tem, kaj je dobro za njihovo telo, razvoj in dobro počutje. Čeprav je bilo potrebnih veliko prilagoditev, sem spoznala, da je VŽN bralna učna strategija primerna tudi za učence v 1. razredu. Dosegla sem, da je možganska telovadba postala stalnica pri šolskem delu.

**KLJUČNE BESEDE:** bralna strategija, zdravje, telo, možganska telovadba.

## **APPLICATION OF READING AND LEARNING STRATEGY WITH BRAIN GYM ON THE TOPIC MY HEALTHY BODY IN THE FIRS**

### **ABSTRACT**

In the article I wanted to show an example of a good praxis I carried out with the help of a reading strategy within our science day. I wanted to diversify lessons and through the reading and learning strategy, increase the knowledge of our body, our sense organs, healthy food, the meaning of movement and the meaning of drinking enough water. I also wanted to present a new way of movement for pupils. I introduced them to Brain Gym and exercised it daily. I wanted to know if the pupils will accept the way of movement and if they will make any progress. In the implementation of the activity day on the subject My healthy body we carried out different activities within different subject areas. Among others I used the reading strategy VŽN (what I know, what I want to know, what have I learned?). Even though children in the first class cannot read or write, all of the children actively participated and have acquired knowledge in a relaxed and interesting way. With independent preparation and interesting approaches, I tried to contribute to children's decision-making and learning about what is good for their body, development, and well-being. Although many adjustments were needed, I realized that the VŽN reading learning strategy is also suitable for 1st grade students. I have achieved that brain exercise has become a constant in schoolwork.

**KEYWORDS:** reading strategy, health, body, brain gym.

## **FIT PEDAGOGIKA ALI POUČEVANJE V GIBANJU PREPLETENO Z IGRO**

### **POVZETEK**

Živimo v tretjem tisočletju, kjer je moderna tehnologija spremenila naš način življenja, iz aktivnega v vedno bolj pasivnega. Neaktivnost je prisotna že v zgodnjem otroštvu, kjer otroci vedno več sedijo pred televizijo ali gledajo risanke na tablicah in telefonih. Pri tem otroci, ki so polni energije za gibanje, le-to usmerjajo v nenaravno stanje – negibanje. Prispevek Fit pedagogika ali poučevanje v gibanju prepletено z igro je primer dobre prakse, kako lahko pouk v razredu in tudi na daljavo izpeljemo aktivno, v gibanju, pri tem pa dosežemo osredotočenost učencev. Opisani sta dve metodi, fit hitra stimulacija in fit aktivna metoda, s katerima dosežemo pri učencih višji nivo koncentracije in s tem posledično večje pomnjenje znanja. Marca 2021 smo v okviru programa nadarjenih učencev na šoli izvedli raziskovalno nalogo z naslovom Duševno stanje loških osnovnošolcev v času dela na daljavo in vpliv fit pedagogike na poučevanje. Nadarjeni učenci so pod mojim mentorstvom izvedli anketo, v kateri so anketirali 109 učencev od šestega do devetega razreda (starost od 12 do 15 let). V prispevku bomo predstavili rezultate ankete, ki so potrdili, da fit pedagogika prispeva k večji motivaciji in osredotočenosti učencev za pouku ter pozitivno spodbuja učence k gibanju med izobraževalnim procesom.

**KLJUČNE BESEDE:** fit pedagogika, gibanje, motivacija, osredotočenost, psihično zdravje.

## **THE FIT PEDAGOGICS APPROACH RESPECTIVELY LEARNING THROUGH PHYSICAL ACTIVITY INTERCONNECTED WITH PLAYING DURING DISTANCE LEARNING**

### **ABSTRACT**

We are currently living in the third millennium, a times in which modern technology has changed the way we live, influencing active lifestyles to become more passive. Nowadays physical inactivity has been present in early childhood since children have been spending a lot of time in front of television or watching cartoons on their tablets and mobiles. Children full of physical energy focus their minds into unnatural state or in other words; no physical activity. The following article, titled The fit pedagogics approach respectively learning through physical activity interconnected with playing during distance learning, is an example of a good practice, in which it is explained how to include exercise during regular or online classwork, consequently establishing a better focus of the students on their coursework. Two methods, namely fit fast stimulation and fit active method are presented, that can be used to elevate the students' concentration power and thus enhance their ability to memorize and learn. In March 2021, during distance learning, we have created a research work with the title of Mental Health of Loče Primary School Students and the Influence of Fit Pedagogy on Teaching. Gifted students have carried out a survey under my supervision with 109 pupils from the age of 12 - 15. The results have shown that fit pedagogy contributes to greater motivation and focus on learning and positively encourages students to be physically more active during lessons.

**KEYWORDS:** fit pedagogics, activity, motivation, focus, mental health.



## IZDELAVA IGRALA ZA ZDRAV GIBALNI RAZVOJ PREDŠOLSKIH OTROK NA OSNOVI 9P MODELA

### POVZETEK

Telesna dejavnost otrok se je v zadnjih desetletjih značilno zmanjšala. Porast sedečega načina življenja je še posebej problematičen za razvoj predšolskih otrok, zato smo dijakom predstavili izziv in jih skozi 9-stopenjski pristop imenovan 9P model, vodili do končnega izdelka. Na osnovi predstavitve problema in povezave dveh strok, so s terenskim ogledom analizirali obstoječa igrala na otroških igriščih ter podali predloge s kakšno didaktično igračo ali igralom spodbuditi gibalni razvoj otrok. Med predstavljenimi rešitvami so izbrali gibljivi most, ga izdelali ter pripravili za uporabo. Dijaki so tako osmislili svoje delo, pridobili na samozavesti in krepili svojo družbeno aktivacijo. Nadgrajevali so svoje sposobnosti, znanje s področja lesarstva, ekologije, gibanja in zdravja, medpredmetno so sodelovali z drugimi dijaki ter učitelji in se tudi podjetniško razvijali. Z razvitim 9P modelom smo podali kažipot za celosten pristop k problemskemu pouku, ki je prenosljiv tudi na druge predmete in strokovne šole.

**KLJUČNE BESEDE:** gibalni razvoj, medpredmetno sodelovanje, model, motivacija, otroška igrala, problemski pouk, ravnotežje.

## CREATING EQUIPMENT FOR PRE-SCHOOL CHILDREN'S HEALTHY MOTOR DEVELOPMENT BASED ON THE 9P MODEL

### ABSTRACT

Physical activity among children has declined significantly in recent decades. The increase in sedentary lifestyles is particularly problematic for the development of pre-school children, which is why we introduced the second-year students within the school subject Materials in Woodworking to the challenge and guided them through a 9-step approach, called the 9P model, to the final product. Based on the problem presentation and the link between the two disciplines, the students analyzed existing playground equipment by a field visit. They made suggestions on what didactic toy or game to use to stimulate the motor development of children. Among the solutions presented, they chose a flexible bridge, built it in a carpentry workshop and obtained the municipality's approval to install it in an existing playground. The students thus gave meaning to their work, gained self-confidence and strengthened their social activation. They built on their skills, knowledge of woodwork, ecology, exercise and health, worked cross-curricular with other teachers and developed their entrepreneurial spirit. The 9P model provided a signpost for a holistic approach to problem-based learning transferable to other subjects and professional schools.

**KEYWORDS:** balance, children's play equipment, cross-curricular cooperation, model, motivation, motor development, problem-based learning.

## **SPODBUJANJE GIBANJA UČENCEV PRVEGA RAZREDA PRI POUKU NA DALJAVO**

### **POVZETEK**

Zavedanje, da je športna vzgoja pri izvajanju pouka na daljavo še bolj pomembna kot pri izvajanju pouka v šoli, je bilo GIBANJE moja osrednja nit planiranja izvedbe ur pouka na daljavo v lanskem šolskem letu. Gibanje sem vpletla v vseh izvedbah predmetov pri pouku na daljavo; pri spoznavanju okolja, likovni umetnosti, glasbeni umetnosti in pri poučevanju športa. Namen prispevka je predstaviti kako smo z gibalnimi dejavnosti v obliki igre, prepletenimi z aktivnostmi, ki so vključevale elemente pozitivnega pričakovanja in zabave pri učencih, vzpostavili notranjo motivacijo za delo in učenje pri pouku na daljavo. Gibanje in igra sta nam pomagala sproščati napetost in nas polnila z energijo. Učenci so se z gibanjem urili v svojih gibalnih sposobnostih in spretnostih, izboljšali svojo samozavest in svoje razpoloženje. Učenje skozi gibalno aktivne igre jim je omogočilo razvoj osebnostnih lastnosti, ki jih bodo učenci potrebovali v svojem nadaljnjem življenju. Čas, ko se družina in družinski člani lahko še bolj povežejo, ko se ne mudi, ko je čas za delo in učenje spretnosti pri vsakdanjem življenju npr. zavezovanje čevljev in pri hišnih opravilih. Čas za pogovarjanje, čas za igro in čas za večurno opoldansko preživljanje v naravi ... v bližnjem gozdu .... rdeča lica, srednji del dneva na sončku ... vse to so bile velike prednosti otrokom pri šolanju na daljavo. Izobraževanje na daljavo je bilo za vse nas nekaj novega in kot najbolj učinkovita metoda pri načrtovanju dela je bilo pri prvošolcih načelo MANJ JE VEČ, VEČ JE LAHKO HITRO PREVEČ.

**KLJUČNE BESEDE:** gibanje, aktivnost, šport, igra, pouk na daljavo.

## **ENCOURAGING THE MOVEMENT OF FIRST SCHOOL GRADE BY DISTANCE LEARNING**

### **ABSTRACT**

Awareness that physical education is even more important in the implementation of distance learning than in the implementation of school lessons, MOVEMENT was my central thread in planning the implementation of distance learning hours last school year. I involved movement in all implementations of subjects in distance learning; learning about the environment, fine arts, music and teaching sports. The purpose of this paper is to present how we established intrinsic motivation for work and learning in distance learning through physical activities in the form of games, intertwined with activities that included elements of positive expectation and fun in students. Movement and play helped us release tension and filled us with energy. Through movement, the students trained in their motor skills and abilities and improved their self-confidence and their mood. Learning through movement-active games allowed them to develop the personality traits that students will need in their later lives. A time when family and family members can connect even more when there is no hurry, when it is time to work and learn skills in everyday life e.g. tying shoes and doing housework. Time to talk, time to play and time to spend several days at noon in nature... in the nearby forest.... red cheeks, the middle part of the day in the sun... all these were great advantages for children in distance learning. Distance education was something new for all of us and as the most effective method in planning work, the principle LESS IS MORE.

**KEYWORDS:** movement, activity, sports, play, distance learning.

## **PREHRANJEVALNE NAVADE DIJAKOV V SREDNJI ŠOLI**

### **POVZETEK**

Prehrana predstavlja zelo pomemben del našega življenja. Zdrava in raznolika hrana je zelo pomembna v obdobju odraščanja. Prehranjevalne navade, ki jih mladostniki pridobijo, jih običajno spremljajo skozi celo življenje. Vsak mladostnik bi moral posegati po zdravi prehrani in se tudi primerno prehranjevati. V šolskem letu 2021/2022 smo na Srednji poklicni in tehniški šoli Murska Sobota izvedli anketo o prehranjevalnih navadah dijakov in o zadovoljstvu dijakov s ponudbo šolske malice. V prispevku so predstavljeni rezultati ankete, na katero so se dijaki odzvali različno in pestro. Rezultati ankete so pokazali, da več kot polovica dijakov zaužije na dan štiri ali več obroke, veliko pa jih izpusti zajtrk. Veliko dijakov čez teden prekomerno uživa hitro hrano in sladkarije. Manj kot polovica dijakov je zadovoljna s šolsko malico, na kateri si želijo uživati več mesnih in ribjih izdelkov. Ugotavljamo, da bo v prihodnosti potrebno ponudbo šolskih malic popestriti z novimi in raznovrstnimi jedilniki. Zdravemu načinu prehranjevanja bomo posvečali več ur na tematskih razrednih urah, v katerih bomo ozaveščali in učili mladostnike o pomembnosti zdravega načina prehranjevanja.

**KLJUČNE BESEDE:** srednja šola, prehrana mladostnikov, zdrava hrana.

## **EATING HABITS OF STUDENTS IN SECONDARY EDUCATION**

### **ABSTRACT**

Nutrition plays a very important role in our lives. Healthy and diverse food is extremely important in the time of growing up. Eating habits acquired in childhood usually do not change in the time of adulthood. Each teenager should eat as healthy as possible. In the school year 2021/22 students of Srednja poklicna in tehniška šola Murska Sobota were given a questionnaire about their eating habits and their satisfaction with the food they offer in our school canteen. My presentation shows the answers of the students. Their answers were interesting but also versatile. The findings show that more than half of the students have four or more meals a day yet many of them do not have breakfast. Many students also overeat fast food and sugary food. Less than half of the students are happy with the food in the canteen and they would like more meat and fish dishes. Our conclusion is that the food in our canteen will have to be implemented with new and more varied dishes. Healthy eating habits will also be a discussion topic in our class lessons where we will be raising awareness about the importance of healthy nutrition.

**KEYWORDS:** secondary education, eating habits of teenagers, healthy food.

## POMEN SPREHODOV NA GIBALNE SPOSOBNOSTI OTROK PO ŠOLANJU NA DALJAVO

### POVZETEK

Gibalne sposobnosti otrok že dolgo časa merijo in spremljajo. Rezultate beležijo z merjenjem športno vzgojnega kartona. V primerjavi z otroci v 90. letih, so se gibalne sposobnosti otrok v času pred korona krizo izboljšale. Epidemija in spremenjen način življenja med epidemijo pa je gibalne sposobnosti otrok ponovno potisnil v ozadje. Ker so se otroci gibalni manj, so tudi njihove gibalne sposobnosti upadle. Tudi po vrnitvi v šolske klopi je bilo zaradi higienskih ukrepov priporočeno, da se ure športa izvajajo zunaj telovadnice. Zaradi dela v »mehurčkih« smo ure športa prevzemali učitelji, ki športa sicer ne učimo in tudi sami smo, brez posebnih meritev, ugotovili da so gibalne in kondicijske sposobnosti otrok upadle. Aktivno gibanje je izrednega pomena za razvoj možganov. Zato smo si vsak dan, ne glede na to ali so učenci imeli na urniku uro športa zadali, da gremo na krajši sprehod. Pri načrtovanju sprehodov smo si pomagali s sliko poti v okolici šole, ki so jo narisali učenci pod vodstvom učiteljice športa. Po enem mesecu vsakodneвне hoje so učenci enako pot prehodili dvakrat hitreje, zato smo morali poiskati nove, daljše poti. Čas za sprehode smo izkoristili med glavnim odmorom, v času podaljšanega bivanja ali za dvig energije, ko učenci ob koncu pouka niso zmogli več aktivnega sodelovanja med poukom. Ugotovitve kažejo, da si je vredno vzeti vsaj 10 do 20 minut dnevno za hitrejšo hojo, saj s tem prispevamo zelo veliko k pridobitvi kondicije, boljši prekrvavljenosti možganov ter boljši predihanosti pljuč.

**KLJUČNE BESEDE:** gibalne sposobnosti otrok, krajši sprehodi, epidemija.

## THE IMPORTANCE OF WALKS ON CHILDREN'S MOBILITY AFTER DISTANCE SCHOOLING

### ABSTRACT

Children's motor skills have been measured and monitored for a long time. The results are recorded by measuring the sports education card. Compared to children in the 1990s, children's motor skills improved in the run-up to the corona crisis. The epidemic and the changed lifestyle during the epidemic, however, pushed children's motor skills back into the background. As the children moved less, their motor skills also declined. Even after returning to school, it was recommended that sports classes be held outside the gym due to hygiene measures. Due to the work in the "bubbles", the sports lessons were taken over by teachers who do not teach sports, and we ourselves, without special measurements, found that the motor and fitness abilities of the children had decreased. Active movement is extremely important for brain development. So every day, regardless of whether the students had a sports hour on their schedule, we set ourselves the goal of going for a short walk. When planning the walks, we used a picture of the path around the school, which was drawn by the students under the guidance of a sports teacher. After one month of daily walking, the students walked the same route twice as fast, so we had to find new, longer routes. We used the time for walks during the main break, during the extended stay or to raise energy, when the students were no longer able to actively participate during the lesson at the end of the lesson. The findings show that it is worth taking at least 10 to 20 minutes a day for faster walking, as this contributes a lot to gaining fitness, better blood circulation to the brain and better ventilation of the lungs.

**KEYWORDS:** children's motor skills, short walks, epidemic.

## **VLOGA RAZREDNIKA PRI RAZVIJANJU POZITIVNE RAZREDNE KLIME IN OHRANJANJU DOBREGA DUŠEVNEGA ZDRAVJA UČENCEV**

### **POVZETEK**

V prispevku bomo opisali, kako lahko razrednik pri urah oddelčne skupnosti spodbuja pozitivno razredno klimo in gradnjo kakovostnih odnosov ter s tem prispeva k čustvenemu in socialnemu učenju učencev ter z jasno kulturo neodobravanja nasilja in pozitivnim vrednostnim sistemom učinkuje kot varovalni dejavnik pred različnimi pojavi nasilja. Opisali bomo dejavnosti, s pomočjo katerih je razrednik krepil močna področja učencev in jih s pohvalo in spodbudno povratno informacijo podprl pri izboljševanju svojih socialnih veščin. Učenci so začeli med seboj bolj vljudno in spoštljivo komunicirati, bolje so sprejemali različnost svojih sošolcev, v kriznih situacijah pa so zmogli bolje regulirati svoje vedenje. Na podlagi ugotovitev lahko sklenemo, da lahko razrednik najbolj učinkovito ravna v zvezi z nasiljem s preventivnim delom, in sicer v najširšem smislu; ne le z ozaveščanjem o nasilju in preventivnimi delavnicami na to temo, pač pa z gradnjo kulture dobre skupnosti, ki bo temeljila na zdravih psihosocialnih odnosih.

**KLJUČNE BESEDE:** razredna klima, vloga razrednika, socialne veščine, čustveno opismenjevanje.

## **THE ROLE OF THE CLASS TEACHER IN DEVELOPING A POSITIVE CLASSROOM CLIMATE AND MAINTAINING GOOD MENTAL HEALTH OF STUDENTS**

### **ABSTRACT**

Children with special needs have great difficulties in regulating their emotions, which usually also means less developed social-emotional literacy. In this article we will describe how the class teacher can encourage a positive classroom climate and build quality relationships in the class, thus contributing to pupils' emotional and social learning. Furthermore, he can act as a protective factor against various occurrences of violence with a clear intolerance for violence and a positive value system. We will describe the activities through which the class teacher strengthened the pupils' strong areas and supported them in improving their social skills with praise and encouraging feedback. Pupils began to communicate with each other more politely and respectfully, they were more receptive to the diversity of their classmates, and they were able to regulate their behavior in crisis situations better. Based on the findings, we can conclude that the class teacher can most effectively deal with violence through preventive work, in the broadest sense; not only by raising awareness about violence and prevention workshops on the subject, but by building a culture of good community based on healthy psychosocial relationships.

**KEYWORDS:** children with special needs, classroom climate, the role of the class teacher, social skills, emotional literacy.

## **KONJENIŠKI DAN NA OSNOVNI ŠOLI MIRNA**

### **POVZETEK**

V našem življenju imajo živali že od nekdaj pomembno in posebno vlogo. Imajo pomemben vpliv na socialno-emocionalni ter kognitivni razvoj, na družinske in druge socialne odnose; žival je pogosto vir socialne podpore, vpliva pa tudi na splošno počutje. Ena izmed živali, ki jo pogosto uporabljamo za delo z ljudmi je konj. S pomočjo konj lahko izvajamo razne gibalne in terapevtske dejavnosti, ki pozitivno vplivajo na človeka. S pomočjo jahanja se izboljšujejo motorične sposobnosti, ravnotežje, telesna drža, krepi se mišična moč ... Jahanje konj povečuje koncentracijo, izboljšuje motivacijo, uči potrpežljivosti, empatije ipd. Z jahanjem se izboljšata celotno splošno razpoloženje in samopodoba, anksioznost in depresivnost pa se zmanjšata. Na Osnovni šoli Mirna stremimo k temu, da bi bili učenci že zgodaj izpostavljeni izkušnjam, ki spodbujajo empatijo. V ta namen se poslužujemo humanega izobraževanja, ki vključuje posredne ali neposredne stike otrok z živaljo. Glede na vse pozitivne učinke stika s konji, smo na OŠ Mirna izvedli konjeniški dan za učence od prvega do četrtega razreda. Na šolo smo pripeljali dve kobili in tako otrokom omogočili pristen in varen stik s konjem. Spoznali so nekaj teoretičnega znanja o konjih, odnosu s konji, konja so lahko pobožali, omogočili pa smo tudi varno jahanje za vse učence. Z izvedbo konjeniškega dneva smo zelo zadovoljni, saj so bili učenci izredno navdušeni. Bili so visoko motivirani za sodelovanje in so ustrezno upoštevali vsa navodila. Bili so tudi gibalno aktivni. Glede na uspeh, upamo, da bomo tudi v prihodnjem šolskem letu lahko izvedli podobno dejavnost.

**KLJUČNE BESEDE: jahanje, konji, jahač, konjeniški dan.**

## **EQUESTRIAN DAY AT MIRNA PRIMARY SCHOOL**

### **ABSTRACT**

Animals have always played an important role in our lives. They have a significant impact on socio-emotional development, cognitive development, social relationships, they are also often a source of social support, and affect general well-being. One of the animals we often use to work with is the horse. With the help of horses, we can perform various motor and therapeutic activities that have a positive effect on people. Riding improves motor skills, balance, posture, strengthens the muscles... Horse riding increases concentration, teaches patience, improves motivation, overall mood, and self-esteem, reduces anxiety and depression. At Mirna Primary School we strive to ensure that students are exposed to empathy experiences from an early age. For this purpose, we use humane education, which includes direct or indirect contact of children with the animals. Given all the positive effects of contact with horses, we held an equestrian day at the Mirna Primary School for pupils from the first to the fourth grade. We enabled the children an opportunity to have genuine, safe contact with the horse by bringing two mares to school. They learned some theoretical knowledge about horses, they were able to pet them, and ride them under our careful surveillance. We are very pleased with the implementation of the equestrian day, as the students were extremely enthusiastic, highly motivated, they followed all the instructions accordingly and they were also physically active. Given the success, we hope to be able to carry out a similar activity in the coming school year as well.

**KEYWORDS: horseback riding, horses, equestrian, equestrian day.**

## **POMEN ŠAHA PRI RAZVOJU MATEMATIČNEGA MIŠLJENJA IN OSEBNOSTNEM RAZVOJU MLADOSTNIKOV**

### **POVZETEK**

V strokovnem prispevku pojasnjam vlogo šaha pri osebnostnem razvoju mladostnikov. Izpostavim tri ključne pozitivne vplive igranja šaha pri mladostnikih. Na spoznavni razvoj vpliva igranje šaha tako, da razvija simbolno in kombinatorično mišljenje, pomembno za učno uspešnost pri matematiki. Na socialni razvoj vpliva tako, da se igralci povezujejo, tekmujejo, gradijo prijateljstva, igrajo ekipni šah ... Med seboj se o šahu in strategijah pogovarjajo, kar razvija socialne spretnosti, občutek povezanosti in pripadnosti določeni športni zvrsti. Z igranjem šaha z boljšimi nasprotniki se učijo novih pristopov, reflektivno premislijo številne poteze in možne igralne kombinacije za več korakov naprej, zato šah pripomore k dolgoročnejšemu hipotetičnemu razmišljanju in uspešnejšemu doseganju ciljev tudi na drugih življenjskih področjih. Igranje šaha z učiteljem pripomore k temu, da dijaki spoznajo, da je šah aktualen tudi v sodobnem času in združuje generacije. Odnosi z učiteljem se izboljšajo, zato se dijak tudi v primeru drugih dilem pri matematiki na učitelja šahista lažje obrne, saj goji z njim dobre odnose iz neformalnih druženj ob šahiranju. Igranje šaha pripomore k boljšemu duševnemu zdravju in počutju, nas sprošča in zabava. Šahiranje odmakne od konkretnih trenutnih obremenilnih situacij in zato prinaša igralcem pozitivno razpoloženje, dokazovanje skozi dobro igro pa pozitivno vpliva na samopodobo. Zaradi teh multiplikativnih vplivov na področju spoznavnega in socialnega razvoja ter boljšega duševnega počutja velja šah za kraljevsko igro skozi stoletja.

**KLJUČNE BESEDE:** šah, kombinatorično mišljenje, osebnostni razvoj mladostnikov, pozitivni vplivi šaha.

## **THE IMPORTANCE OF CHESS IN THE DEVELOPMENT OF MATHEMATICAL REASONING AND PERSONAL DEVELOPMENT OF ADOLESCENTS**

### **ABSTRACT**

The article clarifies the role of chess in the personal development of adolescents. The focus is placed on three key positive influences of playing chess among adolescents. Playing chess influences the cognitive development in such a way that it develops symbolical and combinatorial reasoning, both key to educational success at mathematics. It influences social development through the players' connections, competitions, friendships, playing of team chess ... They communicate among themselves about chess and strategies, which develops social skills, the feeling of connectedness and belonging to a certain sports discipline. Playing chess against better opponents enables the learning of new approaches, reflexive thinking of numerous moves and possible playing of combinations for several steps ahead, which is why chess aids in the long-term hypothetical reasoning and higher success in reaching goals in other life areas. Playing chess with a teacher enables for students to recognize that chess is relevant also in contemporary time and makes generations come together. The relations with a teacher improve, therefore, also in the case of some other mathematical dilemma the student more easily confers with the teacher chess player, due to good interpersonal relationship of informal chess socializing. Playing chess improves mental health and general well-being, since it makes us more relaxed and fun-loving. It removes us from the actual burdening situations, hence bringing a positive attitude among players, while trying to prove oneself also positively influences one's self-image. The multiplicity of all these influences in the area of cognitive and social development and better mental well-being, chess has proven itself to be a royal game over the centuries.

**KEYWORDS:** chess, combinatorial reasoning, personal development of adolescents, positive influences of chess.

## **KULINARIČNO DOŽIVETJE Z JABOLKOM LESNIKA**

### **POVZETEK**

Na Šolskem centru Velenje, na Višji strokovni šoli smer Gostinstvo in turizem, smo se s študenti pod okriljem mentorjev predavateljev ter v duhu projekta Slovenija – Evropska gastronomska regija 2021 poglobili v pripravo kulinaričnega doživetja, ki oživlja avtohtono sorto jabolka lesnika. Raziskali smo možnosti vključitve trajnostno naravnane kuhinje v ponudbo gostinskega podjetja Lesnika iz Mozirja. V lokalne jedi Savinjske doline smo vključili jabolko lesnika in vse tako pripravljene jedi poimenovali »Lesnikin meni«. Stare sorte jabolka simbolizirajo zdravo hrano in nadaljevanje gastronomske dediščine naših prednikov. Kulinarično doživetje z lesnikinim menijem smo razširili v celovito kulinarično izkušnjo s ponudbo ogleda sadovnjaka in predelave jabolka, kulinaričnega spominka in sproščanjem ob zvokih jablane lesnika, ki jih izvabimo iz korenin drevesa s posebno napravo, ki zaznava elektromagnetne signale in jih prevaja v zvok jablane. Kulinarični projekt je bil predstavljen na letošnjem 18. mednarodnem festivalu Več znanja za več turizma na temo »Moj kraj moj Chef«, v organizaciji Turistične zveze Slovenije. Zanj smo prejeli zlato priznanje.

**KLJUČNE BESEDE:** jabolko lesnika, Lesnikin meni, kulinarično doživetje, trajnostni turizem, gastronomska dediščina, selfness sproščanje.

## **CULINARY EXPERIENCE WITH A LESNIKA APPLE**

### **ABSTRACT**

At the Velenje Secondary School, at the Vocational College of Hospitality and Tourism, we delved into the preparation of a culinary experience that revives the autochthonous Lesnika apple variety. The whole project has been done with students under the auspices of mentors lecturers and in under the umbrella of the Slovenia - European Gastronomic Region 2021. We explored the possibilities of including a sustainably oriented culinary menu in the offer of a restaurant Lesnika from Mozirje. We included Lesnika apple in the local dishes of the Savinja Valley and named all the dishes prepared in this way "Lesnikin menu". All the old varieties of apples symbolize healthy food and the continuation of the gastronomic heritage of our ancestors. We expanded the culinary experience with Lesnika's menu into a comprehensive culinary experience by offering a visit to the orchard and apple processing, a culinary souvenir and relaxing to the sounds of a Lesnika tree, which is extracted from the tree roots with a special device that detects electromagnetic signals. The culinary project was presented at this year's 18th international festival Več znanja za več turizma on the topic »Moj kraj moj Chef«, organized by the Tourist Association of Slovenia. We received a gold award for it.

**KEYWORDS:** Lesnika apple, Lesnika menu, culinary experience, sustainable tourism, gastronomic heritage, selfness relaxation.



## **ŠOLSKI PROJEKT USTVARJALNA ZDRAVSTVENA NEGA (PRIMER DOBRE PRAKSE)**

### **POVZETEK**

V prispevku je predstavljen šolski razvojni projekt Ustvarjalna zdravstvena nega, ki na Srednji zdravstveni šoli Ljubljana poteka od leta 2017. Izvajati smo ga začeli z namenom, da dijake in učitelje strokovnih kot tudi splošnoizobraževalnih predmetov spodbudimo k sodelovanju pri poglobljeni obravnavi zdravstvenih vsebin. Pri izvajanju projekta uporabljamo sodobne učne pristope, kot sta medpredmetno povezovanje in sodelovalno učenje. Učitelji različnih predmetov so teme, kot so koža, bolečina in možgani, predstavili vsak s svojega strokovnega vidika. Dijaki so se lahko posvetili temam, ki jih zanimajo, ter v medsebojnem sodelovanju ustvarili različne kreativne izdelke. Nekatere izdelke smo predstavili na razstavah z namenom osveščanja javnosti o pomenu skrbi za zdravje. Najbolj inovativne izdelke pa bomo uporabili pri pouku strokovnih predmetov kot učne pripomočke za učenje o posameznih organih ter vseživljenjski skrbi za njihovo zdravje. Pri raziskovanju tem in ustvarjanju izdelkov se je povečalo sodelovanje med dijaki in učitelji. Dijaki so prevzeli bolj dejavno vlogo, okrepili pa sta se tudi naša ustvarjalnost in motivacija za delo. Dijakom je bila ponujena priložnost, da s sodelovanjem pri projektu razvijajo kompetence in spretnosti, potrebne za osebni in strokovni razvoj.

**KLJUČNE BESEDE:** projekt, predmet, dijaki, sodelovanje, izdelek, zdravje.

## **“CREATIVE NURSING CARE” SCHOOL PROJECT (A GOOD PRACTICE CASE STUDY)**

### **ABSTRACT**

The paper presents Creative Nursing Care School Development Project, which has been running at the Secondary School of Nursing Ljubljana since 2017. We started implementing it with the aim of encouraging students and teachers of specialized as well as general subjects to participate in in-depth exploration of health topics. In the execution of the project, we use modern learning approaches, such as cross-curricular integration and collaborative learning. Teachers of different subjects explored topics such as skin, pain and brain, each from their own professional point of view. Students were able to focus on topics of interest and created various creative products in cooperation with each other. Some products were exhibited in order to raise public awareness of the importance of health care. The most innovative products will be used in specialized subject classes as teaching aids for learning about individual organs and lifelong care for their health. In researching topics and creating products, cooperation between students and teachers has increased. Students have taken a more active role, and our creativity and motivation to work have also strengthened. By participating in the project students were offered an opportunity to develop competences and skills necessary for personal and professional development.

**KEYWORDS:** project, subject, students, cooperation, product, health.

## **VEČ GIBANJA ZA BOLJŠO POZORNOST IN POMNENJE**

### **POVZETEK**

Večina učencev, predvsem mlajših, na splošno potrebuje veliko gibanja. Po opazovanju in pogovorih z več generacijami prvošolcev, ki sem jih poučevala do sedaj, ugotavljam, da vedno več čedalje mlajših učencev v prostem času veliko časa preživi pred računalnikom, televizijo ali drugo elektronsko napravo. Hkrati opažam, da je pri pouku te učence brez uporabe informacijsko-komunikacijske tehnologije veliko težje motivirati in ohranjati njihovo koncentracijo. Tudi ko se umirijo in pripravijo na pouk, njihova pozornost velikokrat hitro popusti. V svojem oddelku poučujem matematiko, glasbeno umetnost in šport. Odločila sem se, da bom dva meseca spremljala, ali bodo kakšne razlike, če najprej izvedemo uro športa ali vsaj kratko gibalno dejavnost, preden se pri matematiki lotimo obravnave nove učne snovi ali nalog v zvezkih. Za nekatere dejavnosti sem vnaprej pripravila pripomočke, pri drugih pripomočki niso bili potrebni in sem le podala ustna navodila. Rezultat je bil viden, učenci so se po takih aktivnostih lažje skoncentrirali na nadaljnje šolsko delo, npr. zapis števil v zvezek, ki zahteva veliko zbranosti. Naloge so večinoma tudi hitreje in bolj pravilno opravili. Če gibalnih dejavnosti pred tem nismo izvajali, je bila koncentracija pri večini učencev krajša, hitro so postali nemirni in so na splošno delali več napak. S prispevkom želim spodbuditi učitelje, da bi pri svojem pouku, ne glede na naravo predmetov, ki jih poučujejo, vključevali čim več gibanja in s tem iskali različne načine motiviranja svojih učencev.

**KLJUČNE BESEDE: pozornost, motivacija, gibalne dejavnosti, gibalna igra, razgiban pouk.**

## **MORE EXERCISE FOR IMPROVED FOCUS AND MEMORY**

### **ABSTRACT**

Most pupils, especially younger ones, generally need a lot of exercise. Based on observing and talking to several generations of first-year pupils I have taught up to the present day, I find that more and more younger pupils spend a lot of time in front of a computer, television or some other digital device. I also observe that it is a lot more difficult to motivate these pupils and maintain a certain level of their concentration without using information and communication technology. Even once they settle down, get ready for the lesson to begin and focus on the teacher, their concentration is often broken soon. In my class, I teach mathematics, music and physical education. I have decided to spend two months monitoring whether first having a sports lesson or at least briefly exercising would make any difference before moving on to work on a new mathematical lesson or notebook assignments. I have pre-prepared accessories for some of the activities, whereas other activities required none and involved only verbal instructions. The result was unmistakable: after physical activities, pupils were able to concentrate on further school work much more easily, e.g. on writing numbers down in their notebooks, which is a task that requires a lot of focus. For the most part, they were able to finish assignments more quickly and correctly. When we didn't engage in physical activity beforehand, most of the pupils were less focused, they quickly became unruly, and generally made more mistakes. The aim of this paper is to encourage teachers to include more exercise in their lessons, regardless of the nature of the subjects they teach, and to look for different ways of motivating their pupils.

**KEYWORDS: attention, motivation, exercise, movement games, dynamic lessons.**

## PRVA POMOČ IN POMOČ LJUDEM V STISKI ŽE V OSNOVNI ŠOLI

### POVZETEK

Vzgajati in opozarjati otroke o pomenu prve pomoči, medsebojne pomoči, solidarnosti in preventivnem vedenju je osnovna popotnica za življenje vseh nas. Vsakdo se lahko kdaj znajde v stiski in potrebuje pomoč. Pogosto se zgodi, da imajo ljudje o teh temah premalo znanja, zato je prisoten strah, ki lahko prepreči uspešno in pravočasno ukrepanje ob različnih nezgodah ali ustrezno nudenje pomoči ljudem v stiski. Odločila sem se, da bom širila to znanje med mladimi, tako da jih bom učila osnovnih ukrepov prve pomoči, jih osveščala o preventivnem vedenju, da ne pride do nesreč, in jih spodbujala k pomoči ljudem v stiski (revščina, osamljenost, starost, bolezen, žalost). Od leta 2018 na šoli vodim interesno dejavnost Prva pomoč, ki zajema vse te vsebine. Vanjo so vključeni učenci od 3. do 5. razreda. Da vsebine še lažje približam učencem, sodelujem tudi z zdravstvenim domom in območnim združenjem rdečega križa. Za interesno dejavnost je kar nekaj zanimanja, otroci pa so motivirani in redno prisotni. Ob koncu šolskega leta preverim njihovo znanje v obliki šolskega tekmovanja, kjer se že kažejo dobri rezultati. Otroci so bolj suvereni in se znajdejo v danih situacijah. Z veseljem sodelujejo pri organiziranih oblikah pomoči ljudem v stiski. V največje veselje pa mi je, ko opazujem starejše otroke, ki marsikatero situacijo rešijo že sami. Zavedajo se, kako pomembno je znanje in obnavljanje znanja o nujenju prve pomoči in pomoči ljudem v stiski.

**KLJUČNE BESEDE:** prva pomoč, pomoč v stiski, interesna dejavnost, zdravstveni dom, območno združenje rdečega križa.

## FIRST AID AND HELP FOR PEOPLE IN NEED ALREADY IN PRIMARY SCHOOL

### ABSTRACT

Educating and reminding children of the importance of first aid, mutual aid, solidarity and preventive behavior is a basic journey for the lives of all of us. Anyone can ever find themselves in need and need help. It often happens that people do not have enough knowledge about these topics, so there is a fear that can prevent successful and timely action in the event of various accidents or the appropriate provision of assistance to people in need. I decided to spread this knowledge among young people by teaching them basic first aid measures, making them aware of preventive behavior to prevent accidents and encouraging them to help people in need (poverty, loneliness, old age, illness, grief). Since 2018, I have been running the first aid activity at the school, which covers all these contents. It includes students from 3rd to 5th grade. To make the content even easier for students, I also work with the health center and the regional association of the Red Cross. There is quite a lot of interest in this activity, and the children are motivated and regularly present. At the end of the school year, I test their knowledge in the form of a school competition, where good results are already showing. Children are more sovereign and find themselves in given situations. They are happy to participate in organized forms of assistance to people in need. It is my greatest pleasure to observe older children, who solve many situations on their own. They are aware of the importance of knowledge and the renewal of knowledge about providing first aid and helping people in need.

**KEYWORDS:** first aid, help in need, activity of interest, health center, regional association of the Red Cross.

## **PROMOCIJA ZDRAVEGA ŽIVLJENJSKEGA SLOGA NA OSNOVNI ŠOLI MARIJE VERE KAMNIK**

### **POVZETEK**

Športna aktivnost blagodejno vpliva na naše počutje, zato jo moramo uvrstiti tudi na urnik šolskih delavcev. Predpostavljam, da gibanje, ustrezna prehrana in splošni zdrav življenjski slog bistveno prispevajo k izboljšani psiho-fizični kondiciji, hkrati pa kolektivna vadba pripomore k boljšemu medsebojnemu razumevanju. V prispevku predstavljam različne dejavnosti, s katerimi na naši osnovni šoli v sklopu tima Verini aktivčki skrbimo za vsesplošno boljše počutje vseh zaposlenih; aktivne konference - prekinjanje daljših popoldanskih konferenc in izvedba razteznihi vaj, aktivni mesec in vsakodnevno javljanje o opravljeni dejavnosti, vodeno vadbo v živo, organiziran planinski pohod, spodbujanje k zdravi prehrani, kotichek v zbornici - plakat vaj na delovnem mestu in spodbudne misli ter delavnice sproščanja. Tim Verinihi aktivčkov je bil ustanovljen predvsem z namenom, da bi zaposlenim priljubili športne dejavnosti, se med seboj še bolj povežali, imeli več energije in volje do dela ter konec koncev zmanjšali odsotnost z dela in posledično preobremenjenost zdravihi zaposlenih. Po več tedenskem izvajanju tabat in gibalnihi abeced lahko trdim, da smo v timu zaposlenim približali športne aktivnosti in se kot aktiv med seboj še bolj povežali. S prispevkom želim spodbuditi k podobnim akcijam ne le učitelje drugihi škol, temveč vse zaposlene v javnem kot zasebnem sektorju, kjer je le to izvedljivo.

**KLJUČNE BESEDE:** zdravje zaposlenih, kolektivna vadba, motivacija, psiho-fizična kondicija.

## **THE PROMOTION OF A HEALTHY LIFESTYLE AT PRIMARY SCHOOL MARIJE VERE KAMNIK**

### **ABSTRACT**

Any type of sport activity has a positive impact on our well being. This means that students are not the only people in school that need it. All school workers should have it in their timetable. I am assuming that physical activity, a balanced diet and an overall healthy lifestyle significantly contribute towards overall health fitness and that group exercising contributes towards better interpersonal relationships. In this article I present different activities that have been implemented at my school to promote employee health and overall well-being. Our school set up a team of teachers whose task it is to prepare activities for all the employees. We called them Vera's activators. They prepared activities like active teacher conferences - implementing a physical activity every 20 minutes as a break, stretching, active months which included monitoring (the teachers had to report to the team every day), live group exercise via Zoom, organizing a hiking trip, healthy eating tips, they set up a little corner in the teachers lounge with breathing techniques and organized mindfulness sessions. The team Vera's activators was founded with the intention of making sport more popular among our employees, create stronger interpersonal bonds, boost energy levels and the motivation for work and last but not least to lower the amount of sick leaves in our midst and thus relieve employees of constant substituting. After many weeks of tabata and sports alphabets I can say with certainty that we managed to get more and more people involved in the project, achieved a more positive atmosphere and a stronger sense of belonging to a team. With this article I would like to encourage other teachers, schools and public service employees to start their own at work programme encouraging a healthy lifestyle.

**KEYWORDS:** employee health, group exercise, motivation, overall health fitness.

## MOTNJE HRANJENJA IN SREDNJEŠOLCI

### POVZETEK

Vse motnje hranjenja so znak raznih čustvenih stisk in se kažejo kot spremenjen odnos do telesa, hrane in telovadbe. Predstavljajo navidezno kontrolo ali način soočanja s problemi, ki se osebi morda zdijo nerešljivi. Med najpogostejše vrste motenj uvrščamo anoreksijo nervozo, bulimijo nervozo in kompulzivno prenajedanje. Velikokrat so restriktivni vzorci prehranjevanja in motnje hranjenja predstavljeni kot predvsem ženski problem. V sklopu prispevka, in z izvedbo raziskave med mariborskimi dijaki, sem želela izpostaviti, da tukaj ne gre le za žensko vprašanje. Glavne ugotovitve raziskave so pokazale, da so punce v povprečju manj zadovoljne s svojim videzom in težo ter imajo nižjo telesno samopodobo, medtem ko so fantje v povprečju večkrat namerno omejili vnos količine hrane ali izključili skupino hrane z namenom preoblikovanja telesa. Raziskava je prav tako pokazala, da je 32% dijakov vsaj enkrat v življenju (za najmanj en teden) že bilo na kakršni koli restriktivni dieti, pri čemer je zanimivo izpostaviti, da je tukaj procent ženskega in moškega spola skoraj enak. Ugotovitve raziskave so potrdile moja opažanja, da pri tej temi ne gre samo za ženski problem, kar pa se po mojem mnenju v literaturi in praksi ne izpostavlja dovolj pogosto. Menim tudi, da se o temah, ki se nanašajo na področje motenj hranjenja, nasploh govori premalo, kar prispeva k temu, da veliko mladostnikov na začetku ne prepozna problema, ali o tem ne želi govoriti. Na šoli bi rada uvedla predavanja na to temo, tako za dijake kot za učitelje.

**KLJUČNE BESEDE:** motnje hranjenja, diete, samopodoba, adolescence.

## EATING DISORDERS AND HIGH SCHOOL STUDENTS

### ABSTRACT

All eating disorders are a sign of various emotional distresses and can show themselves as a changed attitude towards the body, food and exercise. They represent a control or a way of dealing with problems that a person may find unsolvable. The most common types of disorders include anorexia nervosa, bulimia nervosa and compulsive overeating. Restrictive eating patterns and eating disorders are often presented as primarily a female problem. As part of the article and the implementation of the research, among Maribor students, I wanted to point out that this is not just a women's issue. The main findings of the study showed that girls were on average less satisfied with their appearance and weight and had lower body self-esteem, while boys on average repeatedly deliberately limited their food intake or excluded a food group in order to reshape their bodies. The survey also showed that 32% of students had already been on a restrictive diet at least once in their lives (for at least a week), and it is interesting to note that the percentage of females and males here was almost the same. The findings of the research confirmed my observations that the topic is not just a women's problem, which in my opinion is not highlighted often enough in the literature and practice. I also think that there is not enough talk about topics related to eating disorders in general, which contributes to the fact that many young people do not recognize the problem at the first or do not want to talk about it. I would like to introduce lectures on this topic at the school, both for students and teachers.

**KEYWORDS:** eating disorders, diets, self-esteem, adolescence.

## GIBANJE, VEŠČINE, PROSTOVOLJSTVO IN ODPRAVA PRI INTERESNI DEJAVNOSTI MALI POTEPUHI

### POVZETEK

Kolesarjenje, ogled filmov, izdelovanje okraskov, klepet s prijatelji, igranje nogometa in družabnih iger, postavljanje bivakov, hoja v hribe, ... vse to so dejavnosti v prostem času, ki so zelo pomembne za razvoj otrokove osebnosti ter njegovih spretnosti in sposobnosti. S temi dejavnostmi si razvija samostojnost, kritično mišljenje, odgovornost, medsebojno pomoč, sodelovanje, reševanje konfliktov, spoštovanje, komunikacijo, se zabava, sprosti in pride do cilja, ki si ga je zastavil. Z interesno dejavnostjo Mali potepuhi sem želela vplivati na razvoj otrokovih veščin in kompetenc, nadgraditi njihovo znanje ter jih spodbuditi, da svoj prosti čas preživijo kar se da kvalitetno. V strokovnem prispevku je predstavljena interesna dejavnost Mali potepuhi, ki sledi filozofiji programa Mednarodno priznanje za mlade in ima nanje zelo pozitivne učinke. Učencem razredne stopnje sem želela dati priložnost, da razvijajo svoja močna področja, vzdržljivost, da sodelujejo v skupini, vodijo, prepoznavajo svoje zmogljivosti, dopolnjujejo svoje znanje in veščine ter občutijo zadovoljstvo ob doseganju ciljev. Po konceptu MEPI-ja sem dejavnost izvajala z učenci in učenkami 4. in 5. razreda podružnične šole Mavčiče. V programu interesne dejavnosti sem pripravila in uresničila cilje za razvoj individualnih sposobnosti, cilje za razvoj veščin za delo v skupini ter cilje, ki so pomembni za končno odpravo, orientacijo in kartografijo. Celotno delo z učenci je pokazalo, da so tovrstne dejavnosti dobrodošle za tiste, ki trenirajo katerikoli šport, za tiste učence, ki gibanja ne marajo, nadarjene in malo manj nadarjene učence ter za učence s posebnimi potrebami, saj znanja in izkušnje pridobivajo pri sodelovanju drug z drugim.

**KLJUČNE BESEDE:** prosti čas, veščine, prostovoljstvo, razredna stopnja, odprava, cilj.

## PHYSICAL ACTIVITIES, SKILLS, VOLUNTEERISM AND EXPEDITION IN THE EXTRA-CURRICULAR ACTIVITY *LITTLE VAGABOND*

### ABSTRACT

Cycling, movie watching, decoration making, chatting with friends, playing football and board games, bivouac building, mountain hiking etc., all these pastime activities scientifically influence the child's personal development, their skills and abilities. All these abilities help pupils to develop their independence, critical thinking, responsibility, mutual help, cooperation, conflict solving, respect and communication. All these activities make pupils have fun, relax and reach the goal that has already been set. The extra-curricular activity *Little Vagabond (Mali Potepuh)* was performed to develop pupils' skills and competences, to upgrade their knowledge and to encourage them to spend some quality free time as much as possible. The extra-curricular activity *Little Vagabond* that is presented in my scientific paper follows the philosophy of *The International Award for Young People (MEPI)* programme and has positive effects on the youth. The Cycle 1 and 2 pupils were given the opportunity to develop their strong areas and persistence, to develop their team work, to be the leaders, to recognize their abilities, to complement their knowledge and skills, and to feel the satisfaction when reaching their given goals. By following *The International Award for Young People (MEPI)* concept, all the activities were performed with pupils of Grades 4 and 5 in the Subsidiary School in Mavčiče. The preparation and goals that helped to develop individual competences and team work skills, which are important for the final expedition, orienteering and cartography were all included in my the extra-curricular activity's plan. As pupils obtain their knowledge and experiences through mutual cooperation, the whole work with them has proven that all these types of activities are welcome for trained athletes, not that physically active, children with special needs, talented or a bit less talented ones.

**KEYWORD:** free time, skills, volunteerism, 1st and 2nd educational cycle, expedition, goal.

## Z GLASBO H GIBANJU PRI PEVSKEM ZBORU (PRIMER DOBRE PRAKSE, POSEBEJ PRI UČENCIH Z ADHD-SINDROMOM)

### POVZETEK

V prispevku opisujem interesno dejavnost pevski zbor z vidika gibanja. Pri izbiri pesmi namreč stremim k temu, da vse omogočajo gibanje, s čimer se učenci po večurnem sedenju sprostijo in razgibajo, prav tako pa so zaradi gibanja in zanimive koreografije zelo motivirani za petje. V uvodu pričujočega prispevka predstavim interesno dejavnost pevski zbor, ki je del razširjenega programa osnovne šole. Pri pevskem zboru potekajo tri vrste dejavnosti: izvajanje, ustvarjanje in poslušanje, medpredmetno pa se povezuje s številnimi predmeti. V največji meri to interesno dejavnost sama najraje povežem s športno vzgojo. V osrednjem delu tako natančno opišem pesem Slikar avtorice Tadeje Vulc in predstavim koreografijo k tej pesmi, ki je primerna za petje na odru oziroma nastopanje na šolskih prireditvah, ter primerjam izvajanje pesmi z gibanjem in brez gibanja. Učenci so pri petju, pri katerem se gibajo, bolj motivirani, manj je odklonskega vedenja, še posebej se je izkazalo uspešno pri motiviranju učenca z ADHD-sindromom. Natančno opišem doživljanje čustev pri izvajanju pesmi in predstavim, kako vpliva doživljanje občutka ponosa na učenca z ADHD-sindromom in kako na ostale učence. Ugotovila sem, da so učenci zaradi petja z gibanjem bolj motivirani, dlje časa in bolj zbrani, ob nastopanju na odru pa tudi ponosni nase in komaj čakajo na učenje nove pesmi z gibanjem. Za konec naštejem še nekaj pesmi, ki so primerne za opisano petje z gibanjem.

**KLJUČNE BESEDE:** petje z gibanjem, pevski zbor, ADHD-sindrom.

## WITH MUSIC TO MOVEMENT IN THE CHOIR (AN EXAMPLE OF GOOD PRACTICE, ESPECIALLY IN STUDENTS WITH ADHD SYNDROME)

### ABSTRACT

In this paper, I describe the choir as an activity of interest from the point of view of the movement which is also included in the extended primary school programme. There are three activities in choir rehearsal: singing, creating and listening and it can be integrated within different school subjects. I usually integrate this activity with physical education. When choosing a song, namely, I strive to make movement possible. That allows students to relax and get active after several hours of sitting. They are also very motivated to sing due to the movement and interesting choreography. In the introduction to the current article, I present the choir as an activity of interest. In the central part, I describe the song Slikar by Tadeja Vulc thoroughly and present the choreography for this song which is suitable for singing on stage or performing at school performances. I compare the performance of songs with movement and without movement. Pupils are more motivated in singing in the process of which they move. There is less deviant behaviour. Especially, singing with movement has been successful in motivating a pupil with ADHD syndrome. In the following pages feelings which are expressed while making music are thoroughly valued and I also present how the sense of pride influences the pupils with ADHD syndrome and all the other pupils. According to my research, pupils are more motivated while singing with movement, they are also more focused for a longer period of time and while performing on stage they are very proud and can't wait for learning new songs with movement.

**KEYWORDS:** singing with movement, choir, ADHD syndrome.

## **SPODBUJANJE GIBALNIH AKTIVNOSTI VEČJE SKUPINE OTROK S STRATEŠKIMI IGRAMI**

### **POVZETEK**

Z igro se učimo, vendar preko nje ne zapolnjujemo le izobraževalne, temveč tudi čustvene, socialne in vrednostne izkušnje. Igra pomeni otroku ob vseh teh še veselje. Ta teoretična vedenja o igri so bila uporabljena pri načrtovanju velikih iger, ki bodo opisane v prispevku. Namen načrtovanja velikih iger je bil spodbujanje otrok, da bi se čim več gibal. V zadnjih letih namreč učitelji pri pouku športne vzgoje opažamo porast otrok, ki so gibalno manj spretni. Velike igre motivirajo otroke k izvajanju najrazličnejših elementarnih, štafetnih ali moštvenih iger. Igre se igrajo pod pretvezo okvirne zgodbe in zahtevajo od vsake posamezne heterogene igralne skupine otrok, da skupaj načrtujejo in čim spretnjeje izvajajo vsako ponujeno aktivnost. Okvirne zgodbe jih motivirajo, da opravijo čim več ponujenih nalog, se ob njihovi izvedbi spodbujajo, si pomagajo in izbirajo skupno strategijo skupine. Velike igre vključujejo veliko število otrok, ob previdnem načrtovanju jih lahko igrajo tudi vsi učenci šole hkrati. Po izvedbi iger smo opazili, da so otroci nad njimi navdušeni, se med seboj povezujejo, predvsem pa opažamo, da postajajo pogumnejši in spretnjeji v različnih športnih aktivnostih. Izvedba gibalnih aktivnosti na takšen način je doprinos k stroki.

**KLJUČNE BESEDE:** gibanje, elementarne igre, motivacija, skupina, igra, strategija.

## **ENCOURAGING PHYSICAL ACTIVITIES OF A LARGER GROUP OF CHILDREN WITH STRATEGIC GAMES**

### **ABSTRACT**

We learn through play and through the play we fulfill not only the educational, but also the emotional, social and value experience. In addition to all these, the play means joy to the child. This theoretical knowledge about the game was used in planning of big games that will be described in the article. The purpose of planning the big games was to encourage children to get as much exercise as possible. In recent years, we teachers in physical education classes have noticed the growth of children who are less physically able. Big games motivate children to perform a variety of elementary, relay or team games. The games are played under the pretence of a framework story and require of each individual heterogeneous play group of children to plan together and perform each offered activity as skillful as possible. The framework stories motivate them to perform as many tasks offered as possible, encourage each other, help each other and choose a common group strategy. Big games involve a large number of children and with careful planning they can be played by all the pupils of the school at the same time. After the performed games, we noticed that the children are enthusiastic about them, they connect with each other, and above all, we notice that they are becoming braver and more skilled in various sports activities. Performing physical activities in such a way is a contribution to the profession.

**KEYWORDS:** physical activity, elementary games, motivation, group, play, strategy.



## PRIDOBIVANJE VSEŽIVLJENSKIH IZKUŠENJ V PROGRAMU ZA MLADE

### POVZETEK

V svetu je dobro poznan koncept poučevanja, ki ga je razvijal pedagog nemških korenin, Kurt Hahn. Njen glavni namen je oblikovati samostojno, odgovorno, strpno in sočutno osebo, ki bo na podlagi individualno zastavljenih ciljev izluščila iz sebe le najboljše. Na osnovi Hahnove filozofije se je razvil svetovno priznani program MEPI ali Mednarodno priznanje za mlade. V prispevku avtorica predstavlja, kako lahko skozi program MEPI na neformalen način izobraževanja mlade spodbujamo, da izoblikujejo željo po vseživljenskem učenju in boljšem vključevanju v družbo. Poleg znanj in veščin, ki jih mladi osvojijo med šolanjem, je zelo pomembno, da pridobijo tudi praktične spretnosti, osebne lastnosti, motive, prepričanja in vrednote. Način, kako preživijo prosti čas, ob vseh ostalih dejavnikih močno vpliva na to, kako si bodo mladostniki oblikovali svoj socialno – psihološki profil. S pridobljenimi kompetencami se mladi lažje prilagajajo različnim življenjskim situacijam, razvijajo svoje osebne interese in talente, uspešnejši so tudi pri šolskem delu.

**KLJUČNE BESEDE:** kompetence, Kurt Hahn, MEPI- Mednarodno priznanje za mlade, neformalno učenje, vseživljenjsko učenje.

## GAINING LIFELONG EXPERIENCE IN THE YOUTH PROGRAM

### ABSTRACT

The concept of teaching, developed by a pedagogue of German roots, Kurt Hahn, is well known in the world. Its main purpose is to create an independent, responsible, tolerant and compassionate person who will extract only the best from himself on the basis of individually set goals. Based on Hahn's philosophy, the world-renowned MEPI program, or International Youth Recognition, was developed. In this article, the author presents how, through the MEPI program, we can encourage young people in an informal way to form a desire for lifelong learning and better integration into society. In addition to the knowledge and skills that young people acquire during school, it is very important that they also acquire practical skills, personal qualities, motives, beliefs and values. The way they spend their free time, among all other factors, has a strong influence on how young people will form their social and psychological profile. With the acquired competencies, young people find it easier to adapt to different life situations, develop their personal interests and talents, and are also more successful in school work.

**KEYWORDS:** competencies, Kurt Hahn, MEPI- International Youth Recognition, non-formal learning, lifelong learning.

## **PREHRANJEVALNE NAVADE OB EKRANIH**

### **POVZETEK**

V današnji dobi, ko je ritem življenja pri večini vseh nas res divji, se brez samodiscipline sploh ne zavedamo, kako na nas vplivajo telekomunikacijski pripomočki, kot so pametni telefoni in televizija, kako nas zapeljejo in kako lahko ob njihovi uporabi nezavedno v svoje telo vnesemo izredno velike količine hrane z visoko kalorijsko vrednostjo, ki je naše telo dejansko sploh ne potrebuje, ampak je le stvar navade. Eden izmed teh ljudi sem bil tudi sam, zato sem se odločil, da se teh slabih navad čimprej odrešim. Odločil sem se, da bom čimbolj natančno izmeril hranilno vrednost arašidov, saj so ti moja šibka točka. V želji, da bi bili tudi sami osveščeni o slabosti takega načina življenja, sem v ta projekt vključil tudi svoje dijake. Po teorijah o delovanju možganov naj bi se to, kar človek počne v obdobju adolescence, zapisalo v možgane oziroma človekovo podzavest in to naj bi človek v življenju kasneje stalno ponavljal – sam sem prav gotovo potrditev te teze. Z dijaki sem izpeljal dva eksperimenta. V prvem eksperimentu smo izmerili energijsko vrednost enega arašidovega zrna, kar bom v seminarju tudi podrobno opisal in nadgradil s fotografijami. V drugem eksperimentu smo z dijaki izračunali, koliko kalorij človek porabi, ko prehodi 100 stopnic. Porabljene kalorije s hojo po stopnicah in pridobljene kalorije pri prehranjevanju ob tv sprejemnikih in pametnih telefonih smo ob koncu primerjali med seboj ter sprejeli določene ugotovitve. Obenem smo si zadali tudi načrt in cilj za naslednje leto: vključiti v projekt še ostale člane družine in jih s tem ozavestiti o škodljivosti prehranjevalnih navad.

**KLJUČNE BESEDE:** telekomunikacijski pripomočki, prehrana, arašidovo zrno, kalorije, eksperiment, hoja.

## **EATING HABITS BY THE SCREENS**

### **ABSTRACT**

In today's age, when the rhythm of life is really wild for the majority of people, we are unaware of how much telecommunication devices such as smart phones and television affect us. They seduce us to the point that we unconsciously consume out of habit extremely large amounts of caloric foods that our body doesn't need. I was one of those people myself and decided to get rid of these bad habits as soon as possible. I measured the nutritional value of peanuts as accurately as possible as they are my weak spot. I included my students in this project in order to make them aware of the disadvantages of such a way of life. According to theories of brain function, what a person does during adolescence is supposed to be written in the brain or human subconscious and repeated constantly later in life – my condition certainly supports this thesis. I conducted two experiments with my students. In the first experiment we measured the energy value of one peanut grain, which will be described in detail and supported with photographs in the seminar. In another experiment, we calculated with students how many calories a person burns when walking up 100 stairs. At the end, we compared the calories burned by walking up the stairs and the calories gained from eating while watching TV or using smart phones and found certain conclusions. At the end we set a plan for the next year: to include other family members in the project and make them aware of harmful eating habits.

**KEYWORDS:** telecommunication devices, eating, peanut grain, calories, experiment, walk.

## **VEŠ, KOLIKO SLADKORJA POJEŠ?**

### **POVZETEK**

V zadnjem desetletju so vse pogostejša opozorila zdravstvene stroke o negativnih učinkih prekomernega uživanja sladkorja na naše zdravje. Posledice se kažejo v porastu debelosti, zobne gnilobe, presnovnega sindroma, inzulinske rezistence, sladkorne bolezni tipa 2 in srčno-žilnih obolenj. Omenjene zdravstvene težave niso omejene le na starejšo populacijo prebivalstva. Zelo intenzivno se širijo tudi med otroki in mladostniki. Splošno sprejeta prehranska priporočila nas usmerjajo k izogibanju prekomernega vnosa prostih sladkorjev v živilih. Smo kot potrošniki dovolj ozaveščeni o vsebnosti »skritih« sladkorjev v živilih? Se zavedamo, koliko sladkorja nevede zaužijemo z vsakodnevnimi obroki? Znamo poiskati zdrave, primernejše izbire živil in jih vključiti v vsakodnevno prehrano? Tovrstni izzivi predstavljajo dobra izhodišča za oblikovanje tematskih vzgojno-izobraževalnih vsebin, namenjenih otrokom in mladostnikom. Dolgoletna praksa je pokazala, da imajo zanimive, zabavne učne vsebine velik doprinos k oblikovanju zdravih prehranjevalnih navad učencev. S prispevkom želim predstaviti primere večletnega projektnega dela, katerega glavni namen je ozaveščanje učencev o prekomernem vnosu sladkorja z živili ter njegovih negativnih učinkih na zdravje. V projektno delo so vključeni učenci od 1. do 9. razreda. Trajno usmerjen cilj so mladi potrošniki, ki bodo znali izbirati zdrava živila in odgovorno skrbeti za svoje zdravje.

**KLJUČNE BESEDE:** sladkor, vzgojno-izobraževalne dejavnosti, odgovoren odnos do zdravja.

## **DO YOU KNOW HOW MUCH SUGAR YOU EAT?**

### **ABSTRACT**

Over the last decade, there have been increasing warnings from the health profession about the negative effects of excessive sugar consumption on our health. The consequences are an increase in obesity, tooth decay, metabolic syndrome, insulin resistance, type 2 diabetes, and cardiovascular disease. These health problems are not limited only to the elderly population. They also spread very intensively among children and adolescents. Generally accepted nutritional recommendations lead us to avoid excessive intake of free sugars in foods. As consumers, are we sufficiently aware of the content of "hidden" sugars in foods? Are we aware of how much sugar we unknowingly consume with our daily meals? Do we know how to find healthy, more appropriate food choices and incorporate them into our daily diet? Such challenges represent good starting points for the thematic educational content intended for children and adolescents. Many years of practice have shown that interesting, fun learning content makes a great contribution to teaching students healthy eating habits. With this article, I would like to present examples of multi-year project work. Its main purpose is to make students aware of excessive sugar intake from foods and its negative effects on health. Students in grades 1 to 9 are involved in the project work. A permanent goal is young consumers who will know how to make healthy food choices and responsibly take care of their health.

**KEYWORDS:** sugar, educational activities, responsible attitude towards health.

## GREMO VEN!

### POVZETEK

Če danes takoj po končani tretji uri pridem v razred in glasno rečem: »Gremo ven!« večina učencev steče v garderobo, se preobuje in že hiti na točno določeno mesto. Približno tri leta nazaj še ni bilo tako. Ideja je, da so učenci čim več zunaj, ne samo razredna stopnja, tudi predmetna. Toda od ideje do realizacije je preteklo kar precej časa. Zakaj ven? Razlogov je več. Najbrž vsak od nas ve vsaj kakšnega. V teoretičnem delu bom predstavila pomembne razloge za otrokov razvoj in zdravje, ki se nanašajo na gibanje na svežem zraku. Nato pa bom predstavila primer dobre prakse. Kako smo se na naši precej veliki šoli lotili tega projekta. Kaj je potrebno, da deluje. Na kaj je potrebno biti pozoren. Dejansko je to pravi mali šolski projekt. Z leti se razvija in tako pripomore k dosegu največjega cilja, ki smo si ga kot šola zadali: z malimi koraki v šoli do pomembnih korakov v otrokovem življenju. Z nabranimi izkušnjami bomo ideje o gibanju še nadgradili, predvsem upoštevali mnenja učencev v izvedeni anketi. Ne morem pa tudi mimo dejstva, da sem pri prebiranju literature naletela na res dobre ideje za igre na prostem. Komaj čakam, da kakšno tudi preizkusim. Če ne v šoli, pa doma.

**KLJUČNE BESEDE:** otrokov razvoj, gibanje, dobra praksa, šolski projekt, anketa, igre.

## LET'S GO OUTSIDE!

### ABSTRACT

When I come into class today, right after the third period and say, "Let's go outside!", most of the pupils run to their lockers, put on their shoes and are already rushing to a determined location outside. However, this was not the case three years ago. The idea is for the pupils to be outside as much as possible, not just the elementary level but also the upper-level pupils. It took a long time from idea to realization. Why outside? There are several reasons. Probably each one of us knows at least a few. In the theoretical part, I am going to present important reasons for children's development and health in relation to movement in the fresh air. Furthermore, I am going to present an example of good practice by demonstrating how we organized this project at our rather large school. What does it need to be successful and what aspects you need to pay attention to. It is a real school project, which is being developed over the years and thus helps to achieve the greatest goal that has been set by our school: small steps in school lead to important steps in children live. The gained experience will serve as a further improvement of the ideas regarding movement, especially by considering the pupils' opinions based on a survey. Additionally, I cannot move past the fact that while reading the literature, I came across some very interesting ideas for outdoor games. I cannot wait to try some. If not at school, then at home.

**KEYWORDS:** children's development, movement, good practice example, school project, survey, games.

## **Z LOKALNIM OKOLJEM DO ZDRAVJA**

### **POVZETEK**

Živimo v času, ko življenje teče neizmerno hitro. Včasih tako hitro, da se niti ne ozremo naokrog, da bi videli, kaj se dogaja okrog nas. V vrtcu Manka Golarja Gornja Radgona, v enoti Črešnjevci, smo se ozrli naokrog po naših prelepih gričih in poljih ter dobili idejo, kako izkoristiti lokalno okolje za zdrav razvoj in učenje predšolskih otrok. Tako smo sedaj že tri leta sodelovali z lokalnimi kmetijami in spoznavali značilnosti naše pokrajine. V raziskovalnem delu nas je zanimalo naše lokalno okolje in tradicija, ki ga spremlja. Želeli smo izvedeti, ali otroci poznajo značilne pridelke v domačem okolju, lokalno pridelavo hrane, če poznajo končne produkte in njihov postopek predelave. Vse skupaj smo želeli povezati še z gibanjem in otrokom skozi raziskovanje okolja omogočiti čim več gibalnih izzivov. Posebne trenutke in situacije pri raziskovanju okolice smo beležili s kratkimi anekdotskimi zapisi, fotografiranjem ali krajšimi videi. Ugotovili smo, da smo s takšnim načinom dela otrokom omogočili veliko situacij izkustvenega učenja, ki so bile za vsakega posameznika povsem drugačna izkušnja. Lahko rečemo, da je tudi za nas strokovne delavce vrtca bila to neka nova metoda dela, ki se je izkazala kot dobra, z veliko izzivi, zato jo bomo izvajali in nadgrajevali tudi v prihodnje.

**KLJUČNE BESEDE:** vrtec, gibanje, zdravje, tradicija, lokalno okolje, otroci.

## **TO HEALTH WITH THE LOCAL ENVIRONMENT**

### **ABSTRACT**

Nowadays, life moves so immeasurably fast that we do not have time to observe what is happening around us. In the Manka Golar Kindergarten in Gornja Radgona, Črešnjevci unit, we admired our beautiful hills and fields and got an idea of how the local environment can contribute to the healthy development and learning of preschool children. Over the last three years, we have been working with local farms and getting to know the characteristics of our landscape. In our thesis research, we explored our local environment and the traditions that accompany it. We sought to find out if children are familiar with the crops typical of their environment, local food production, if they know the final products and their processing procedure. By exploring the environment, we wanted to connect everything with movement and create as many movement challenges as possible for children. During the exploration of the surroundings, special moments and situations were recorded on anecdotal notes, photographs, or short videos. We found that this method of working allowed children to encounter many different situations of experiential learning, which were unique experiences for each child. The professional staff of the kindergarten can also state that it was a new working method for us, which proved to be effective, with many challenges, and we will continue to implement it and upgrade it in the future as well.

**KEYWORDS:** kindergarten, movement, health, tradition, local environment, children.

## KO CELIAKIJA VSTOPI V RAZRED

### POVZETEK

Celiakija je avtoimuna, kronična bolezen, ki najpogosteje prizadene tanko črevo. Resice v steni tankega črevesa so močno zmanjšane, približno za faktor 7, posledično pa telo ni več sposobno vsrkavati dovolj hranil. V prvem delu bom predstavil imunopatologijo te bolezni s štirih vidikov: genomike, proteomike, interaktomike in sopojavnosti bolezni. Pri genomiki se bomo dotaknili genske predispozicije v povezavi s skupinama HLA in ne-HLA geni. Pri proteomiki si bomo pogledali uporabo tekočinske kromatografije in masne spektrometrije, s pomočjo česar lahko opazimo izražanje proteinov pred in po izločitvi glutena iz prehrane. Pri sopojavnosti si bomo aredili povezavo s preostalimi boleznimi, v kombinaciji s katerimi se ta bolezen pogosto pojavlja. Edino do zdaj znani način v izogib hujšim posledicam bolezni je 100% brezglutenska dieta. Imeti v razredu dijaka s celiakijo pa je velik izziv tudi za sošolce. Kakršen koli stik s hrano, je od tega trenutka zelo delikaten, saj je potrebno biti pazljiv tako pri nakupu, kot odlaganju in rokovanju z živili. Predstavil bom konkreten primer življenja dijaka s celiakijo v dijaškem domu in prilagoditve, ki smo jih morali ostali sprejeti.

**KLJUČNE BESEDE:** celiakija, genomika, HLA, interaktomika, protomika, sopojavnost bolezni, brezglutenska dieta.

## WHEN CELIAC DISEASE ENTERS THE CLASSROOM

### ABSTRACT

Celiac disease is a autoimmune, chronic systemic disease that most commonly affects the small intestine. The villi in the wall of the small intestine are greatly reduced, by about a factor of 7, and as a result the body is no longer able to absorb enough nutrients. We will first look at the immunopathology of the disease itself, from four aspects: genomics, proteomics, interactomics, and co-occurrence of the disease. In genomics, we will touch on genetic predispositions in relation to HLA groups and non-HLA genes. In proteomics, we will look at the use of liquid chromatography and mass spectrometry, which allows us to observe the expression of proteins before and after the elimination of gluten from the diet. In case of co-occurrence, we will establish a connection with other diseases, in combination with which this disease often occurs. The only way known so far to avoid the more serious consequences of the disease is a 100% gluten-free diet. Having a student with celiac disease in the classroom is also a big challenge for classmates. Any contact with food is very delicate from this moment on, as care must be taken when buying as well as storing and handling food. I will present an example of a student's life with celiac disease in a student dormitory and the adjustments we others had to accept.

**KEYWORDS:** celiac disease, genomics, HLA, interactomics, proteomics, comorbidity, gluten-free diet.

## **GIBAJ SE, IZKUSI IN SE VELIKO NAUČI**

### **POVZETEK**

Pomanjkanje gibanja pri otrocih je problem današnjega časa. Otroci veliko časa preživijo v šolskih klopeh, v popoldanskem času pa pred različnimi ekrani med štirimi stenami. To se opaža pri njihovi slabi motoriki, vzdržljivosti, moči, pomanjkanju koncentracije, nemirnosti, težko sledijo pouku, manj je sodelovanja med učenci. Nekaterim otrokom je gibanje v času, ki ga preživijo v šoli, edino gibanje v dnevu. V pouk vnašam gibalne dejavnosti povezane z učno snovjo kot uvod v učno uro, ponavljanje, utrjevanje snovi ali pa kot sprostitev med učnim delom. Izvajamo jih v razredu ali na prostem. V času epidemije nas ves čas tudi spodbujajo, da bi pouk izvajali na prostem, na svežem zraku. Ure pouka na prostem kot medpredmetno povezovanje poteka v okolici šole, v bližnjem gozdu in travniku. Učenci so gibalno in miselno ves čas aktivni, motivirani so za delo, med seboj sodelujejo, uporabljajo vsa čutila, so odgovornejši in krepijo samozavest. Ugotavljam, da učenci gibalno napredujejo. So bolj spretni, vzdržljivi, znajdejo se v različnih situacijah, so sproščeni, motivirani in umirjeni. Veliko več sodelujejo med seboj, si pomagajo, krepijo se prijateljske vezi. Imajo boljšo koncentracijo, so bolj potrpežljivi, snov hitreje usvojijo in si jo lažje zapomnijo. Naloge opravljajo bolj zavzeto in odgovorno. Pri vsem tem je bila potrebna velika mera motivacije otrok, doslednosti, upoštevanje pravil. Tudi učenčevi odzivi so zelo spodbudni in pozitivni, meni pa je to potrditev, da je način dela usmerjen v pravo smer.

**KLJUČNE BESEDE: gibanje, učenje izkušnje, dejavnost, motivacija.**

## **MOVE, EXPERIENCE AND LEARN**

### **ABSTRACT**

The lack of movement with children is a problem of this era. Children spend the majority of their time in school sitting down, and their afternoons in front of different screens between four walls. This is clearly seen from their poorly developed motor skills, strength, lack of concentration, restlessness, difficulty following lessons, there is also less student cooperation. For some children, movement in school is the only movement in their day. I try to include activities with movement connected to subject matter as a lesson introduction, revision, repetition or just as relaxation during school work. We carry them out in or outside the classroom. At this challenging time of the Covid19 epidemics, we are constantly encouraged to carry out as many lessons as possible outside school, in fresh air. Interdisciplinary connected lessons are carried out in the school surroundings, in the nearby forest or meadow. Students are mentally active all the time. They are motivated for work, they cooperate, use all their senses, they become more responsible and develop their self-confidence. I have realised that students are making progress with their motor skills. They are becoming more skilful, persistent, they do well in different situations, they are more relaxed, motivated, also they bond better. Their concentration is improving, they are becoming more patient, grasp subject matter quicker and remember it better. They are more engaged and responsible at their work. It took a great deal of children's motivation, consistency, following rules. The students' responses are encouraging and positive, for me this is a confirmation of my work.

**KEYWORDS: movement, experiential learning, activity, motivation.**

## **PSIHOSOCIALNO ZDRAVJE DIJAKOV S POSEBNIMI POTREBAMI – KAKO LAHKO POMAGA RAZREDNIK?**

### **POVZETEK**

Psihosocialno zdravje otrok in mladostnikov s posebnimi potrebami je že v osnovi vedno aktualna tematika/problematika. Večina omenjene populacije se mora tako ali drugače ukvarjati s (ne)sprejemanjem svoje okolice. Na srednji šoli Zavoda za gluhe in naglušne Ljubljana prepoznavamo, da je poleg učne uspešnosti in pridobljenega spričevala o zaključenem srednješolskem izobraževanju eden naših glavnih ciljev tudi izboljšanje oz. izoblikovanje (pozitivne) samopodobe naših dijakov oz. njihovo splošno psihosocialno zdravje. Brez le-tega bodo kljub doseženi izobrazbi težko zaposljivi in zadovoljni posamezniki. V zadnjih dveh letih pa pri naših dijakih zaznavamo tudi povišano anksioznost, (negativen) stres in pa strah pred prihodnostjo (posledice t. i. korona obdobja). Po navadi se od razrednika glede dijakov pričakuje predvsem administrativno, včasih tudi vzgojno delo, ko pa pride do notranjih stisk posameznikov, se zadeva prepusti svetovalni službi. Zadnjih pet let kot razredničarka spremljam dijake z različnimi posebnimi potrebami – naglušne, z govorno-jezikovnimi motnjami, avtizmom oz. več motnjami. Ugotavljam, da če bi predvidevala, da bo za vse njihove notranje stiske poskrbela naša svetovalna služba, bi se njihove stiske razraščale, tako pa nam jih uspeva reševati sproti. Poleg dobrega sodelovanja s svetovalno službo sem se kot razredničarka močno trudila za sproščeno/varno vzdušje v razredu, dober odnos z vsakim posameznikom (upoštevajoč njegove posebne potrebe in značaj), iskala njihova močna področja in jih čim več vključevala v kulturne dejavnosti na šoli. Dijaki se počutijo slišani, dobivajo realno samopodobo in vedo, da se je v težavah vedno potrebno obrniti po pomoč – ne nujno k strokovnjaku, ampak k nekemu, ki mu je mar zanje.

**KLJUČNE BESEDE: psihosocialno zdravje, posebne potrebe, razredna klima, samopodoba.**

## **PSYCHOSOCIAL HEALTH OF STUDENTS WITH SPECIAL NEEDS - WHAT CAN A CLASS TEACHER DO ABOUT IT?**

### **ABSTRACT**

The psychosocial health of children and adolescents with special needs is always a topical issue. Most of this population must deal with the (non) acceptance of their surroundings. At the secondary school of the Ljubljana School for the Deaf, we recognize that in addition to academic performance, one of our main goals is also students' general psychosocial health. In the last years, our students have experienced increased anxiety, (negative) stress and fear of the future (the consequences of the so-called corona period). Usually, the class teacher is expected to do mainly administrative and sometimes educational work, but when some mental issues come up, the matter should be left to the student counselor. For the last five years, as a class teacher, I have been following students with various special needs - hard of hearing, speech-language difficulties, autism. When noticing some internal distress, I would address it immediately and not just leave it to the student counselor. In addition to good cooperation with the counseling service, as a class teacher I have worked very hard for a relaxed / safe class atmosphere, a good relationship with each individual (taking into account his special needs and character), looking for their strengths and involving them in school cultural activities. The students are feeling being heard, gaining a realistic self-image, and they know that in times of difficulty it is always necessary to turn for help - not necessarily to an expert, but to someone who cares.

**KEYWORDS: psychosocial health, special needs education, classroom atmosphere, self-image.**



## MOČ BESEDE ŠE IN MISELNA NARAVNANOST K RASTI

### POVZETEK

Besede imajo neposreden vpliv na naše fiziološke odzive, a se tega učitelji premalo zavedamo. Pozitivne besede spodbudijo kognitivno funkcijo, medtem ko lahko negativne besede aktivirajo stresni odziv. Prispevek prinaša ugotovitve kognitivne nevroznanosti, ki nam pokažejo, kako določene besede vplivajo na naše možgane. Ena izmed besed, ki ne prinaša negativne stigme, je beseda »še«, ki jo lahko učitelji uporabljajo kot orodje, s katerim negujemo miselno naravnost k rasti, v skladu s katero so intelektualne sposobnosti posameznika spremenljive in jih je mogoče razvijati skozi učenje in trud. Navsezadnje so naši možgani 'plastični', o čemer sama osveščam učence. Ko se učenec zave, da njegove intelektualne sposobnosti niso fiksne, lahko spremeni globoko ukoreninjena, samoomejujoča prepričanja o lastnem potencialu. Fleksibilna miselnost tako opolnomoči posameznika na poti premagovanja ovir in omogoča osebno rast. Je bistvena v akademskem okolju, zato prispevek ponudi nekaj konkretnih predlogov, kako lahko privzgajamo in negujemo miselnost k rasti v šoli.

**KLJUČNE BESEDE:** beseda še, miselna naravnost k rasti, moč besed, nevroplastičnost, notranja motivacija.

## THE POWER OF THE WORD YET AND GROWTH MINDSET

### ABSTRACT

Words have a direct effect on bodily systems, yet teachers are often times not sufficiently aware of that. Positive words encourage cognitive brain function, while negative words might activate the stress response. The article brings forth the research findings from cognitive neuroscience, which illustrate how the particular words affect the brain. One of the non-stigmatizing words is the word yet, which ought to be used by teachers as a tool to nurture a growth mindset, according to which intelligence is a malleable trait that can be nurtured through learning and effort. After all, our brains are 'plastic' – the fact I strive to make my students aware of. Once a student becomes aware that his/her intelligence is not a fixed trait, he/she can change the deeply-rooted self-limiting beliefs about their own abilities. Thus, the growth mindset empowers an individual when it comes to overcoming difficulties and enables one's personal growth. It is the mindset that is essential in academic setting. For that reason, the article offers some concrete proposals as to how the growth mindset might be established and nurtured in schools.

**KEYWORDS:** growth mindset, intrinsic motivation, neuroplasticity, the power of words, the word yet.

## **ZAJTRK JE ZDRAVA NAVADA**

### **POVZETEK**

Zdrav in reden zajtrk šolarja ima pozitiven vpliv na učenje, reševanje zahtevnejših nalog, logično sklepanje, reševanje problemov, koncentracijo in spomin. Šolsko okolje ima, ob podpori domačega, pomembno vlogo pri učenju navad, ki dobro vplivajo na naše zdravje. Cilje zdravstvene vzgoje lahko učitelj razrednega pouka pri svojem delu uspešno medpredmetno korelira in tako učencem z različnih zornih kotov približuje znanja za življenje. V prispevku je prikazanih več primerov interdisciplinarnega vključevanja vsebin s cilji zdravstvene vzgoje na razredni stopnji in njihova raba v praksi. Zanimalo nas je, če tretješolci Osnovne šole Ormož zajtrkujejo, katera živila zajtrkujejo, če poznajo priporočljiva živila za zajtrk in na kakšen način ohraniti navado zajtrkovanja v mladostništvu in odrasli dobi. S pomočjo povezovanja različnih predmetnih področij in smernic zdravega načina življenja, so tretješolci poglobljali svoja znanja, pridobivali nove izkušnje in spretnosti ter tako gradili temelje zdravega načina življenja, saj se zdrave prehranjevalne navade začnejo razvijati že v otroštvu in so dobra popotnica za naprej.

**KLJUČNE BESEDE:** zdrave prehranjevalne navade, zajtrk, zdravstvena vzgoja, medpredmetno povezovanje.

## **BREAKFAST IS A HEALTHY HABIT**

### **ABSTRACT**

A regular and healthy breakfast has positive effects on learning, solving difficult tasks, logical thinking, problem solving, concentration and memory. The school environment, with support of the domestic environment, plays an important role in teaching habits that have a positive impact on our health. The aims of health education can be easily correlated cross-subjects into the workflow of an elementary school teacher. Thus, enabling a wide variety of views provided for the children and empowering them with life skills. In this article we included many examples of interdisciplinary teaching contents using health education goals, on the lower grade elementary school level and with practical applications. We were interested in whether the third-graders of the Ormož Primary School have breakfast, what foods they eat for breakfast, if they know the recommended foods for breakfast and how to maintain the habit of breakfast in adolescence and adulthood. By connecting different subject areas and guidelines for a healthy lifestyle, third-graders deepened their knowledge, gained new experiences and skills and thus built the foundations of a healthy lifestyle, as healthy eating habits begin to develop in childhood and are a good way forward.

**KEYWORDS:** healthy eating habits, breakfast, health education, interdisciplinary studies.

## IZKUSTVENO UČENJE IN ZDRAVA PREHRANA

### POVZETEK

Zdrav način življenja je vrednota, ki jo želimo v predšolskem obdobju z različnimi dejavnostmi in uresničevanjem kurikularnih ciljev, čim bolj približati otrokom, da jo ponotranijo in da postane del njihovega življenja. Eno izmed področij, ki mu v vrtcu posvečamo posebno pozornost je zdrava in raznolika prehrana, kajti strokovni delavci se zavedamo, kako pomembno je, da otrok razvije ustrezne prehranjevalne navade že v najzgodnejšem obdobju. Najbolj pomembno pri tem je izkustveno učenje in eden od pristopov spoznavanja zdrave prehrane, ki je otrokom blizu in katerega dejavnosti, glede na izkušnje, z veseljem opravljajo, je urejanje in skrb za EKO vrt. Bistvenega pomena je, da otroci pridelano hrano tudi čim pogosteje, na različne načine uporabijo in zaužijejo, s tem pa pridobijo izkušnje, da je zdrava hrana okusna, načini za pripravo pa so lahko zabavni. Enega od njih, pripravo zelenjavne mešanice, želimo predstaviti s primerom dobre prakse. Ta prikazuje, seznanitev otrok s postopkom obdelave in priprave hrane, njihovo aktivno vključenost v proces in možnost izkustvenega učenja. Pri tem je pomembno tudi zavedanje, da če se otrok ob tem zabava in doživlja sestavine oz. hrano z vsemi svojimi čutili, potem ni nobenega dvoma, da zdrave hrane ne bi želel zaužiti, usvojenega znanja in spoznanj pa prenesti iz vrtca v svoje primarno okolje. Z izvedbo omenjene dejavnosti potrjujemo ugotovitve in spoznanja, da je izkustveno učenje v predšolskem obdobju ena najučinkovitejših oblik učenja, pri kateri so otroci aktivno vključeni v proces pridobivanja znanja. S tem smo dokazali, da zmorejo otroci z lastno izkušnjo in lastnim razmišljanjem nadgraditi obstoječa znanja ter hitreje in intenzivneje usvojiti nova. Zato menimo, da bi bilo pri načrtovanju dejavnosti in uresničevanju kurikularnih ciljev v vrtcu, potrebnega več zavedanja o pozitivnih učinkih izkustvenega učenja in implementaciji njegovih metod in načel v pedagoško delo.

**KLJUČNE BESEDE:** predšolsko obdobje, EKO vrt, zdrava prehrana, izkustveno učenje, otrok.

## EXPERIENTIAL LEARNING AND HEALTHY EATING

### ABSTRACT

A healthy lifestyle is a value that we want to promote during preschool period. Different activities and curriculum goals are tools with which we can bring that healthy lifestyle close as possible to a child and even become part of their lifestyle. One of the areas which is most important in kindergarden is a healthy and varied diet. Kindergarden teachers must be aware of importance of developing appropriate eating habits at the earliest period. The most important thing in the whole process is experiential learning. One of approaches of learning about a healthy diet that is close to a children is to regulate and care for the ECO garden. It is essential that children also eat food which is made during the whole procedure. They can gain the experience that healthy food is delicious and that the methods of preparation can be fun. We want to present that the preparation of a vegetable mixture can be a great example of good practice. Children are acquainted with the process of processing and preparing food, their active involvement in the process and the possibility of experiential learning. It is also important to know that if a child is having fun and experiencing ingredients or food with all their senses, then there is no doubt that he would not want to consume healthy food and transfer his knowledge and insights from kindergarden to his primary environment. With this activity we confirm that experiential learning is of the most effective form of learning. By doing that we confirmed that children are able to upgrade their existing knowledge. Therefore, we believe that in planning activities and achieving curriculum goals experiential learning should be included even more.

**KEYWORDS:** preschool, ECO garden, healthy eating, experiential learning, children.

## GIBALNE DEJAVNOSTI IN PREHRANSKE NAVADE MLAJŠIH ODRASLIH

### POVZETEK

Namen raziskave je ugotoviti gibalne dejavnosti in prehranske navade mlajših odraslih, pri čemer imam v mislih populacijo dijakov in študentov, ter iz pridobljenih podatkov analizirati primerjavo le-teh med omenjenima skupinama merjencev in ugotoviti morebitna razhajanja. V raziskavo je bilo vključenih 164 dijakov in 235 študentov. Podatke sem pridobila s pomočjo spletne ankete in jih obdelala v računalniškem programu SPSS. Analizirala sem jih s pomočjo frekvenčnih distribucij (f, f %) in  $\chi^2$ -preizkusa. Rezultati raziskave so pokazali tako razlike kot podobnosti med omenjenima populacijama. Razlike so bile ugotovljene na področju pogostosti gibalne dejavnosti v okviru pedagoškega procesa, časa sedenja, in prehranjevanja. Večjih razlik ni bilo zaznanih na področju prostočasne gibalne dejavnosti. Raziskava in z njo povezane glavne ugotovitve so lahko v razmislek mladim generacijam, predvsem dijakom in študentom, saj ponujajo kratek teoretični pregled določenih segmentov zdravega življenjskega sloga, hkrati pa so podana tudi priporočila, ki so lahko v pomoč omenjenima populacijama pri izboljšanju njihovega življenjskega sloga. Rezultati pa so lahko pomemben opomnik tudi vzgojiteljem in učiteljem, saj je ključnega pomena, da začnemo z izgradnjo zdravega življenjskega sloga v otroštvu in ker nekateri otroci nimajo doma vzpodbudnega družinskega okolja na tem področju, je zelo pomembno, da vzgojitelji in učitelji pri otrocih poudarjajo pomen gibanja in zdravega prehranjevanja.

**KLJUČNE BESEDE:** mlajši odrasli, dijaki, študenti, gibalna dejavnost, zdravo prehranjevanje.

## MOVEMENT ACTIVITIES AND EATING HABITS OF YOUNG ADULTS

### ABSTRACT

The purpose of this research is to determine the movement activities and eating habits of young adults, taking into the consideration the population of high school and university students, and from the obtained data to analyze their comparison between the two groups of subjects and to determine possible differences. 164 high school students and 235 students participated in the research. The data was acquired using online survey and was processed with the computer programme SPSS. The analysis was made with a frequency distribution (f, f %) and with an  $\chi^2$ -test. The results show that there are some similarities as well as differences between the aforementioned groups. There are differences in the amount of time spent on sport and exercise in school, sitting time and eating. There are no significant differences in free time movement activities. This research and related main findings can be considered by young generations, especially high school and university students, as they offer a brief theoretical overview of certain segments of a healthy lifestyle, while also making recommendations that can help these populations to improve their lifestyles. However, the results can also be an important reminder to educators and teachers, as it is crucial to start building a healthy lifestyle in childhood and because some children do not have a stimulation family environment in this area at home, it is very important that educators and teachers emphasize the importance of exercise and healthy eating.

**KEYWORDS:** young adults, high school students, students, movement activity, healthy eating habits.

## RAZREDNIK-VPLIV NA TRAJNOSTNO MOBILNOST V ČASU »KORONA KRIZE«

### POVZETEK

Novo šolsko leto prinese vedno nove izzive za učitelje, še posebej za razrednike. Dobrega učitelja-razrednika odlikuje preplet značajskih lastnosti in različni načini poučevanja. To se odraža v učnem uspehu in osebni rasti tako dijakov kot učiteljev. Začetek šolskega leta je bil tak kot običajno, v drugi polovici pa se je zgodila drastična sprememba. Dijaki in učitelji so ostali doma, pouk je potekal preko videokonferenc. Dijake in učitelje je bilo treba zelo hitro pripraviti na takšno delo. Sčasoma so se začele pojavljati stiske dijakov. Razrednik in učitelji so bili postavljeni v popolnoma drugačno vlogo kot v razredu. Ko so se dijaki po daljšem času vrnili v šole se pojavijo še večje težave, stiske dijakov, depresija, anksioznost, apatičnost, zmanjšana komunikacija, Kot razrednik sem se odločil, da dijake motiviram k izboljšanju telesne aktivnosti, saj pripomore k boljši koncentraciji, razpoloženju, krepi psihofizične sposobnosti. Uvedli smo, da vsi dijaki, ki imajo možnost, v šolo prihajajo peš ali s kolesom. Namen te aktivnosti je bilo izboljšati psihofizično stanje dijakov. Vsako razredno uro smo imeli poročanje o aktivnostih. Od 28 dijakov je imelo možnost prihajanja v šolo in odhajanja peš ali s kolesom 19 dijakov. Ugotovitve so pokazale, da je kar 63 % dijakov izboljšalo svoje psihofizično stanje, presenetljivo pa so ti dijaki izboljšali tudi učni uspeh za 47%. Navdušili so tudi kar nekaj sovrstnikov, da prihajajo v šolo s kolesom ali peš, če imajo le možnost. Letos smo prvič na pobudo dijakov 23. septembra, ko je dan športa, organizirali skupinsko kolesarjenje.

**KLJUČNE BESEDE:** razrednik, dijaki, kolesarjenje, telesna aktivnost.

## CLASS TEACHER – IMPACT ON SUSTAINABLE MOBILITY DURING THE »CORONAVIRUS CRISIS«

### ABSTRACT

The new school year always brings new challenges for teachers, especially for class teacher. A good class teacher is distinguished from other teachers by different character traits and different ways of teaching. This is reflected in the learning success and personal growth of both student and teachers. The start of the school year was as usual, but a drastic change took place in the second half. Students and teachers stayed at home, classes were held via video conferencing. Students and teachers had to be prepared for such work very quickly. Over time, student distress began to emerge. The class teacher and other teachers were placed in a completely different role than in the classroom. When students returned to school after a long time, even greater problems appeared, like students' distress, depression, anxiety, apathy, reduced communication, ... As a class teacher, I decided to motivate students to improve physical activity as it helps to improve concentration, mood, strengthens psychophysical abilities. We have introduced that all students, who have the opportunity, come to school by foot or by bicycle. The purpose of this activity was to improve the psychophysical condition of student. Every class hour we had activity reporting. Out of 28 students, 19 students had the opportunity to come to and leave the school by foot or by bicycle. The findings showed that as many as 63% of students improved their psychophysical condition, and surprisingly, these students also improved their learning success by 47%. They also motivated quite a few peers to come to and leave the school by foot or by bicycle if they only have a chance. This year on September 23th, when it is a sports day, we organized for the first time, by the initiative of students, group cycling.

**KEYWORDS:** class teacher, students, cycling, physical activity.

## UČENJE SLOVENŠČINE MED GIBANJEM: ORIENTACIJSKI SPREHOD PO PREŠERNOVIH STOPINJAH Z APLIKACIJO ACTIONBOUND

### POVZETEK

Predstavljamo primer dobre prakse obravnave književnosti v osnovni šoli. Cilj našega poučevanja so učenci, ki niso zadovoljni le z rezultatom svojega učenja, ampak tudi s samim procesom. Zaradi nezadovoljivo izvajanih kulturnih dni smo iskali način izvedbe, ki bi omogočil zadovoljstvo učencem, da dan pouka preživijo med gibanjem na prostem ter na drugi strani povečal njihovo osredotočenost na samo vsebino učenja, da bi bilo tako učenje učinkovitejše kot v učilnici. Model, ki smo ga zgradili, je presešel pričakovanja. Učenci se lahko s pomočjo aplikacije ActionBound zunaj učijo brez nadzorstva učitelja, so zadovoljni, njihovo znanje pa je kakovostnejše kot znanje na podlagi frontalnega učenja. Opazili smo, da so učenci, ki so uspešni pri učenju med gibanjem in pri skupinskem sodelovanju, nato uspešnejši tudi pri frontalnem pouku, saj s pozitivno izkušnjo učenja razvijajo tudi pozitivno samopodobo.

**KLJUČNE BESEDE:** učenje na prostem, literarna zgodovina, slovenščina, orientacijski pohod, gibanje, ActionBound, mobilno učenje.

## LEARNING SLOVENIAN ON THE MOVE: AN ORIENTATION WALK IN PREŠEREN'S FOOTSTEPS WITH THE ACTIONBOUND APP

### ABSTRACT

We present a good practice example of literature in primary school. The aim of our teaching is to reach pupils who are not only satisfied with the result of their learning, but also with the process itself. Due to the unsatisfactory implementation of cultural days, we were looking for a way of implementation that would allow pupils to enjoy spending the school day moving around outdoors and, on the other hand, increase their focus on the content of the learning itself, so that the learning would be more effective than in the classroom. The model we have built has exceeded expectations. With ActionBound, students are able to learn outside without teacher supervision, they are satisfied and their knowledge is of a higher quality than that based on frontal learning. We have observed that students who are successful in learning on the move and in group collaboration are then more successful in frontal learning, as they develop a positive self-image through a positive learning experience.

**KEYWORDS:** outdoor learning, literal history, slovenian, orientation run, moving, ActionBound app, mobile learning.

## VKLJUČEVANJE GIBANJA V POUK SLOVENŠČINE

### POVZETEK

Vključevanje gibanja v pouk izboljšuje aktivnost in motivacijo otrok pri pouku, kar pa je dobra podlaga za boljše učenje. Zaradi količine učne snovi v drugi triadi je vnašanje gibanja v pouk za učitelja lahko velik izziv. Za tovrstne izvedbe pouka je pogosto potrebno več načrtovanja. V prispevku predstavljam nekaj dejavnosti pri pouku slovenščine v četrtem razredu, v katere je vključeno tudi gibanje. Dejavnosti zajemajo večšine branja in pisanja, uporabe velike začetnice in branja z razumevanjem. Vključene gibalne dejavnosti so bile štafetne igre, tek po igrišču in hoja. Aktivnosti so diferencirane tudi za učence Rome, saj sem jih izvajala v razredu, kjer so tudi romski učenci. Vse dejavnosti sem izvedla prvič, zato sem že pri izvedbi videla možnost izboljšav, ki jih bom lahko vključila v prihodnje. Učenci so pri dejavnostih, pri katerih je bilo vključeno gibanje, aktivno sodelovali. Opazila sem, da je več gibanja pri pouku na učence delovalo motivacijsko, veselili so se naslednjih dejavnosti. Cilji učnih ur so bili doseženi. Preverjanje in ocenjevanje je pokazalo, da je znanje, pridobljeno ali utrjeno preko teh dejavnosti, kvalitetno. Dosežki učencev so bili zelo dobri. Učenci, ki so sicer bolj nemirni, so v veliki večini naloge izvedli brez težav. Vključevanje gibanja v pouk slovenščine bo tudi vnaprej ena izmed mojih prioritet. Želim si, da s prispevkom prispevam k izmenjevanju dobrih praks med učitelji.

**KLJUČNE BESEDE:** gibanje, pouk slovenščine, aktivnost, branje, pisanje.

## INCORPORATING MORE EXERCISE IN SLOVENE LANGUAGE LESSONS

### ABSTRACT

Incorporating more exercise in lessons improves the activity levels and motivation of children during lessons, which is a great foundation for better learning. Due to extensive subject matter that needs to be covered in the second triad of primary school, incorporating exercise in lessons can present a major challenge for teachers. Implementing lessons this way often takes more planning. This paper presents a few of the activities undertaken in the Slovene language lessons in the fourth grade, which involve exercise. These activities include reading and writing skills, using capitalised letters, and reading comprehension. The activities were adapted so as to include the Roma pupils, who are part of the class in which the activities were implemented. As I carried these activities out for the first time, I immediately noticed where improvements could be made next time. The pupils were highly engaged in activities that involved movement. I noticed that more exercise during lessons had a positive impact on the motivation levels of pupils, as they were looking forward to the activities that were up next. Testing and grading showed that the knowledge gained or revised through these activities was good. The great majority of pupils who tend to be more restless did their assignments with no problems. Incorporating more exercise in Slovene language lessons will continue to be one of my priorities. With this paper, my aim is to contribute to the sharing of good practices among teachers.

**KEYWORDS:** exercise, Slovene language lessons, activity, reading, writing.

## **RAZVIJANJE ZDRAVEGA ŽIVLJENJSKEGA SLOGA V PROGRAMU MEDNARODNE MATURE**

### **POVZETEK**

V programu mednarodne mature v diploma programu (International Baccalaureate Diploma Programme) dijaki v sklopu CAS (Creativity, Activity, Service) predmeta pridobijo veščine načrtovanja svojih športnih aktivnosti in se tako naučijo usklajevati šolske obveznosti in redno telesno vadbo, ki jo izvajajo izven pouka. Dijak, ki ga že od nekdaj zanimajo borilne veščine, se tako sam organizira in vključi v karate klub. Postane bolj samostojen pri sprejemanju odločitev in pridobi nova znanja na področju izbranega športa. Z zapisi refleksij v programu ManageBac, dijaki nadgradijo znanje informacijske tehnologije in se navadijo zapisovati svoje občutke ob športnih uspehih in neuspehih. V procesu CAS aktivnosti pomembno vlogo odigra CAS mentor. Pri načrtovanju športnih aktivnosti spodbuja dijake, da izbirajo različne športne vadbe kot na primer fitnes, kardio aktivnosti, igre z žogo in različne oblike skupinskih vadb. V primeru, da dijak ne kaže zanimanja za športne dejavnosti, mu mentor predstavi pozitivne kazalnike aktivnega življenjskega sloga in pasti modernega, nezdravega načina življenja. Povabi ga k razmisleku o CAS ciljih, ki spodbujajo osebno rast dijakov. Rezultat rednega izvajanja telesne aktivnosti v času 18. mesecev je, da se dijaki navdušijo nad novo izkušnjo in z vadbo nadaljujejo tudi po zaključku srednjega izobraževanja. Opisan način holističnega vrednotenja in spodbujanja iniciative dijakov za organizacijo in izvajanje športne aktivnosti se dolgoročno obrestuje in ga lahko uspešno vpeljemo tudi v slovenski šolski prostor.

**KLJUČNE BESEDE:** zdrav življenjski slog, holističen pristop, samoiniciativa, izkustveno učenje, organizacijske in vseživljenjske veščine, celostna osebnost.

## **DEVELOPING A HEALTHY LIFESTYLE IN IB PROGRAMME**

### **ABSTRACT**

In CAS (Creativity, Activity, Service) students of the International Baccalaureate Diploma Programme develop their management skills while planning their sports activities and learn how to coordinate school obligations with regular physical exercises performed outside regular classes. A student who has always been interested in combat sports will therefore take initiative and join a karate club. He will become more independent when making decisions and acquire new knowledge in the chosen sport. By writing reflections in the program called ManageBac, students improve IT skills and get used to write about their feelings when experiencing sports victories and failures. CAS adviser plays an important role in the process of CAS experiences as he encourages students when planning their activities to choose diverse sports activities such as fitness, cardio activities, ball games and different forms of team sports. If students feel reluctant to be involved in sports, they are presented with the positive indicators of an active lifestyle and the traps of modern and unhealthy way of life. The adviser makes him think about the CAS goals, which encourage students' personal growth. The results of a regular physical activity during 18 months are that students get excited about the new experience and continue with sports even after finishing high school. The described way of a holistic approach and the ways how to encourage students' initiative to organize and perform sports activities have a long lasting effect and can successfully be implemented in the Slovene school system.

**KEYWORDS:** healthy lifestyle, holistic approach, self-initiative, experiential learning, organizational and lifelong skills, whole person.



## POMEN DNEVNE RUTINE V VRTCU

### POVZETEK

Prispevek z naslovom Pomen dnevne rutine v vrtcu v prvem delu predstavlja, kaj je rutina, kaj pomeni dnevna rutina za predšolskega otroka in kako s pomočjo organizirane dnevne rutine preživljamo čas v vrtcu. Kot vemo, je dnevna rutina potek aktivnosti, ki si sledijo v nekem smiselnem zaporedju, potekajo po ustaljenem vzorcu. V vrtcu ta pojem zajema širše razmišljanje in dožemanje. Gre za področje načrtovanja in izvajanja vsakdanjega življenja v vrtcu, razporeditev dnevnih dejavnosti, prikrita pričakovanja vzgojitelja, medvrstniške odnose, čustven stik med vzgojiteljem in otroki ter za disciplinska pravila. S prispevkom želim poudariti, da je dnevna rutina v vrtcu skozi elemente časa, prostora, hrane zelo pomembna, saj so se z njo namensko in podrobneje ukvarjali že v zgodovini. Dnevno rutino so tako oblikovali predvsem dejavniki preživetja in razvoja. Pomembno je, da te dejavnike spodbujamo, organiziramo in načrtujemo tudi v vrtcu, saj pozitivno vplivajo na otrokov razvoj. Prvi aktivatorji otrokove dnevne rutine so vsekakor starši, ki so nam lahko v veliko pomoč tudi pri našem delu. V prispevku pa svoje ugotovitve povežem z dotičnim primerom iz vrtca, v katerem trenutno delam. Dnevna rutina je glavni element izvedbenega kurikuluma, ko otroci s pomočjo glavnega motivatorja – lutke – skozi celotno leto raziskujejo, manipulirajo z materiali ter ob tem rešujejo raziskovalna vozišča.

**KLJUČNE BESEDE:** dnevna rutina, predšolski otrok, razvoj, čas, vrtec, prostor.

## THE IMPORTANCE OF DAILY ROUTINE IN KINDERGARTEN

### ABSTRACT

In the first part of entitled The importance of daily routine in kindergarten I touches n what a routine is, what a daily routine means for preschool child and how we spend time in kindergarten with the help of an organized daily routine. As we know, daily routine is a course of activities that follow one another in a logical sequence, following a regular pattern. In kindergarten, this concept encompasses broader thinking and perception such as the area of planning and implementation of everyday life in kindergarten, the schedule of daily activities, the hidden expectations of the educator, peer relationships, emotional contact between the educator and the children, and disciplinary rules. This article emphasizes that the daily routine in kindergarten through the elements of time, space, food is very important. Moreover, daily routine was the subject of research also in history. At the time, daily routine was shaped mainly by factors of survival and development. It is important that these factors are encouraged, organized and planned in the kindergarten as well, as they have a positive effect on the child's development. The first activators of a child's daily routine are definitely parents, who can be of great help to educators. In the article I connect my findings with the case in question from the kindergarten where I currently work. Daily routine as the main element of the implementation curriculum, when children with the help of the main motivator – puppets, explore throughout the year, manipulate materials and at the same time solve research roads.

**KEYWORDS:** daily routine, preschool child, development, time, kindergarten, space.

## **DOBRO JUTRO! KAKO SMO? ŠOLA IN DUŠEVNO ZDRAVJE**

### **POVZETEK**

V prispevku najprej opredelimo duševno zdravje, osredotočimo se na duševno zdravje otrok. Živimo v času, ko nam že bežen pregled zgolj naslovov v najrazličnejših medijih pokaže, da se z duševnim zdravjem otrok in mladostnikov nekaj dogaja, saj se o njem obširno piše in govori. Učenci od šestega do devetega razreda so izpolnili anketni vprašalnik o duševnem zdravju. Med ugotovitvami izpostavljam, da je več kot polovica anketiranih odgovorila, da so skoraj vedno dobre volje in zadovoljni s sabo, so aktivni, imajo cilje, zavedajo se, da sta sreča in zadovoljstvo odvisna od njihovega prizadevanja. Slaba polovica jih ocenjuje, da so redko uspešni, dobrih 40 % se jih redko s kom pogovori, če jim je težko. To nam predstavlja izziv. Poleg že utečenih dejavnosti (pogovorne ure, interesne dejavnosti, Vrtiljak-mesečno srečanje vseh na šoli, kjer predstavimo vse dogodke in pohvalimo uspešne) smo že uvedli Čokopetalnico, odprli bomo nabiralnik za sporočila z geslom: Prijazna beseda na dan odžene slabo voljo stran. Odgovori učencev so tudi pokazali, da pomena pojma 'duševno zdravje' ne poznajo najbolje. Ker poudarjamo, kako je le-to pomembno, bomo o duševnem zdravju spregovorili na razrednih urah. Nenadomestljivo vlogo pri skrbi za duševno zdravje v šoli pa ima prav gotovo pozoren človek – v našem primeru učitelj ali drug delavec.

**KLJUČNE BESEDE: duševno zdravje, epidemija, učenci, dejavnosti, strokovni delavci.**

## **GOOD MORNING! HOW ARE YOU? SCHOOL AND MENTAL HEALTH**

### **ABSTRACT**

In this paper, we first define mental health, focusing on the mental health of children. We live in a time when a quick review of merely the headlines in various media already alerts us to the fact that something is happening to the mental health of children and adolescents, as it is widely written and talked about. Students from the grades 6 to 9 completed a questionnaire about mental health. Among the findings, we would like to point out that more than half of the respondents answered that they are almost always in a good mood and happy with themselves, they are active, have goals and that they are aware that happiness and satisfaction depend on their efforts. Just under half of them, however, feel like they are rarely successful, and a good 40 % of the respondents rarely talk to anyone when they are having a hard time. This is quite a challenge for us. In addition to the already established activities (office hours, extracurricular activities, the Carousel of the month, where we present all events and congratulate those who have performed really well) we have so far already established Chochat and we will also set up a mailbox for messages that will carry the slogan 'A kind word a day drives the bad mood away'. 'The students' responses also show that they aren't all that familiar with the term 'mental health'. Since we have been emphasizing how important it is, we will also be talking about mental health in class. An attentive and observant individual plays an irreplaceable role in ensuring and improving mental health at schools. In our case that person is a teacher or another worker.

**KEYWORDS: mental health, epidemic, students, activities, professional workers.**

## **PROGRAM S KATERIM MLADOSTNIK SAM POSKRBI, DA SVOJE DUŠEVNO ZDRAVJE KREPI**

### **POVZETEK**

Po vrnitvi z dolgotrajnega pouka na daljavo v šolske klopi smo zasledili opazen porast anksioznih in depresivnih motenj. Že v času zaprtja šol smo prejeli informacije s strani dijakov in njihovih staršev o spremembi motivacije za šolsko delo in o težavah, povezanih s prekomerno izpostavljenostjo digitalnim medijem. Nekaterim je delo od doma bolj ustrezalo: omogočalo jim je samostojno razdelitev časa in obveznosti preko celega dneva, koncentracijo, sistematiziranje šolskega dela. Drugi pa so se v delu na daljavo »izgubili«: upadla jim je motivacija, šolsko delo so zanemarili, zreducirali na minimum. Posledično so bili prvi bolj uspešni kot ob normalnem pouku, drugi pa občutno manj uspešni. Oboji so se ob vrnitvi v šole soočili z večjimi ali manjšimi psihičnimi težavami. Niso uspeli preklopiti nazaj v ustaljene tire ali pa se je nakopičenega, zamujenega nabralo toliko, da ni bilo več možno priti na zeleno vejo. Tako so se začeli kazati znaki nezadovoljstva, zaskrbljenosti, nemoči, kar pogosto vodi v zmanjšano samozaupanje, potrtnost, stisko in obup. Moje osnovno vprašanje v tem prispevku je bilo, kaj lahko dijak sam stori za svoje duševno zdravje in dobro počutje. Oblikovala sem nekakšen mini program krepitve in vzdrževanja duševnega zdravja, sestavljen iz sedmih korakov. V septembru sem program začela izvajati z nekaj dijaki in je še v teku. Kaže se dober odziv dijakov, njihovo zadovoljstvo in aktivno sodelovanje. Vsi skupaj tako upravičeno verjamemo, da nam program pomaga v bitki s slabimi občutki in temnimi mislimi ter nam postopno pomaga, da se vrnemo v šolo, kot smo jo vajeni.

**KLJUČNE BESEDE:** duševno zdravje, dobro počutje, motivacija, anksioznost, depresija.

## **A PROGRAM WHICH YOUNG PEOPLE CAN USE TO IMPROVE THEIR MENTAL HEALTH**

### **ABSTRACT**

After returning from lengthy distance learning to school desks, a noticeable increase in anxiety and depressive disorders in students was observed. During school closures, we already received information from students and their parents about changes in their motivation for school work as well as about problems related to the excessive exposure to digital media. Some much preferred working from home. It enabled them to independently distribute time and obligations throughout the day, to concentrate, and to systematise school work. Others "got lost" in distance learning, their motivation dropped, they neglected or reduced school work to a minimum. As a result, the former were even more successful than in in-class learning, while the latter were significantly less successful. Both, however, faced major or minor mental health problems upon their return to school. They couldn't get back on track, or too much had been missed or piled up so that it was no longer possible to catch up. As a result, signs of dissatisfaction, anxiety and helplessness began to appear, which often leads to reduced self-confidence, depression, distress and despair. My basic questions in this article have been what a student can do on their own for their own mental health and well-being. I have designed a sort of mini programme of strengthening and maintaining mental health, consisting of seven steps. In September, I started the programme with a few students and it is still ongoing. There is a good response from the students, their satisfaction and active participation. Therefore, we firmly believe that the programme helps us cope with negative feelings and dark thoughts, as well as it gradually helps us get back to school that we are used to.

**KEYWORDS:** mental health, well-being, motivation, anxiety, depression.

## AKTIVNOSTI ZA RAZVIJANJE ZDRAVIH ŽIVLJENJSKIH NAVAD PRI PRVOŠOLCIH

### POVZETEK

Učitelji razrednega pouka pri svojem delu opažamo, da ima kar nekaj otrok težave s prepoznavanjem in obvladovanjem čustev ter primernim odzivanjem nanje. Vse to pa močno vpliva na njihove medsebojne odnose znotraj razreda in posledično na učno okolje. Učitelji zato v svoje vzgojno-izobraževalno delo lahko dnevno vnašamo aktivnosti, s katerimi pri učencih razvijamo njihove čustvene, socialne, komunikacijske, motorične in spoznavne spretnosti. To so poslušanje zgodb s čustveno tematiko, prepoznavanje in opisovanje čustev s pomočjo lutk, družabne in gibalne igre s prepoznavanjem čustev, različne tehnike sproščanja (dihalne, miselne in gibalne vaje), vaje za dobro držo telesa, razvrščanje sličic življenjskih navad, dogodkov ter živil na zdrave in manj zdrave. Z rednim izvajanjem tovrstnih aktivnosti v učnem procesu lahko pripomoremo k pozitivnemu učnemu okolju, izboljšamo medsebojne odnose ter krepimo zdrave življenjske navade.

**KLJUČNE BESEDE:** osnovna šola, učenci prvega razreda, aktivnosti za učence, razvijanje spretnosti, zdrave življenjske navade.

## ACTIVITIES FOR DEVELOPING HEALTHY LIFESTYLE HABITS OF FIRST-GRADE STUDENTS

### ABSTRACT

In our everyday practice as primary school teachers we have been noticing that quite a few children have problems recognizing and managing emotions and responding to them appropriately. This has a strong impact on their interpersonal relationships within the classroom and, consequently, on the learning environment. However, teachers can introduce activities with which we develop students' emotional, social, communicative, motor and cognitive skills into their educational work on a daily basis. These are listening to stories with emotional themes, recognizing and describing emotions with the help of puppets, social and movement games with recognizing emotions, various relaxation techniques (breathing, mental and movement exercises), exercises for good posture, sorting pictures of life habits, events and food, to healthy and less healthy. When we regularly include such activities in the educational process, we can contribute to a positive learning environment, improve interpersonal relationships and strengthen healthy lifestyle habits.

**KEYWORDS:** primary school, first-grade students, activities for children, developing skills, healthy lifestyle habits.

## **GIBALNA SPROSTITEV ZA UMIRITEV IN ZDRAVJE V ODDELKU NEMIRNIH OTROK**

### **POVZETEK**

Učitelji v šolskem prostoru opažamo vse več nemirnih otrok. Strokovnjaki s tega področja ugotavljajo, da moramo zraven učnega področja upoštevati tudi čustveno in psihično stanje učencev. Za boljše dosežke na učnem področju je potrebno v učni proces vključiti tudi tehnike, ki bodo sprostile učenčevo umsko in telesno napetost. Namen mojega prispevka je opozoriti na notranji nemir pri učencih. Pri svojem dolgoletnem poučevanju ugotavljam, da sta najpogostejša dejavnika za nemir pri učencih družinske težave, ki jih otroci ne morejo zaupati ter preobilica dejavnosti v prostem času, kar vodi v neprestano hitenje. Moj cilj je bil preveriti vpliv sprostitvenih vaj na posamezne učence in posledično razred kot celoto. To sem dosegla z metodo opazovanja ter sprotnega beleženja rezultatov ob izvajanju sprostitvenih vaj, ki so primerne za otroke nižjih razredov. Izvajam sprostitvene vaje s prstki, gibalne vaje v tišini in sklop vaj za sprostitvev napetosti, ki jih izvajamo sede. Pozitiven rezultat je opazen pri zmanjšanju hrupa ter hitrejši umirjenosti in pripravljenosti učencev za pouk.

**KLJUČNE BESEDE:** nemirni otroci, umirjanje, sproščanje, sprostitvene vaje, zmanjšanje hrupa, umirjeni otroci.

## **RELAXATION EXERCISES FOR CALMING AND HEALTH IN THE RESTLESS CLASS**

### **ABSTRACT**

Teachers in our schools can notice more and more restless children. Professionals agree that we should understand the child's feelings as well as their intellectual level. For better learning achievements is important to include techniques to calm down body and mind. The main purpose of my article is to warn about inner disorder in children at primary school. At my teaching practice I found out two main reasons for child's inner disorder. The first is family environment and problems that children have in their mind and can not trust anyone. The second is too much activities in their free time that leads to haste. My aim was to check the effect of relaxation exercises on individuals and the entire class. I achieved that by observation method and making notes at relaxation activities, suitable for young learners. In my teaching routine I include relaxation exercises with fingers, quiet body exercises and complex of exercises to calm down tension that we do on the seats. The biggest positive effect I can confirm is in the area of noise in the classroom and raising motivation for children's further work.

**KEYWORDS:** restless children, calming, relaxing, relaxation exercises, less noise, calm children.

## **VLOGA UČITELJA DODATNE STROKOVNE POMOČI ZA UČENCE ROME PRI OZAVEŠČANJU UČENCEV O ZDRAVJU, ODNOSIH IN SPOLNOSTI**

### **POVZETEK**

Učitelj dodatne strokovne pomoči za učence Rome lahko z učenci razvije bolj osebni in sproščen odnos, učenci pa mu bolj zaupajo. Pod takimi pogoji lahko učitelj z učenci spregovori o občutljivejših temah, kot so spolnost, osebna higiena, spreminjanje telesa v puberteti, odnos med moškim in žensko ipd. Po mojih izkušnjah z Romi na območju Grosuplja so ravno na teh področjih predvsem mladi Romi zelo nepoučeni, omenjene teme pa veljajo za tabuje. Glede na slabo osebno higieno, slabe življenjske razmere, zgodnje poroke in rojstva, nasilje nad ženskami in številčne družine vidim vlogo učitelja za dodatno strokovno pomoč za učence Rome kot zelo pomembno v procesu ozaveščanja romske populacije, saj se z njimi pogovarja, jim pokaže, kje se lahko sami informirajo, jih opozori na nevarnosti in zanika nekatere stereotipe.

**KLJUČNE BESEDE:** Romi, dodatna strokovna pomoč, spolnost, partnerski odnosi.

## **THE ROLE OF A SPECIAL NEEDS TEACHER FOR ROMA STUDENTS IN RAISING AWARENESS OF HEALTH, RELATIONSHIPS AND SEX EDUCATION**

### **ABSTRACT**

A teacher providing additional professional assistance to the Roma students can develop a more personal and relaxed relationship with pupils, thus enjoying greater trust. Under such conditions, a teacher can have conversations about more sensitive subjects, such as sex, personal hygiene, changes to the body in adolescence, relationships between a man and a woman, etc. In my experience with the Roma in the area of Grosuplje, it is predominantly the young Roma, who are very uneducated on these topics. Moreover, they are considered taboo. Given the inadequate personal hygiene, poor living conditions, early marriages and births, violence against women, and large families, I consider the role of the additional professional assistance teacher to be a very important one in the process of raising awareness among the Roma. This includes conversations, guiding them towards Internet literacy, avoiding potentially dangerous situations and clarifying certain stereotypes.

**KEYWORDS:** The Roma, additional professional assistance, sex, sexual relationships.

## METELKARJI O AJDI

### POVZETEK

Vsak otrok neprestano spozna, da je vse v življenju medsebojno povezano. Otroci že po svoji naravi vsakodnevno aktivno konstruirajo/povezujejo in gradijo znanje. Medpredmetno povezovanje je element sodobnih pogledov na vzgojno-izobraževalni proces. Njegovo uresničevanje predstavlja sistematično in poglobljeno načrtovanje skupnih procesov učenja, ki so v učnih načrtih predvideni na ravni povezovanja vsebin, konceptov in procesnih znanj. V prvem razredu OŠ Frana Metelka Škocjan poteka pouk vsakodnevno medpredmetno. Med seboj smo povezali projekta Unesco – Od pšeničke do potičke ter dneve evropske kulturne dediščine, ki učence spodbujajo k zaznavanju sebe, svoje pripadnosti in okolja, v katerem živijo celostno. Prehrana, gibanje in zdravje so naravoslovnemu dnevu »Ajdov dan« prinesli dodano vrednost. Pri medpredmetnem povezovanju je učitelj v pretežni meri v vlogi opazovalca, svetovalca in koordinatorja. Iz učnega načrta smo izluščili cilje, s katerimi smo želeli usvojili učno snov, ki se lahko medpredmetno preplete. Ker je bila učna snov primerna za izpeljavo medpredmetnega povezovanja, smo prepletli dejavnosti predmetov spoznavanja okolja, športa, slovenskega jezika in glasbene umetnosti. Pred izvedbo vseh dejavnosti smo skupaj z učenci določili cilje in kriterije uspešnosti. Dela smo se lotili po naslednjih merilih: aktivno sodelovanje učencev pri vseh dejavnostih, spodbujanje da pridobljeno znanje medpredmetno povežejo ter ob tem razvijajo samostojnost, kreativnost in izkustveno učenje. Učenci so ob tem razvijali interes za učenje, medsebojni odnosi med njimi so bili kakovostnejši in ob tem so poglobljali razumevanje in uporabo znanja. S strokovnim prispevkom želim prikazati kompleksne ravni medpredmetnega povezovanja vključno s primerom predstavitve naravoslovnega dne »Ajdov dan«, ki prikazuje možnost povezovanja na ravni vsebin, pojmov in procesov učenja.

**KLJUČNE BESEDE:** ajda, zdrava prehrana, gibanje, medpredmetno sodelovanje, medpredmetno izvajanje pouka.

## METELKARS AND THE BUCKWHEAT

### ABSTRACT

Every child constantly realizes that everything in life is connected. By their very nature, children actively construct/connect and build knowledge on a daily basis. Cross curricular linkage is an element of modern view on the educational process. Its realization represents systematic and in-depth planning of the common learning processes that are planned in the curriculum at the level of integration of content, concepts and process skills. In the first class of Fran Metelka Škocjan Primary School, the lessons take place on a daily cross curricular basis. We have linked the Unesco project – From wheat to potička and the days of European cultural heritage, which encourage students to perceive themselves, their belongings and the environment in which they. Nutrition, exercise and health added value to the "Buckwheat Science Day". In cross-curricular linkage, the teacher is mainly in the role of observer, advisor and coordinator. From the curriculum, we extracted the goals with which we wanted to master the learning material that can be intertwined. Since the learning material was suitable for the derivation of the cross curricular linkage, we interwove the activities of the subjects of environmental learning, sport, Slovenian language and music. Before carrying out all the activities, we determined the goals and success criteria together with the students. We undertook the work according to the following criteria: active participation of students in all activities, encouraging them to connect the acquired knowledge in a cross-curricular manner, and at the same time develop independence, creativity and experiential learning. Pupils have developed an interest in learning, and their interactions were of a better quality, while deepening the understanding and use of knowledge. With this professional contribution, I want to demonstrate complex levels of the cross curricular linkage, including an example of a presentation of the scientific day "Buckwheat's Day", which shows the possibility of connecting at the level of content, concepts and processes of learning.

**KEYWORDS:** Buckwheat, healthy nutrition, exercise, a cross curricular linkage, cross curricular lessons.

## **SPODBUJANJE VEŠČIN ZA USPEŠNO SOOČANJE Z IZZIVI IN KREPITEV DUŠEVNEGA ZDRAVJA**

### **POVZETEK**

Dijaki se v življenju soočajo z različnimi izzivi, tako na šolskem kot tudi na osebnem področju. Premagovanje izzivov je veliko lažje in uspešnejše, če je posameznik opremljen z ustreznimi vseživljenjskimi veščinami. International Baccalaureate Middle Years Programme ne temelji samo na specifičnih predmetnih učnih vsebinah, temveč v središče učnega procesa postavlja dijaka in učenje veščin, ki bodo dijake usposobile za uspešno soočanje z izzivi, ne le v času šolanja, temveč tudi v njihovi odrasli dobi. Prispevek bo predstavil dejavnosti, katerih namen je krepitev duševnega zdravja in razvijanje veščin za učinkovito soočanje z izzivi sodobnega časa. Dejavnosti pomagajo dijakom ozaveščati pomen duševnega zdravja in prevzemati odgovornost za svoje zdravje. To so: spodbujanje veščine vztrajnosti, spodbujanje tehnike obvladovanja stresa in dobrega počutja, dnevnik produktivnosti in dejavnost »pomodoro«. Prispevek ponuja nabor dejavnosti, ki lahko obogatijo pouk tudi izven okvirjev mednarodne šole, torej v celotnem slovenskem šolskem prostoru.

**KLJUČNE BESEDE:** vseživljenjske veščine, poučevanje veščin, ozaveščanje, duševno zdravje, mednarodna šola.

## **DEVELOPING AFFECTIVE SKILLS FOR COPING WITH THE CHALLENGES AND IMPROVING MENTAL HEALTH**

### **ABSTRACT**

Students face many challenges in their academic and personal lives. Facing challenges is a lot easier and more successful if a person is equipped with suitable lifelong skills. International Baccalaureate Middle Years Programme is not focused only on teaching content and knowledge but places the learner and teaching of the skills in the core of its programme. It is these skills that will enable the students to successfully overcome any challenges they may face in their school years and later in their adulthood. The article will present activities which aim to improve students' mental health and develop their affective skills. The range of activities raise awareness on the importance of mental health and encourage the students to take responsibility for their health. The article presents: developing perseverance, developing stress management and well-being, productivity journal and the "pomodoro" technique. The article offers activities which can enrich the lessons not only in an international school setting but in any school in the Slovene school system.

**KEYWORDS:** lifelong skills, teaching skills, raising awareness, mental health, international school.



## PRIMERNA PREHRANA MLADIH SKOZI JEZIKOVNO ZNANJE

### POVZETEK

Pri pouku angleščine v srednji šoli je predvideno tematsko poglavje tudi hrana oz. prehrana. Dijaki se v sklopu pouka seznanijo s prehransko piramido in vrstami hrane oz. prehrane, načinu priprave hrane, razpravljamo o zdravi in nezdravi prehrani ter kako to povezati s tradicionalnim in sodobnim načinom prehranjevanja; dotaknemo se tudi motenj hranjenja, kot sta prenajedanje in zavračanje hrane. Pogovorimo se o načinu prehranjevanja med šolskim letom, ko so dijaki večji del dneva odsotni in se domov vračajo sorazmerno pozno. Po skupni obravnavi tem skozi pogovor in obravnavo besedil dijaki poskusijo sami najti način zdravega prehranjevanja, kar predstavijo v razredu. S tem prispevkom želim predstaviti možnosti osveščanja mladih o zdravi in ustrezni prehrani skozi usvajanje jezikovnega znanja.

**KLJUČNE BESEDE:** pouk angleščine, prehranska piramida, priprava hrane, zdrava prehrana.

## APPROPRIATE DIET OF YOUNG PEOPLE THROUGH LANGUAGE KNOWLEDGE

### ABSTRACT

One of the vocabulary chapters in secondary school English is also food and diet. As part of the lessons, students get acquainted with the food pyramid and types of food and diet, the way food is prepared, we discuss healthy and unhealthy diets and how to link the healthy diet to traditional and modern dishes; we also mention eating disorders, such as overeating and food rejection. We also talk about their eating habits during the school year when students are absent for most of the day and return home relatively late. After dealing with the topics through conversation and reading texts as a class, the students themselves try to find a way to eat healthily, which they present to the class. The purpose of this article is to present the possibilities of raising young people's awareness of healthy and appropriate diet through language learning.

**KEYWORDS:** English lessons, food pyramid, food preparation, healthy diet.

## **INTERVIZIJSKA SKUPINA**

### **POVZETEK**

Pri delu z dijaki s posebnimi potrebami se srečujemo z različnimi izzivi. Strokovni delavci potrebujemo možnost profesionalnega razvoja in vire moči za strokovno in osebnostno podporo. Doživljanje stresa lahko vodi v izgorelost in zmanjšano osebno učinkovitost pri delu. Velik pomen pri strategijah soočanja s stresom je preventiva. Intervizija nam ponuja možnost profesionalnega razvoja. V prispevku predstavljamo izkušnje vodenja in sodelovanja v intervizijski skupini. Intervizija je metoda učenja v skupini sodelavcev. Pri oblikovanju intervizijske skupine je potrebno razjasniti pričakovanja udeležencev in pravila delovanja skupine. Strokovni delavci oblikujemo varen prostor za reševanje različne problematike. Udeležba posameznika v skupini je prostovoljna, vendar pa zahteva redno in aktivno sodelovanje. Intervizijski procesi lahko doprinesejo k pozitivni klimi, iskanju virov moči in izmenjavi izkušenj dobrih praks. Nenazadnje pa lahko na pozitivne intervizijske procese vpliva tudi podpora vodstva in priznanje pomena dela v intervizijski skupini. V intervizijski skupini uporabljamo različne načine dela in reševanja problemov pri vsakdanjem delu z dijaki, starši in drugimi strokovnimi delavci. Vodja vodi udeležence skozi celoten proces in skrbi za celoten časovni potek. V skladu z izbrano metodo oziroma načinom dela usmerja udeležence, da pridejo do ugotovitev.

**KLJUČNE BESEDE: intervizija, profesionalni razvoj, refleksija, zdravje zaposlenih.**

## **INTERVISION GROUP**

### **ABSTRACT**

Working with students with special needs presents a variety of challenges. Professional colleagues need opportunities for professional development and resources for professional and personal support. Experiencing stress can lead to burnout and reduced personal effectiveness at work. Prevention is of great importance in stress coping strategies. Intersivision offers us the opportunity for professional development. In this paper we present the experience of leading and participating in an intersivision group. Intersivision is a method of learning in a group of co-workers/colleagues. When setting up an intersivision group, it is necessary to clarify the expectations of the participants and the operating rules of the group. Professional co-workers create a safe space to address and solve a variety of issues. Participation of the individual in the group is voluntary but requires regular and active participation. Intersivision processes can contribute to a positive atmosphere, to finding sources of strength and to sharing good-practice experiences. Last but not least, positive intersivision processes can also be influenced by management support and recognition of the importance of work in an intersivision group. The intersivision group uses a variety of working and problem-solving methods in its day-to-day work with students, parents and other professional practitioners. The leader guides the participants through the whole process and takes care of the whole time course. In accordance with the chosen method or method of work, it directs the participants to come to conclusions.

**KEYWORDS: intersivision, professional development, reflection, health and well-being of employees.**

## **MASAŽA KOT SPOPRIJEMANJE S STRESOM NA DELOVNEM MESTU VZGOJITELJIC**

### **POVZETEK**

V prispevku je obravnavana tematika masaže, ki jo uvrščamo v eno izmed prvih vrst zdravljenj. Lahko predstavlja učinkovito orodje spoprijemanja s stresom na delovnem mestu. V splošnem se priporoča pri premagovanja in obvladovanja stresa na vseh delovnih mestih. V prispevku smo se osredotočili na delovno mesto vzgojiteljice, predvsem zaradi vse večjih pričakovanj tako s strani staršev kakor tudi s strokovne javnosti. Najprej smo priredili dogodek promocije zdravja na delovnem mestu z namenom, da vzgojiteljice razbremenimo vsakdanjih skrbi in jih spodbudimo, da ne pozabijo nase in na svoje zdravje. Z ozirom na ugotovljeno, da so dandanes vzgojiteljice na delovnem mestu preobremenjene smo izvedli načrt, kako masaže vnesti na delovno mesto in s tem spodbuditi boljše fizično in psihično počutje zaposlenih znotraj sektorja vzgoje in izobraževanja. Primer dobre prakse je sledeč. Razpisali smo brezplačni termin masaže hrbta, na katerega so se zaposleni imeli možnost prijaviti. Da smo s tem povzročili veliko zanimanje pri strokovnih sodelavkah kaže to, da so bili termini v trenutku zapolnjeni. Med zaposlenimi vzgojiteljicami smo hkrati izvedli raziskavo na podlagi anketiranja. Tako smo ugotovili, da je večina vzgojiteljic pod stresom. Nekaj se jih ni moglo udeležiti promocije zdravja zaradi bolniške odsotnosti, nekatere niso imele časa, vendar bi se udeležile, če bi promocijo izvedli večkrat, vsaj enkrat mesečno. Menijo, da so za bolečine v hrbtenici, ki so pri večini prisotne, kriva nepravilna drža, dvigovanje težkih predmetov in dvigovanje otrok. Na večino vzgojiteljic je masaža vplivala sproščujoče in blagodejno.

**KLJUČNE BESEDE:** promocija zdravja, masaže, vzgojiteljica, stres, skrb zase.

## **MASSAGE AS DEALING WITH STRESS IN THE WORKPLACE OF PRESCHOOL TEACHERS**

### **ABSTRACT**

The article discusses the topic of massage, which is one of the first types of treatments. It can be an effective tool for dealing with stress in the workplace. It is generally recommended in overcoming and managing stress in all workplaces. In this article, we focused on the workplace of preschool teachers, mainly due to the growing expectations of both parents and the professional public. Firstly, we hosted a health promotion event in a workplace to relieve preschool teachers of everyday worries and encourage them not to forget about themselves and their health and to give them a friendly reminder that for a satisfied and fulfilled life is of great importance to find a balance, contact with oneself and awareness that responsibility for well-being is actually in the hands of each of us. The main idea comes out from the fact that nowadays preschool teachers are overworked in the workplace. Therefore, we have made a plan for how to bring massages into the workplace and thus promote better physical and mental well-being of employees employed in Education. The example of good practice is the following: we announced a free term, for which employees were able to apply for a back massage. Causing a great deal of interest among our professional colleagues is shown by the fact that free terms were filled immediately. According to the survey questionnaire, we have found out that most preschool teachers are stressed. Some were unable to attend health promotion due to sick leave and some did not have time to attend, but they would attend the promotion if we did it multiple times, at least once a month. It is believed that pain in the spine, which is mostly present, is caused by improper posture, lifting heavy objects and lifting children. The massage had a relaxing and beneficent effect for most preschool teachers.

**KEYWORDS:** health promotion, massage, preschool teacher, self-care.

## ZDRAVA ŠOLA NA I. GIMNAZIJI V CELJU

### POVZETEK

I. gimnazija v Celju že vrsto let z različnimi dejavnostmi spodbuja, krepi in omogoča zdrav življenjski slog svojih učencev in učiteljev na različnih področjih, tako telesnem, duševnem kot socialnem in okoljskem. Del Slovenske mreže zdravih šol je kot ena prvih srednjih šol v Sloveniji že zadnjih 23 let. I. gimnazija v Celju je prva šola, ki je v Celju pričela s tradicionalnim zdravstveno-športnim dnevom, prav tako je bila pobudnica Teka treh gimnazij. Redno se predstavlja v mestu Celje in sodeluje na vseh proslavah ob Svetovnem dnevu zdravja, se povezuje z različnimi lokalnimi institucijami, izvaja delavnice, organizira razna predavanja z zdravstvenimi vsebinami, zvočno terapijo in jogo za zaposlene ter številne druge dejavnosti. Prispevek jedrnato predstavlja dolgoletno delovanje Zdrave šole na I. gimnaziji v Celju in vse odmevnejše inovativne dogodke, ki lahko predstavljajo idejo in pozitiven zgled v ustvarjanju in spodbujanju zdravega načina življenja tudi drugim šolam.

**KLJUČNE BESEDE:** zdrava šola, zdravstveno-športni dan, projekt Tek treh gimnazij, projekt Vsak korak šteje.

## HEALTHY SCHOOL PROJECT AT THE FIRST GRAMMAR SCHOOL IN CELJE

### ABSTRACT

For many years, the First Grammar School in Celje (I. Gimnazija v Celju) has been promoting, strengthening and facilitating healthy lifestyles for its students and teachers in various areas - physical, mental, social and environmental - through a variety of activities. It has been part of Slovenia's Healthy Schools Network for the last 23 years as one of the first secondary schools in Slovenia. The First Grammar School in Celje was the first school in Celje to launch a traditional health and sports day and was the initiator of the Run of the Three Grammar Schools. It regularly presents itself in the city of Celje and participates in all World Health Day celebrations, networking with various local institutions, running workshops, organising various health related lectures, sound therapy and yoga for employees and many other activities. The paper presents the long-standing activities of the Healthy School at the First Grammar School in Celje and the increasingly high-profile innovative events, which can serve as an idea and a positive example for other schools in creating and promoting a healthy lifestyle.

**KEYWORDS:** Healthy School, Health and Sports Day, Run of the Three Grammar Schools project, Every Step Counts project.

## **PODPORA DUŠEVNEMU ZDRAVJU Z UPORABO MEDICINSKE HIPNOZE PRI UČENCU S HIPERKINETIČNO MOTNJO**

### **POVZETEK**

S pomočjo primera s prakse želim prikazati eno od podpornih tehnik pri učencu s hiperkinetično motnjo, ki so ji pridruženi kronični tiki - medicinsko hipnozo. Medicinska hipnoza kot terapevtska tehnika ima za cilj izboljšati učenčevo duševno zdravje, tako, da zmore bolje obvladovati svoje impulze in da jača ego ter s tem pozitivno vpliva na samopodobo. Duševno zdravje je pomemben aspekt zdravja, saj zajema naše misli, čustva in doživljanje. Hiperkinetičnost je duševna motnja, ki pomembno vpliva na učenčevo samopodobo. V predstavljenem primeru je ta težava še globlja, saj ima učenec pridružene tike. Vse to močno vpliva na njegovo samopodobo, odnose v šoli, doma in na šolsko uspešnost. Učencu so v obdobju enega leta, ko ima redna srečanja s psihologom, tiki izzveneli v veliki meri. Tehnika medicinske hipnoze je bila uporabljena najprej v treh tedenskih zaporednih srečanjih in nato obnavljena vsake 3 do 4 mesece. Učenec sam poroča, da ga tiki, ki so bili prej tako intenzivni, da so ga ovirali pri vsakdanjem življenju, več ne. V prispevku je prikazan pomen in potreba uporabe medicinske hipnoze kot tehnike, ki je potrebna in možna tudi znotraj šolskega prostora.

**KLJUČNE BESEDE:** duševno zdravje, hiperkinetična motnja, tiki, medicinska hipnoza.

## **MENTAL HEALTH SUPPORT THROUGH THE USE OF MEDICAL HYPNOSIS IN A STUDENT WITH HYPERKINETIC DISORDER**

### **ABSTRACT**

With the help of a case study, I want to show one of the supportive techniques in a student with hyperkinetic disorder, which is accompanied by chronic tics - medical hypnosis. Medical hypnosis as a therapeutic technique aims to improve a student's mental health by being able to control their impulses and to strengthen the ego and positively affect self-esteem. Mental health is an important aspect of health as it encompasses our thoughts, emotions and experiences. Hyperkinetics is a mental disorder that significantly affects a student's self-esteem. In the case presented, this problem is even deeper, as the student has associated tics. All of this has a profound effect on his self-esteem, relationships at school, at home, and on school achievements. During a period of one year, when he had regular meetings with a psychologist, the tics almost disappeared. The technique of medical hypnosis was first used in three weekly consecutive meetings and then re-repeated every 3 to 4 months. The student reports that the tics, which were previously so intense in his daily life are no longer. The paper shows the importance and need to use medical hypnosis as a technique that is necessary and possible within the school space.

**KEYWORDS:** mental health, hyperkinetic disorder, tics, medical hypnosis.

## **KAKOVOST ZRAKA V PROSTORU**

### **POVZETEK**

Kakovost zraka je eden izmed najpomembnejših dejavnikov notranjega okolja. Slaba kakovost zraka ima lahko številne kratkotrajne ali pa celo dolgotrajne negativne vplive na ljudi v prostoru. Za ustrezno bivalno okolje štejeta poleg temperatur še primerna vlažnost zraka in koncentracija ogljikovega dioksida v zraku. Za ustrezno kakovost zraka je treba zagotoviti ustrezno prezračevanje. Prispevek je namenjen ozaveščanju dijakov o pomenu kakovosti zraka v prostorih predvsem v šolah, drugih javnih prostorih in tudi doma. Ker o tej problematiki ni namenjenega prostora v katalogu znanj, jaz o tej problematiki neformalno seznanjam dijake pri energetskih sistemih.

**KLJUČNE BESEDE:** kakovost zraka, notranje okolje, temperatura, prezračevanje.

## **INDOOR AIR QUALITY**

### **ABSTRACT**

Air quality is one of the most important factors of the internal environment. Poor air quality can have many short-term or even long-lasting negative effects on people in space. In addition to temperatures, adequate air humidity and concentration of carbon dioxide in the air shall be considered to be an appropriate living environment. Adequate ventilation is required for adequate air quality. The paper aims to raise awareness among students about the importance of air quality in premises, especially in schools, other public spaces and also at home. Since there is no place in the knowledge catalogue on this issue, I am informally ing students at the Energy Systems on this issue.

**KEYWORDS:** Air quality, Indoor Enviornment, Temperature, Air conditioning.

## **POMEN GIBANJA ZA OTROKE**

### **POVZETEK**

V prispevku analiziram gibanje s poudarkom njegovega koristnega vpliva na otroke, predvsem na njihov razvoj. V uvodnem delu najprej predstavim definicijo gibanja na splošno. V nadaljevanju se osredotočim na pomen gibanja otrok oz. gibanje v otroštvu tako v okviru šole kot tudi izven nje s poudarkom na tem, kako je šola vključena v proces spodbujanja, učenja in vključevanja otrok v oblike gibanja. V osrednjem delu prikažem koristi gibanja za otroka, ki jih v grobem delimo na tri vidike koristnosti v njegovem razvoju: telesno, duševno in socialno področje. Zelo pomembno je, da se učitelji zavedajo pomena gibanja. Ravno tako pa mora učitelj otroke motivirati in jih vključiti v organizirane skupine gibanja ter spodbuditi gibanje v domačem okolju, izven šole in izven organiziranih dejavnosti. V prispevku tako predstavim vrste vaj oz. vrste gibanj, ki so najbolj koristna za določene starosti otrok, in kako se jih uporablja v praksi – v procesu šolskega pouka predmeta »šport«, saj se od učiteljev športa pričakuje, da ravno pri našem predmetu še posebej izpostavimo gibanje. Najpogostejše oblike gibanja v okviru naše šole so: pouk športa; tekmovanja v okviru šole, minuta za zdravje, uporaba aplikacije »strava« pri šolanju na daljavo, motiviranje staršev in otrok tako, da se jim organizira skupno dejavnost, motiviranje otrok za popoldanske dejavnosti, obvezni in neobvezni izbirni predmeti in šola v naravi. Kot najpomembnejšo bi izpostavila minuto za zdravje, pri kateri sodelujejo vsi učenci in učitelji, saj na učence in učitelje vpliva v največji meri in gibanje z njeno pomočjo postaja njihov vsakdan.

**KLJUČNE BESEDE:** gibanje, pouk športa, otrok, razvoj, telesna dejavnost, motorične sposobnosti.

## **THE IMPORTANCE OF MOVEMENT FOR CHILD DEVELOPMENT**

### **ABSTRACT**

The purpose of this article is to analyse movement with the main stress on children and their development. In the introduction I will present movement in general and then I will focus on the importance of movement for early child development at school and everywhere else. School should be included in the process of encouraging, learning and engaging children in movement through various activities. In the main part, benefits of physical activity are introduced. There are three aspects of the importance of movement: physical, emotional and social. Teachers should be aware of the importance of movement during the learning process. Furthermore, they should know how to motivate students for movement and try to integrate them to do physical activities in various organised groups, at home or in their free time. The article presents some types of exercises which are the most useful for children of a certain age and how teachers can use them at PE lessons because it is expected, especially from us, PE teachers to pay attention to movement to a great extent. The most common types of movement at our school are: PE lesson, sports competition organised at school, minute healthy break, using strava app during distance learning, motivating parents and children to join common and after class activities, compulsory elective subjects, optional school subjects and outdoor school. The most important type of movement at school is a minute healthy break because students and teachers can join it at the same time and therefore it can create their everyday routine.

**KEYWORDS:** movement, physical education, child, development, physical activity, motoric skills.

## **DIJAK RAZVIL MOBILNO APLIKACIJO FITLAJF ZA PROMOCIJO ZDRAVE PREHRANE IN GIBANJA**

### **POVZETEK**

V tempu življenja, ki ga živimo danes, lahko vsak med nami hitro pozabi kakovostno skrbeti za svoje zdravje in gibanje. Zato je smiselno, da v svoje življenje vključimo različne pripomočke, ki nas lahko opomnijo, kako pomembno je, da si vzamemo čas zase. Na naši šoli je dijak razvil mobilno aplikacijo FitLajf, katere cilj je beleženje obrokov in različnih vadb, spremljanje grafov in napredkov ter analiza vnosa in porabe kalorij. S spremljanjem in uporabo aplikacije posledično dosežemo tudi promocijo zdrave prehrane in gibanja. Dijaki so izpolnili tudi kratek vprašalnik, ki nam je dal veliko odgovorov, na kakšen način smo z aplikacijo FitLajf prispevali k njihovi skrbi za zdravje in gibanje. Prav tako smo izvedeli, kaj bi lahko storili, da bi bila aplikacija še boljša, npr. vključitev smernic za zdravo prehrano, delitev jedilnikov med uporabniki ter več različnih vrst aktivnosti. Dijaki so rešili tudi vprašalnik, ki je dal nekaj jasnih odgovorov o tem, kaj o aplikaciji še pogrešajo. Aplikacijo bi uporabljali še bolj, če bi jim ponujala nasvete o zdravi prehrani. Prav tako menijo, da bi aplikacija lahko postala njihov vsakdanji pripomoček. S tehnologijo tako lahko skrbimo za svoje zdravje ter aktivnost gibanja dvignemo na še višjo raven.

**KLJUČNE BESEDE:** zdravje, gibanje, beleženje, kalorije, aplikacija, FitLajf.

## **THE STUDENT DEVELOPED THE FITLAJF MOBILE APPLICATION TO PROMOTE HEALTHY EATING AND EXERCISE**

### **ABSTRACT**

In the pace of life we live today, each of us can quickly forget to take quality care of our health and exercise. So it makes sense to include a variety of gadgets in our lives that can remind us how important it is to take time for ourselves. At our school, the student developed the mobile application FitLajf, which aims to record meals and various exercises, monitor graphs and progress, and analyse calorie intake and consumption. By monitoring and using the application, we consequently also achieve the promotion of a healthy diet and exercise. The students also filled out a short questionnaire, which gave us many answers on how we contributed to their health and exercise care with the FitLajf app. We also learned what we could do to make the app even better, inclusion of guidelines for healthy eating, distribution of menus among users and several different types of activities. Students also did a questionnaire that gave some clear answers about what else they are missing about the app. They would use the app even more if they were offered some tips on healthy eating. They also believe that the app could become their everyday gadget. With technology, we can take care of our health and raise our activity to an even higher level.

**KEYWORDS:** health, exercise, monitoring, calories, application, FitLajf.



## **POUK ANGLEŠČINE NA PROSTEM**

### **POVZETEK**

V času, ko nas skrbi fizična in čustvena dobrobit naših otrok in mladih odraslih ter se sprašujemo, ali bodo učenci zaključili svoje izobraževanje s kompetencami potrebnimi za njihovo prihodnost, lahko izkoristimo mnoge prednosti poučevanja na prostem, ki so dokazane in sprejete širom po svetu. Ko pouk prestavimo v naravno okolje, izboljšamo učne dosežke učencev, aktiviramo njihovo sodelovanje in razvijamo široko paleto sposobnosti kot so reševanje problemov, komunikacija in vzdržljivost. Pouk na prostem prav tako nudi nešteto priložnosti za izkustveno ter uporabno izobraževanje. V šolski okolici lahko uredimo učilnico na prostem, šolski vrt ali pa obiščemo bližnji gozd. Poleg zamenjave učnega okolja lahko učencem ponudimo aktivnosti, ki so posebej pripravljene za poučevanje tujega jezika na prostem, kot so poker face, taboo, alibi idr. Ugotovitve kažejo, da so učenci učno bolj uspešni in hkrati bolj motivirani za učenje tujega jezika pri poučevanju na prostem kot klasičnem učenju v učilnicah.

**KLJUČNE BESEDE:** poučevanje, angleščina, zunaj.

## **TEACHING ENGLISH IN THE OUTDOORS**

### **ABSTRACT**

At a time when we are increasingly concerned about the physical and emotional wellbeing of our children and young people, and question whether they will leave education with the skills and competencies they will need for the future, outdoor learning brings with it a range of benefits which are now widely evidenced, acknowledged and accepted. Taking the curriculum outside can improve attainment, increase engagement, and develop a wide range of skills including problem solving, communication and resilience. Outdoor learning also provides endless opportunities for experiential, contextual and applied education. We can either arrange an outdoor classroom, maintain a school garden or visit nearby forest in our school surroundings. Besides the exchange in the learning environment we can offer our students carefully prepared activities for the outdoor foreign language learning like poker face, taboo, alibi etc. Our findings show that students are more successful and more motivated for foreign language learning when teaching them in the outdoors rather than indoors.

**KEYWORDS:** teaching, English, outdoors.

## **Z METODO »Body2Brain@ccm« DO BOLJŠEGA POČUTJA – PRIMER SPROSTITVENO GIBALNE DEJAVNOSTI V OPB-JU**

### **POVZETEK**

Sprostitutvena dejavnost je eden od štirih elementov v podaljšanem bivanju, ki je nepogrešljiv del vsakdana v osnovnih šolah. V tem času naj bi se učenci naučili sprejemljivih in učinkovitih načinov sproščanja ter tako razvijali razumevanje in doživljanje sprostitve ter oddiha med delom kot pomemben element zdravega načina življenja. Ker je sodobni čas zelo hiter, nemiren in nasičen s podatki, je pomembno, da je sprostitvev za učence naravnana tudi na psiho in duha, ne samo na telo. Potrjeno je, da lahko s preprostimi telesnimi vajami dosežemo spremembo duševnega stanja, doživljanja in čustvovanja. Te ugotovitve upošteva metoda »Body2Brain@ccm« oziroma metoda telesne vaje za možgane. Gre za metodo preprostih telesnih vaj, ki jih lahko učenci izvajajo kjerkoli in kadarkoli. Z izvajanjem praktičnih vaj preko telesa v možgane prispejo nove informacije, ki sprožijo nove, predvsem pozitivne občutke in čustva. Namen prispevka je prikazati primer uporabe metode »Body2Brain@ccm« kot sprostitutveno dejavnost v oddelku podaljšanega bivanja. Ponazorili bomo primere gibalnih vaj zoper stres in slabo voljo, strah in paniko, črnogledost in negotovost, žalost in žalitve ter obremenitve, travme in podobne težave. Telesne vaje bodo predstavljene z navodilom za izvajanje in razlago, zakaj ter kako le-te pomagajo psihi in duhu človeka. Na koncu bomo posebno pozornost namenili ovrednotenju prednosti izvajanja sprostitutvenih gibalnih dejavnosti kot pomoč učencem, da se sprostijo, si okrepijo zdravje, se urijo v zbranosti itd.

**KLJUČNE BESEDE:** čustva, gibanje, možgani, podaljšano bivanje, sprostitutvena dejavnost.

## **"Body2Brain@ccm" METHOD MAKING YOU FEEL BETTER - EXAMPLE OF RELAXING PHYSICAL ACTIVITY IN AFTER- SCHOOL CARE**

### **ABSTRACT**

Relaxation activity is one of the four elements in after-school care, which is an indispensable part of everyday life in primary schools. During this time, pupils should learn about acceptable and effective ways of relaxing and thus develop an understanding and experience of relaxation and rest during work as an important element of a healthy lifestyle. Since modern times themselves are very fast, restless, and saturated with data, it is important that pupils' relaxation is also focused on the psyche and mind, not just the body. It is confirmed that by doing simple physical exercises a change in mental state, experience and emotions can be achieved. These findings are considered by the "Body2Brain@ccm" method or the exercise method for the brain. It is a method of simple physical exercises that can be performed by pupils anywhere and anytime. By performing practical exercises, new information travels through the body onward to the brain, which triggers new, above all, positive feelings, and emotions. The purpose of this paper is to present an example of using the "Body2Brain@ccm" method as a relaxation activity in the after-school care. We will illustrate examples of exercises against stress and low mood, fear and panic, pessimism and insecurity, and sadness and insults. Physical exercises will be presented with instructions for implementation and an explanation of why and how they help the human psyche and spirit. Finally, we will pay special attention to evaluating the benefits of performing relaxing physical activities as a form of help in making pupils relax, strengthen their health, train in concentration, etc.

**KEYWORDS:** emotions, movement, brain, after-school care, relaxation activity.

## **OD DOBREGA POČUTJA UČENCA DO POZITIVNE KLIME ODDELKA**

### **POVZETEK**

Učitelji poleg poučevanja predmeta opravljamo tudi naloge razrednika. Razrednik je vloga, ki jo ima večina učiteljev na predmetni stopnji. To delo je zahtevno in odgovorno. Razrednikova naloga je tudi reševanje vzgojnih in učnih problemov posameznih učencev. Bolje je, da do problemov sploh ne pride in je v oddelku pozitivna klima. Vedno sem imela pred seboj učenca. Vsakega posebej in njegovo dobro počutje. Prav zato sem ure oddelčne skupnosti namenila spoznavanju učencev, ozaveščanju njihovih dobrih lastnosti, sodelovanju, povezovanju oddelka, razvijanju empatije in prijaznosti. Učenci so se igrali socialne igre, kot sta leteča preproga in nedokončani stavki. Želela sem, da se poslušajo in spoznavajo. Izvajali so dejavnosti, s katerimi so pridobili izkušnje in veščine, potrebne za osebno rast. V oddelku so se dobro počutili, če so se poznali, se razumeli in si med seboj pomagali. V takem oddelku je bila pozitivna klima in pogoji za lažje doseganje zastavljenih ciljev.

**KLJUČNE BESEDE: razrednik, pozitivna klima, empatija, socialne igre, leteča preproga.**

## **FROM STUDENT WELL-BEING TO POSITIVE CLASSROOM CLIMATE**

### **ABSTRACT**

In addition to teaching our school subjects, teachers also perform the tasks of class teachers. The role of a class teacher is one that most teachers have at the upper elementary school level. It is a role that is demanding and responsible. The task of a class teacher is also to resolve any disciplinary and learning problems of individual students. It is better that these problems do not occur in the first place and there is a positive classroom climate. I always considered the students. Each student individually and their well-being. I dedicated part of our classroom sessions to getting to know the students, being aware of their good qualities, cooperation, classroom connections, developing empathy and kindness. The students played social games such as flying carpet or unfinished sentences. They performed activities to gain the experience and develop skills needed for personal growth. They felt good in the classroom if they knew, understood and helped each other. In such a department there is a positive climate and conditions to facilitate the achievement to set goals.

**KEYWORDS: class teacher, positive climate, empathy, social games, flying carpet.**

## ADITIVI V BREZALKOHOLNIH PIJAČAH

### POVZETEK

V današnjem času se v svetu opravlja vse več raziskav v zvezi z aditivi v prehrani. Danes so aditivi izredno priljubljena stvar debat in razprav. In prav aditivi so tisti, ki lahko na človeški organizem vplivajo na različne načine. Določeni aditivi lahko izzovejo alergije, nekateri drugi celo nastanek raka. Učinkovitost pridelave, kakovost, bogata ponudba in cenenost industrijsko predelane hrane, kakršno poznamo danes, sploh ne bi bila mogoča brez živilskih dodatkov – aditivov. Aditivi za živila so za oskrbo človeštva z varno, zdravo hrano ključnega pomena in jih iz sodobnega gospodarjenja s hrano ni mogoče odmisлити. V strokovnem prispevku sem obravnavala brezalkoholne sadne pijače. Želela sem ugotoviti vrsto aditivov, ki so v omenjenih izdelkih. Za raziskavo sem se odločila po pregledu šolskih jedilnikov v preteklem šolskem letu, ki je bil zaradi epidemije prilagojen porcijsko po učencu oz. dijaku. To je v praksi pomenilo, da je kuhan čaj zamenjal sok v tetrapaku. Ker so aditivi v današnjem času nepogrešljivi del industrije, saj z njimi, dosežemo boljše tehnološke lastnosti izdelkov, veliko pestrost in nižjo ceno me je zanimalo, v kolikšni meri so prisotni v brezalkoholnih pijačah. Ugotovila sem, da se v brezalkoholnih pijačah na slovenskem tržišču v največji meri pojavljajo antioksidanti, predvsem askorbinska kislina v pijačah (E330) in natrijev citrat (E331). Pri enem produktu sem zasledila barvilo klinolinsko rumeno, ki je eno izmed barvil, ki povzročata hiperaktivnost pri otrocih. Določeni aditivi povzročajo tudi nastanek tumorja na mehurju, eden izmed teh je aditiv kalijev acesulfam (E950), ki se pojavlja pri dveh produktih ki sem ju analizirala. Prav tako sem pri enem produktu zasledila aditiv oranžno FCF (E110), ki lahko bistveno vpliva na zmanjševanje telesne teže pri ljudeh, lahko pa vpliva tudi na zmanjšano število monocitov. Dejstvo je, da je uporaba aditivov zaradi daljšega roka uporabe nujen dodatek proizvodom, navkljub temu pa se lahko le-temu izognemo.

**KLJUČNE BESEDE:** aditivi, brezalkoholne pijače, šolski jedilniki.

## ADDITIVES IN NON-ALCOHOLIC BEVERAGES

### ABSTRACT

Nowadays, more and more research is done regarding additives in food, as the latter have become a popular focus of debates. This is mainly due to the various ways they affect our bodies. Certain additives could also cause allergies or even cancer. Efficiency of their production, quality, variety and low prices of industrially processed food present on our plates today would not even be possible if it weren't for the food additives. The latter play a key role in providing safe and healthy food supply for humanity, and, looking from the perspective of modern food management, humanity can simply not do without them. This paper focuses on non-alcoholic fruit-derived beverages. My goal was to determine the kinds of additives used in these. I got the idea for my research, after examining the menus in our school in the previous year, where food for the students was packed in small one-person portions. In practice, this meant that for example tea was substituted with pre-packed juice. As additives have nowadays become an essential of the industry, as they enable better technological properties of products, wide variety and lowest prices, I wanted to examine, how widely they are present in non-alcoholic beverages. I found out that most soft drinks on the Slovenian market contain antioxidants – particularly ascorbic acid (E330) and sodium citrate (E331). One product contained a coloring, Quinoline Yellow – one of the additives that cause hyperactivity in children. Certain additives may also cause bladder tumours; one of them being potassium acesulfame (E950), which was contained in two of the analysed products. Furthermore, one product contained the additive Orange FCF (E110), which may significantly impact losing weight in humans, and can further impact the number of monocytes. While it is necessary to use additives for extending dates of expiry of the products, this can be avoided.

**KEYWORDS:** additives, non-alcoholic beverages, school menus.

## **VPLIV VZGOJNO IZOBRAŽEVALNIH PROCESOV NA PRIDOBIVANJE ZDRAVIH NAVAD PRI OTROCIH IN MLADOSTNIKI S POSEBNIMI POTREBAMI**

### **POVZETEK**

Na osnovni šoli Roje združujemo učence z zelo raznolikimi in kompleksnimi težavami v razvoju, ki se vključujejo v tri različne programe: prilagojen program z nižjim izobrazbenim standardom, posebni program vzgoje in izobraževanja ter prilagojen program za predšolske otroke. Ker gre za populacijo učencev s posebnimi potrebami, pomeni, da tudi njihov razvoj poteka drugače – upočasnjeno. Zaradi tega je vloga vseh strokovnih delavcev, ki se vključujejo v vzgojno izobraževalni proces, še toliko bolj pomembna. Otroci in mladostniki s posebnimi potrebami imajo slabše sposobnosti kompenzacije, zato je odgovornost strokovnih delavcev še večja. Skozi leta opažamo, da se populacija naših učencev tudi generacijsko ponavlja – kar veliko naših staršev, so naši bivši učenci. To tudi dostikrat pomeni, da imajo slabše vzgojne kapacitete, več vzgojnih zagat, svojim otrokom težje pomagajo in potrebujejo več podpore iz svojega okolja. V prispevku želimo poudariti, da je vloga šole nepogrešljiva, saj je to varovalni dejavnik v primerih, ko je družinsko okolje manj spodbudno. Poleg izobraževanja je tako naše osnovno poslanstvo, da otroke in mladostnike vzgajamo za zdravo, samostojno in odgovorno življenje. Naš cilj je, da pri vsakem učencu s posebnimi potrebami odkrijemo njegova šibka področja osebnosti in tako lahko sistematično delujemo na tem področju in s tem mu pomagamo, da njegov razvoj poteka optimalno.

**KLJUČNE BESEDE: učenci s posebnimi potrebami, zdrave navade, gibanje.**

## **THE IMPACT OF EDUCATIONAL PROCESSES ON THE ACQUISITION OF HEALTHY HABITS IN CHILDREN AND ADOLESCENTS WITH SPECIAL NEEDS**

### **ABSTRACT**

At Roje Primary School, we bring together students with very diverse and complex developmental problems, who are included in three different programs: an adapted program with a lower educational standard, a special education program, and an adapted program for preschool children. Because it is a population of students with special needs, it means that their development is also different - slow. This makes the role of all professionals involved in the educational process all the more important. Children and adolescents with special needs have poorer compensation skills, so the responsibility of professionals is even greater. Over the years, we have noticed that the population of our students is also generationally repetitive - many of our parents are our former students. This often means that they have poorer educational capacities, more educational problems, find it harder to help their children and need more support from their environment. In this article, we want to emphasize that the role of the school is indispensable, as it is a protective factor in cases where the family environment is less stimulating. In addition to education, our basic mission is to raise children and adolescents for a healthy, independent and responsible life. Our goal is to discover the weak areas of personality in each student with special needs, so that we can work systematically in this area and thus help him to develop his development optimally.

**KEYWORDS: children with special needs, healthy habits, movement.**

## PRISOTNOST ALKOHOLIZMA PRI DIJAKIH IN ZAŠTRUPITVE Z ALKOHOLOM

### POVZETEK

Pri pouku kemije lahko zasledimo veliko tem, ki dijake morda navdušijo tudi za dolgoročno pomnjenje usvojenega znanja. Skoraj vsako leto se pri tematiki o nevarnih snoveh in zastrupitvah seznanimo s temo o alkoholizmu in zastrupitvah z alkoholom. Dijakom se popivanje med tednom in ob vikendih ne zdi nič kaj nezdravo, prav tako ne obsojajo prekomernega pitja oziroma zastrupitve z alkoholom. S tovrstnimi dejanji se celo pohvalijo pred sošolci. Takšen odziv med dijaki različnih starostnih skupin, od prvega do četrtega letnika srednje strokovne šole, mi je spodbudil idejo, da se lotim kemijskega in biološkega raziskovanja alkoholov ter alkoholizma, na način, ki bi bil dijakom lahko zanimiv, pridobljeno znanje pa bi jim tako koristilo v vsakdanjem življenju. Pred letom dni sem se odločila podrobneje z dijaki spregovoriti o alkoholizmu in zastrupitvah. Z uporabo različne literature smo natančno preučili tehnike pridobivanja različnih vrst alkoholov, preučevali smo vsebnost alkohola v posameznih pijačah, učinke alkoholizma na zdravje in razvoj mladostnika ter ukrepanje ob zastrupitvah. Pogledali smo si tudi nekaj videov o posledicah alkoholizma. Dijaki so svoje raziskave predstavili na razredni uri še ostalim dijakom, ki v raziskavi niso sodelovali. Način podajanja znanja dijak – dijaku je trajnejši in bolj zanimiv. Ob zaključku raziskovanja menim, da so dijaki prišli do globljega vpogleda v obravnavano tematiko, da bodo bolj kritično razmislili o uživanju alkohola, predvsem pa bodo znali uživati alkohol zmerno, le ob posebnih priložnostih. Pozitiven odziv dijakov na tako predstavljeno in obravnavano temo mi je odprl nove ideje za nadaljnje raziskovanje o nezdravih snoveh, kot so na primer nikotin, kofein, taurin, ki se jih dijaki ravno tako poslužujejo in negativno vplivajo na njihovo zdravje.

**KLJUČNE BESEDE:** nevarne snovi, zastrupitve, alkoholizem, vsebnost alkohola, alkohol in zdravje mladostnika.

## ALCOHOLISM AMONG LEARNERS AND ALCOHOL-INDUCED INTOXICATIONS

### ABSTRACT

There are many topics in chemistry classes which the learners find interesting allowing them to increase their familiarity on a specific topic. When covering the topic of hazardous substances and intoxications, the topic of alcoholism and alcohol-induced intoxications is dealt with almost every year. Learners don't find drinking during the week unhealthy nor do they hold judgements against excessive drinking and alcohol-induced intoxications. They even brag about such instances in front of their peers. Such a response among learners in different age groups – from the first to the fourth year of technical secondary education gave me an idea to conduct chemical and biological research of alcohols and alcoholism. This would be done in a way that is amusing to the learners and would enable them to use the knowledge in everyday life. One year ago, I decided to have a discussion with my learners concerning alcohol-induced intoxications. Using various sources we carefully examined the techniques of extracting different sorts of alcohols, the alcohol content in different drinks, the effects of alcoholism on the health and development of teenagers and the procedures of treating alcohol-induced intoxications. We also watched a few videos on the consequences of alcoholism. Learners presented their results during the form session to others, who didn't participate in the study. Learners passing knowledge to other learners or their peers is more substantial and amusing. I believe that the learners developed a deeper understanding of this topic thinking critically about alcohol consumption in order to be able to consume it more moderately or on special occasions. The positive reaction of the learners concerning the topic gave me an idea for further researching unhealthy substances (nicotine, caffeine, taurine) which the learners also use and have a negative effect on their health.

**KEYWORDS:** Hazardous substances, intoxications, alcoholism, alcohol substance, alcohol and the health of teenagers.

## **ZAČNIMO Z JOGO V PISARNI**

### **POVZETEK**

Telesna aktivnost, tudi joga, poskrbi za boljšo držo, oskrbi telo s kisikom, povečuje koncentracijo, zmanjšuje stres, krepi imunski sistem in napolni z energijo. Vse več je delavnih mest, ki terjajo večurno sedenje pred računalnikom. Zmanjšano gibanje in sedeči položaji škodljivo vplivajo na fizično zdravje in počutje, zato je gibanje ključnega pomena za dvig kakovosti življenja. Vključevanje gibanja na delavno mesto prinaša koristi tudi za delodajalce, saj je ob rednem gibanju zaposlenih posledično manj bolniških odsotnosti, večja produktivnost in prilagajanje spremembam. V času prvega vala epidemije, se je potek izobraževalnega procesa preselil pred ekrane, kar je za učitelje pomenilo sedeče pisarniško delo. Ukrepi izolacije so bili za mnoge tudi stresni, saj so vzbudili občutke tesnobe, nesigurnosti in strahu. Tako se je pojavila ideja za 30 dnevni projekt »Joga v pisarni«, katerega namen je bil spodbujanje gibanja med sedečim delom. Projekt je sestavljalo 30 posnetkov jogijskih vaj (vsak dan en posnetek), ki jih lahko izvajamo med delom v kratkih odmorih. Cilj projekta je bil občutek povezanosti v času izolacije, skrb za boljše počutje in ozaveščanje lastnega telesa in misli. Vaje so v prispevku razdeljene v smiselne sklope, in sicer: dlani, vaje s stolom, vrat, zasuki, stoječe vaje, oči, samomasaža, dihanje, čuječnost. Za lažje razumevanje so primeri vaj ponazorjeni s fotografijami, dostopna je tudi povezava na posnetek. Namen je bil ponuditi preproste vadbe za aktivni odmor, preprosto izvajanje in dvig motivacije za nadaljevanje gibanja v pisarni in izven.

**KLJUČNE BESEDE:** čuječnost, delo z računalnikom, epidemija, gibanje, joga, sedeče delo, zdravje.

## **LET`S START WITH OFFICE YOGA**

### **ABSTRACT**

Physical activity, including yoga, helps with posture, supplies the body with oxygen, increases concentration, lowers stress, strengthens the immune system and fills us with energy. There is an increase of work that requires sitting in front of a computer for several hours. Reduced movement and sitting positions have a negative effect on physical health and well-being, so exercise is crucial for increasing quality of life. Promoting exercise at work also benefits employers, as regular activity results in fewer sick leave, higher productivity and flexibility to change. During the first epidemic wave, the entire educational process transferred to online work, which meant more sedentary office work for teachers. Isolation measures were also stressful for many, as the situation evoked feelings of anxiety, insecurity and fear. This is how the idea for "30 days of Office Yoga" project came about, with the purpose to encourage active movement during sedentary work. The project presented 30 office yoga videos (each day releasing one), that can be done in short breaks. The aim of the project is to create a sense of connection in times of isolation, care for well-being and awareness of one's own body and mind. The exercises in this article are divided into meaningful sets: arms and hands, chair exercises, neck, twists, standing exercises, eyes, self-massage, breathing, mindfulness. Examples of exercises are explained with photographs to help with understanding, there is also a link to a video. The purpose was to offer simple ideas for an active break, easy implementation, and raising motivation to continue with activity in and out of the office.

**KEYWORDS:** computer work, epidemic, health, mindfulness, movement, sedentary work, yoga.

## **HOJA – VIR POVEZOVANJA IN DOBREGA POČUTJA**

### **POVZETEK**

Hoja je glavni način premikanja in ima na naše psiho-fizično počutje številne učinke: krepi mišice, vezi ter sklepe, zvišuje raven kisika v krvi, jača obrambno moč telesa, krepi imunski sistem, lajša stres ... in je primerna v vseh starostnih obdobjih. Hoja pri učencih ni najbolj priljubljena, zato je priporočljivo, da je pri mlajših učencih povezana z igro, pri starejših pa naj zadovoljuje potrebo po druženju in navezovanju stikov. V članku je predstavljen uspešno izpeljan dvodnevni orientacijsko-pohodniški tabor, s katerim sem učencem devetega razreda želela približati hojo in njene pozitivne učinke. Največji pomen tabora so bili neposredni medsebojni stiki mladostnikov, za kar so bili v preteklih mesecih zelo prikrajšani. Ob skupnem doživetju so krepili telesno moč, spoznavali smisel sodelovanja, predvsem pri premagovanju težav, se medsebojno vzpodbujali, popravljali napake in se radostili skupnih uspehov.

**KLJUČNE BESEDE:** hoja, orientacija, pohodniški tabor, osnovnošolci.

## **WALKING – A SOURCE OF CONNECTION AND WELL-BEING**

### **ABSTRACT**

Walking is the main way of moving and it affects our mental and physical well-being in many ways: it strengthens muscles, ligaments and joints, increases the oxygen level in our bloodstream, strengthens the body's defences, improves the immune system, relieves stress, and is suitable for all ages. Walking is not the most popular activity with pupils, therefore the recommendation to associate it with playing with younger pupils; in the group of older pupils it should satisfy the need to make connections and socialize. The article presents a successfully conducted two-day camp for orientation and hiking which intended to bring walking and its positive effects closer to Year 9 pupils. The greatest importance of the camp was the direct contact of the teenagers, which is the activity they missed most in the previous months. During the joint experience, they improved their physical strength, learnt the meaning of cooperation, especially in overcoming problems, encouraged each other, corrected mistakes and rejoiced in joint success.

**KEYWORDS:** walking, orientation, hiking camp, primary school pupils.



## ŠKODLJIVE POSLEDICE PRETIRANE UPORABE NAPRAV Z ZASLONI NA ZDRAVJE SREDNJEŠOLCEV V SLOVENIJI V ČASU KORONAVIRUSA

### POVZETEK

Mladostniki so v času epidemije z novim koronavirusom preživeli veliko časa na napravah z zasloni, ki je njihovo šolsko delo in komunikacijo, bolj kot kadarkoli prej, spravila v digitalni svet. Po eni strani so se na nek način zadržali stiki z ljudmi ter nenazadnje tudi šolsko izobraževanje, ki ga drugače ne bi mogli opraviti. A to je še povečalo škodljive učinke zaradi njihove uporabe. Posledice tega pa niso nedolžne. Pri mladostnikih se pojavljajo slabše komunikacijske in socialne veščine, odkrenljiva pozornosti, izbruhi jeze in agresije. Prav tako so pogostejše tudi razpoloženske motnje, kot so anksioznost in depresija ter nespečnost kot motnja spanja. Določen odstotek najstnikov pa je tudi odvisen od igranja video igrice in družbenih omrežij, kar predstavlja veliko težavo in zahteva nujno zdravljenje. Nenazadnje pa mladostniki, ki prekomerno uporabljajo digitalne medije telesno manj aktivni, kar povzroča prekomerno telesno težo in debelost, kar je dejavnik tveganja za številne kronične bolezni. Cilj naloge je pregled strokovne literature z tujega in domačega področja, analiza dobljenih podatkov ter na podlagi teh predvidevanje o vplivu na psihološko zdravje dijakov. Se pa lahko škoda zaradi takšnega načina dela močno zmanjša s pomočjo rednih urnikov ter jasnih dogovorov, katero delo bo potekalo pred zasloni in katero ne.

**KLJUČNE BESEDE:** naprave z zasloni, koronavirus, delo na daljavo, težave s spanjem, zasvojenost, psihosomatske motnje.

## EXCESSIVE USE OF ELECTRONIC DEVICES AND ITS HARMFUL EFFECTS ON THE HEALTH OF SECONDARY SCHOOL CHILDREN IN SLOVENIA DURING THE CORONAVIRUS PANDEMIC

### ABSTRACT

Adolescents has spent a lot of time on display devices during the epidemic with the new coronavirus, which brought their school work and communication, more than ever, into the digital world. On the one hand, in a way, they kept in touch with people and, last but not least, school education, which they would not have been able to do otherwise. But this has further increased the harmful effects due to their use. The consequences of this, however, are not innocent. Adolescents experience poorer communication and social skills, outspoken attention, outbursts of anger and aggression. Mood disorders such as anxiety and depression and insomnia as a sleep disorder are also more common. However, a certain percentage of adolescents also depend on playing video games and social networks, which is a big problem and requires urgent treatment. Last but not least, adolescents who overuse digital media are less physically active, leading to overweight and obesity, which is a risk factor for many chronic diseases. The aim of the thesis is to review the professional literature from foreign and domestic fields, analyze the obtained data and on the basis of these predict the impact on the psychological health of students. However, the damage caused by this way of working can be greatly reduced with the help of regular schedules and clear agreements on which work will take place in front of the screens and which will not.

**KEYWORDS:** electronic devices, coronavirus, school work from home, sleep problems, addiction, psychosomatic disorders.

## **VADBA ZA BOLJŠE POČUTJE ZAPOSLENIH MED POPOLNIM ZAPRTJEM DRŽAVE NA GIMNAZIJI ŠIŠKA**

### **POVZETEK**

Večina ljudi bo enkrat v svojem življenju doživela bolečine v hrbtenici. Na srečo večina teh težav nima izvora v resnih obolenjih in se lahko izboljša s spremembo načina življenja. Sedeči način življenja in prekomerna uporaba IKT tehnologije nista prijazna do hrbtenice in lahko povzročita težave s hrbtenico pri vseh starostih. Naše telo je narejeno za gibanje in samo gibanje nam lahko pomaga ohranjati zdravje. Med zaprtjem države zaradi pandemije covid-19, je bila na Gimnaziji Šiška od decembra 2020 do junija 2021 organizirana rekreativna vadba za zaposlene s ciljem, da bi preprečili morebitne negativne posledice, ki bi lahko nastale zaradi preveč sedenja in premalo gibanja. Namen naše raziskave je bil ugotoviti, ali so vadeči pedagoški delavci pri delu od doma imeli težave z bolečinami v hrbtenici, nespečnostjo, občutkom stresa in depresivnimi občutki, kakšno je bilo njihovo mnenje o učinkih organizirane vadbe in kakšno je bilo njihovo počutje v začetku šolskega leta 2021/22, ko je delo ponovno potekalo v šoli. Ugotovili smo, da je bilo v času dela od doma največ težav z vratnim delom hrbtenice in ramenskim obročem, ter stresom. Večina zaposlenih je imela občutek, da so se zaradi vadbe njihove težave zmanjšale. V času dela v šoli pa je bilo opaziti največ težav z ledvenim in vratnim delom hrbtenice ter ramenskim obročem.

**KLJUČNE BESEDE:** rekreativna vadba, pedagoški delavci, popolno zaprtje države, Covid-19.

## **EXERCISING FOR BETTER PHYSICAL HEALTH AND WELL-BEING OF EMPLOYEES AT GYMNASIUM ŠIŠKA DURING THE COVID-19 LOCKDOWN**

### **ABSTRACT**

It is well-known that most people will experience back pain at some time in their lives. Most pains do not have serious medical cause and situation could improve with changing our lifestyles. Sedentary behaviour and using ICTs are not back friendly and could have bad effect on back among people all ages. Human body is made for moving and only moving could help us stay healthy. Since December 2020 till June 2021 there was organized recreational exercise going on for employees of Gymnasium Šiška with the goal to avoid problems of sedentary work. The goal of our research was to found out presence of back pains, sleeping disorders, stress and depression of pedagogues during Coronavirus lockdown, their opinion about effects of exercise and their opinion about health problems during the »normal« work at school in the beginning of school year 2021/22. We have found out that during work from home most participants had problems with neck pains, shoulder pains and stress. After regular exercising considerable improvement of the health was recognised. Nowadays lower back pains and upper back pains are the most common problem of the pedagogues.

**KEYWORDS:** physical activity, pedagogues, lockdown, Covid-19.

## **OZAVEŠČANJE MLADIH O NEVARNOSTI INFORMACIJ S PODROČJA PREHRANE NA INTERNETU**

### **POVZETEK**

Danes živimo v globaliziranem svetu, v katerem lahko vsako minuto dostopamo do informacij vseh vrst. Novice in objave na družbenih omrežjih se zlahka in hitro širijo. Zavedati pa se moramo tudi, da enako velja za neverodostojne informacije. Zaradi tega je na spletu zelo težko oceniti zanesljivost informacij. Nekatere izmed tem, pomembnejših za mlade, se navezujejo na prehranjevalne navade. V strokovnem prispevku smo s pomočjo virov Facebook in Google raziskali najbolj pogoste iskane besede zvezi z bolj zdravim načinom življenja in različnih diet, ki so neresnične. Neresničnost smo raziskali s pomočjo NIJZ in raznih študijev znanih avtorjev. Podrobneje smo raziskali teme zvezi z zdravljenjem Alzheimerjeve bolezni, z zdravljenjem raka, z nizkokalorično dieto in na temo ogljikovi hidrati redijo. Ugotovili smo, da ima Facebook ogromno odprtih in skritih skupin zvezi z zdravljenjem in prehrano, ki so dostopne vsem. Ugotovili smo da je veliko zavajajočih informacij zvezi z različnimi zdravilnimi kurami in dietami, ki lahko ogrožajo življenje ali povzročajo dolgoročne zdravstvene težave. Enako smo ugotovili za Google iskalnik. Raziskali smo tudi da pri ugotavljanju verodostojnosti virov pomembno, da verjamemo samo tistim spletnim stranem, ki so zanesljivih in znani, ter tistim kjer pišejo priznani avtorji določene teme. Zato je pomembno, da mladi tudi vedo izločiti neverodostojne vire in uporabljati vsebine iz verodostojnih virov. V strokovnem delu smo raziskali tudi Slovenske verodostojne vire informacij za mlade s področja prehrane. S pridobljenimi informacijami prispevamo k stroki na način, da krepimo zavedanje o tem, kako pomembno je ozaveščanje mladih o nevarnosti neverodostojnih informacij, in da jih naučimo, da bodo kritični do podatkov na spletu.

**KLJUČNE BESEDE:** zdrava prehrana, verodostojni viri, ozaveščanje mladih, vseživljenjsko učenje, prehrana mladih, spletne dezinformacije.

## **RAISING THE AWARENESS OF YOUNG PEOPLE ABOUT THE DANGERS OF INFORMATION IN THE FIELD OF NUTRITION OF THE INTERNET**

### **ABSTRACT**

Nowadays we live in a globalised world which enables us to access all kinds of information every minute. News and posts on social media can spread easily and very fast, but we must be aware that the same goes for fake news and posts too. Consequently, the reliability of information is often hard to evaluate on the internet. We explored the most common search terms related to healthier lifestyles and various diets that are not true, using Facebook and Google. We investigated this using NIJZ and various studies by well-known authors. We researched in more detail the topics related to the treatment of Alzheimer's disease, cancer treatment, low-calorie diet and the topic of carbohydrates. We've found that Facebook have a huge number of open and hidden groups accessible to everyone with various treatments and nutrition ideas, which can be life-threatening or cause long-term health problems. The contents of certain posts in the field of nutrition are extremely opposing, some also contain false information. So, these posts can create confusion among young people and other users of the internet. We also researched that in determining the credibility of sources, it is important to trust only those websites that are reliable and well-known, and those where author is well-known. In this paper, we researched the dangers of information on the internet and how important it is that young people know how to exclude unreliable sources as well as using reliable sources instead. We also researched Slovenian credible sources of information for people in the topics of nutrition. The information we found contributes to our profession in a way that we raise awareness on how important it is for young people to know about the dangers of unreliable information and that we show them how to be critical towards data on the internet.

**KEYWORDS:** healthy diet, credible sources, raising the awareness of young people, life-long learning, the diet of young people, online misinformation.

## **ŽIVIM ZDRAVO – OZAVEŠČANJE ŠESTOŠOLCEV O POMENU VSAKODNEVNEGA GIBANJA IN SKRBI ZA DUŠEVNO ZDRAVJE**

### **POVZETEK**

Tradicionalni slovenski zajtrk je že 11 let vseslovenski projekt in pri njegovi izvedbi sodeluje tudi Osnovna šola Vencija Perka. Ob dnevu slovenske hrane že vrsto let za učence 6. razreda izvajamo dan dejavnosti, katerega namen je učence spodbuditi k ozaveščanju o pomembnosti zdravega življenjskega sloga. V šolskem letu 2020/2021 smo ta dan dejavnosti zaradi epidemije in posledičnega zaprtja šol izvedli na daljavo. V prispevku je prikazano, kako lahko pri dnevu dejavnosti z medpredmetnim povezovanjem učencem predstavimo dejavnosti, ki celostno skrbijo za naše telo in duha in ki bi jih priporočali, da jih umestijo v svojo dnevno rutino. Osnovni namen dneva dejavnosti je praktično delo učencev, s katerim krepijo svoje kognitivne sposobnosti ter hkrati skrbijo za svoje telesno in duševno zdravje. Učenci so tako skozi zabavne naloge poskrbeli za svoje telo (tako telesno kot duševno). Z razteznimi vajami so se prebudili, z različnimi gibalnimi vajami pa so ob pravilnem izvajanju poskrbeli za svojo vzdržljivost, moč in ravnotežje. Ob reševanju vprašalnika o duševnem počutju so izpolnili krožnik 7 sestavin zdrave duševne hrane, ob katerem so spoznali, kako dobro skrbijo za svoje duševno zdravje. Ob tem so urili tudi ročne spretnosti s šivanjem in kuhanjem ter ob kakovostno pripravljenem obroku preživeli čas s svojo družino, ki ravno tako skrbi za telesno ravnovesje. Mnogo učencev svojih rezultatov ni oddalo, a tisti, ki so jih, so opravljene naloge izvedli kvalitetno.

**KLJUČNE BESEDE:** zajtrk, pogrinjek, ročne spretnosti, predelava odsluženih oblačil, telesno in duševno zdravje, telesna vadba, zdrav življenjski slog.

## **HEALTHY LIFE – RAISING THE SIXTH-GRADERS’ AWARENESS ABOUT THE IMPORTANCE OF DAILY EXERCISE AND TAKING CARE OF ONE’S MENTAL HEALTH**

### **ABSTRACT**

The traditional Slovenian breakfast has been a project in Slovenia for 11 years and Vencija Perka Grammar School is part of it. For several years, on the “day of Slovenian food”, we have been having an “activity day” for sixth graders, the purpose of which is to teach the students about the importance of a healthy lifestyle. During the 2020/21 school year, the activity day has been conducted via distance learning due to the epidemic and the school closings. This paper shows how, during anorganised “activity day” using interdisciplinary teaching, we can show students some activities with the help of which they can take care of their physical and mental health and which can be incorporated into their daily routine. The basic purpose of the activity day is to encourage students to do practical work, which is designed to enhance their cognitive abilities and allow them to take care of their physical and mental health. They woke up using stretching exercises and by doing different exercises correctly they enhanced their endurance, strength and balance. With the help of a questionnaire about their mental state of mind they filled out a plate with 7 food ingredients which are good for their mental health and which helped them gauge how well they are taking care of their mental health. They also trained their hand skills with sawing and cooking and spent quality time with their families over a home-cooked meal. Though many of the students did not hand in their assignments, those who did, did the assigned tasks very well.

**KEYWORDS:** breakfast, physical and mental health, physical exercise, healthy lifestyle.

## **GIBALNE DEJAVNOSTI V GOZDU**

### **POVZETEK**

Obisk gozda je poseben privilegij, ki so ga deležni otroci našega vrtca, saj smo obdani z gozdovi, travniki in vrtovi ter vključeni v Mrežo gozdnih vrtcev Slovenije. Otrok pridobiva v naravi neprecenljive izkušnje, spoznava zakonitosti narave in njeno spremenljivost. Gozd je kraj za doživljanja in na otroke deluje zelo pozitivno. V prispevku želim izpostaviti pomen bivanja v naravi in privilegij bližine gozda, ki je najbolj uravnoteženo senzorno okolje in otroke vsestransko motivira in jim nudi možnosti za raziskovanje, gibalno aktivnost in aktivno igro. Pri delu z otroki opazamo porast nepovezanosti in neenotnosti, pomanjkanje socialnih kompetenc, zmanjšane sposobnosti sodelovanja v skupinskih aktivnostih in ne zdrave tekmovalnosti ter vpliva današnjega življenjskega ritma in sodobne tehnologije. Ta nas vedno bolj zapira v prostore in jemlje priložnosti za gibanje, ki je eden ključnih dejavnikov tveganja za zdravje. Zavedamo se pomembnosti gibanja za celostni razvoj otroka in vzpostavljanja temeljev zdravega življenjskega sloga, ki ga je mogoče nadaljevati oziroma obdržati v odraslem življenjskem obdobju. V vročih poletnih dnevih nam je osmišljeno bivanje v bližnjem gozdu nudilo priložnosti za uresničevanje ciljev iz vseh področij kurikula ter nas motiviralo za vnašanje aktivnih in sodobnih učnih metod v naravi in z naravo. Skozi gibalne dejavnosti na temo poletnih olimpijskih iger in vrednot olimpizma (odličnost, prijateljstvo, spoštovanje), smo si z otrokom privlačnimi vsebinami in dejavnostmi prizadevali k bivanju v naravi kot samoumevnemu delu vsakdanjih dejavnosti. Okrepile so se socialne veščine, kar smo zaznali v boljših medsebojnih odnosih, večji sposobnosti sodelovanja v skupini. V zdravem tekmovalnem duhu in z usvojitvijo novih znanj ter spretnosti smo plemenitili vsakdan drug drugega, prispevali k motoričnemu razvoju in spodbudi za krepitev in varovanje zdravja in hkrati rasli v oblikovanju vrednot ter tlakovali pot, ki bo otroke vodila h kasnejšim življenjskim izzivom in podvigom.

**KLJUČNE BESEDE: gozd, narava, otroci, gibanje, šport, tekmovanje, vrednote.**

## **SUMMER OLYMPIC GAMES IN A FOREST**

### **ABSTRACT**

Visiting the forest is a special privilege that the children of our kindergarten have, as we are surrounded by forests, meadows and gardens, and are also part of the Slovenian Network of Forest Kindergartens and Schools. Children gain invaluable experience in nature, where they learn about its laws and changeability. The forest is a place for experiences and has a very positive effect on children. In this article I wish to highlight the importance of spending time in nature and the privilege that the proximity of a forest represents, as this is the most balanced sensory environment, which provides children with all-round motivation and opportunities for exploration, physical activity and active play. Through working with children we have observed an increase in disconnectedness and disunity, a lack of social competences, a reduced ability to participate in group activities, and unhealthy competition, as well as the impact of today's pace of life and modern technology. The latter has increasingly been keeping us indoors and depriving us of opportunities to move our bodies, which is one of the key health risk factors. We are aware of the importance of exercise for the all-round development of a child and establishing the basis of a healthy lifestyle that can be kept and sustained through adult life. During hot summer days, meaningful visits to the nearby forest provided us with opportunities to pursue our objectives in all areas of the curriculum and motivated us to introduce to it active modern learning methods that take place in and revolve around nature. Through physical activities focusing on the topic of Summer Olympics and the values of Olympism (excellence, friendship, respect), we aimed to make spending time in nature a normal part of the children's everyday life by providing them with engaging content and activities. By gaining new skills and knowledge in the spirit of healthy competition, we enriched each other's daily lives, contributed to motor development and encouraged the promotion and protection of health, all while forming values and paving the way that will lead the children towards new life challenges and achievements.

**KEYWORDS: forest, nature, children, exercise, sports, competition, values.**

## **SPodbujanJE Gibanja učENCEV V ČASU ŠOLANJA NA DALJAVO – PROJEKTA IZ LAŠČ NA TRIGLAV IN PEŠ V SVET**

### **POVZETEK**

V šolskem letu 2020/21 je delo v osnovni šoli potekalo nekaj mesecev na daljavo. Učitelji smo iskali nove možnosti motiviranja učencev za netipično usvajanje znanja in veščin. Pouk športa je predstavljal učiteljem in učencem še poseben izziv, saj je po naravi usmerjen bolj k praktičnemu delu. Eden izmed načinov dodatnega motiviranja učencev je bila tudi zasnova posebnih izzivov. Na podlagi različnih idej sem na OŠ Primoža Trubarja Velike Lašče zasnoval dva prostovoljna nagradna izziva (*Iz Lašč na Triglav* in *Peš v svet*). V ospredje smo postavili najosnovnejši način gibanja – hojo. Ta je bila primerna za vse učence, spodbujala je tudi družinske člane učencev, z vidika epidemioloških omejitev pa je bila prav tako sprejemljiva. V izzivu *Iz Lašč na Triglav* je sodelovalo 21 učencev, v izzivu *Peš v svet* pa 22 učencev. V prvem izzivu so sodelujoči učenci premagali 49.077 višinskih metrov, v okviru drugega izziva pa so sodelujoči skupaj prehodili skoraj 4.000 kilometrov. Izziv *Iz Lašč na Triglav* je potekal tri mesece, sodelujoči so v povprečju za dokončanje izziva potrebovali 13 izletov s po 180 višinskimi metri. Tudi drugi izziv (*Peš v svet*) je potekal tri mesece, sodelujoči pa so v povprečju v tem času prehodili skoraj 210 kilometrov ali dva kilometra in pol na dan. Za vsak izziv smo v sodelovanju s pokrovitelji pripravili praktične nagrade. Tako v primerih mogočega ponovnega šolanja na daljavo kot v nasprotnem primeru so lahko prostovoljni nagradni izzivi dobro orodje za spodbujanje aktivnega življenjskega gibanja in koristnega ter zdravega načina preživljanja prostega časa.

**KLJUČNE BESEDE:** šport, hoja, nagradni izziv, motivacija za gibanje.

## **MOTIVATING STUDENTS TO STAY ACTIVE DURING DISTANCE LEARNING – PROJECTS FROM LAŠČE TO TRIGLAV AND AROUND THE WORLD ON FOOT**

### **ABSTRACT**

For several months in the 2020-21 school year, primary school education was organized in the form of distance learning. Teachers were looking for new ways to motivate students to improve their skills by using less conventional methods. Physical education had the added disadvantage of being a primarily practical subject. One of the ways to increase motivation was to create unique challenges. Having incorporated several ideas, I designed two optional prize challenges at Primož Trubar Primary School (*From Lašče to Triglav* and *Around the world on foot*). The challenges emphasized the importance of the most basic form of exercise – walking. Being appropriate for all students, as well as other family members, it also had the advantage of easy implementation in different epidemiological circumstances. In the first challenge, *From Lašče to Triglav*, 21 students participated and climbed 49.077 meters. The second challenge, *Around the world on foot*, included 22 students and a final distance of almost 4000 kilometers. The challenge *From Lašče to Triglav* lasted for three months and, on average, the participants needed 13 trips of 180 meters to complete the challenge. The second challenge (*Around the world on foot*) also took place over the course of three months with the average distance of 210 kilometers or two and a half kilometers a day. Sponsors provided us with prizes for both challenges. Non-compulsory prize challenges thus present an opportunity for encouraging an active lifestyle and a healthy way of spending time both in distance learning and in general.

**KEYWORDS:** sport, walking, prize challenges, exercise motivation.

## **PROBLEM ODPADNE HRANE PO MATEMATIČNO**

### **POVZETEK**

Odpadna hrana je postala eden večjih problemov, s katerimi se danes spopada človeštvo. Po podatkih raziskave Statističnega urada Republike Slovenije je vsak prebivalec Slovenije v letu 2020 zavrnil povprečno 22 kilogramov užitne hrane. V prispevku je opisano, kako lahko problem odpadne hrane povežemo z matematičnim modeliranjem. S prosto dostopno aplikacijo Geogebra dijaki 3. letnika iščejo matematična modela, ki najbolj ustrezata podatkom dveh raziskav. Prvi opisuje povečevanje količine odpadne hrane v slovenskih gospodinjstvih med letoma 2013 in 2020, drugi pa povečevanje števila razdeljenih paketov hrane med letoma 2014 in 2020 v tako imenovani banki hrane, neodvisni humanitarni organizaciji, namenjeni predvsem zbiranju in distribuciji hrane tistim, ki se soočajo s pomanjkanjem le-te. Dijaki ugotavljajo, da količina odpadne hrane narašča linearno, število razdeljenih paketov v preučevani banki hrane pa eksponentno, kar je zelo zaskrbljujoče. Zato razmišljajo, kako bi količine odpadne hrane z ozaveščanjem in s pravilnim odnosom do hrane zmanjšali, viške hrane pa darovali bankam hrane ali drugim dobrotelnim organizacijam. Za dijake je takšen način pouka matematike dobrodošla popestritev ur, uvid v smiselnost in uporabnost matematike ter spoznanje, da je matematika prisotna v vsakdanjem življenju.

**KLJUČNE BESEDE:** Banke hrane, Geogebra, matematika, modeliranje, odpadna hrana.

## **THE PROBLEM OF FOOD WASTE MATHEMATICALLY**

### **ABSTRACT**

Food waste has become one of the major problems humanity faces today. According to a research conducted by the Statistical Office of the Republic of Slovenia, each Slovenian citizen threw away an average of 22 kilograms of edible food in 2020. This paper describes how the problem of food waste can be linked with mathematical modelling. Using the open access application Geogebra, year 3 students search for mathematical models that best fit the data taken from two researches. The first describes the increasing amount of food waste produced in Slovenian households between 2013 and 2020 and the second the increasing number of food parcels distributed by a food bank, an independent humanitarian organisation dedicated primarily to collecting and distributing food to those facing food shortages, between 2014 and 2020. Students find that the amount of food waste is increasing linearly, while the number of distributed food parcels in the studied food bank is increasing exponentially, which is very worrying. Therefore, they gather ideas about how to reduce the amount of food waste by raising awareness, having the right attitude towards food and donating the food surplus to food banks or other charitable organizations. For students, such way of teaching mathematics is a welcome lesson diversification, an insight into the meaningfulness and usefulness of mathematics, and a realisation that mathematics is present in everyday life.

**KEYWORDS:** Food banks, food waste, GeoGebra, mathematics, mathematical modelling.

## SPROSTITIVNE DEJAVNOSTI POMIRIJO UČENCA

### POVZETEK

Tišina in mir sta v življenju posameznika enako pomembna kot akcija in gibanje. Učitelji v šolah ugotavljamo, da so učenci iz leta v leto bolj nemirni, razdražljivi, nezbrani za šolsko delo. Zato iščemo načine in metode, ki bi pripomogle k bolj učinkovitemu poteku učnega procesa. V prispevku je predstavljenih nekaj gibalnih in sprostitvenih dejavnosti, kako učence umiriti, jim pomagati poiskati notranji mir in tišino ter spoznati samega sebe. Motivacijske dejavnosti, poslušanje meditacijske glasbe, prepoznavanje čustev ter elementi joge pri urah športa bistveno pripomorejo k doseganju notranjega miru, ne samo učenčevega, tudi učiteljevega. Dejavnosti so se izvajale v 4. razredu na različnih lokacijah, znotraj ali zunaj razreda. Dobrodošle so bile predvsem zaradi upadanja koncentracije pri šolskem delu ter na splošno, da se otroke nauči, kako pomembno je skrbeti za svoj notranji jaz. Tako lahko šolsko poteka v mirnejšem ritmu in pripomore k doseganju boljših rezultatov.

**KLJUČNE BESEDE:** umirjen učenec, sprostitvene dejavnosti, notranji mir, čustva.

## RELAXATION ACTIVITIES CALM THE STUDENT

### ABSTRACT

Silence and peace are as important in an individual's life as action and movement. Teachers in schools find that students are more restless, irritable, less concentrated for school work from year to year. Therefore, we are looking for ways and methods that would contribute to a more efficient course of the learning process. The article presents some movement and relaxation activities on how to calm students down, help them find inner peace and quiet, and get to know themselves. Motivational activities, listening to meditation music, recognizing emotions and elements of yoga in sports lessons significantly contribute to achieving inner peace, not only of the student, but also of the teacher. Activities were done in different spots, inside and outside the classroom. They were beneficial especially because of the low concentration of the students and generally because it is important for kids to know that we all need inner peace and should take care of it. If we achieve that, school work during lessons can take place in a calmer rhythm and help to achieve better results.

**KEYWORDS:** calm learner, relaxation activities, inner peace, emotions.



## **AJURVEDA, ODKRIVAMO PRAKTIČNE NASVETE ZA OHRANJANJE ZDRAVJA**

### **POVZETEK**

Pri pouku tujega jezika se v četrtem letniku srednje šole podrobneje ukvarjamo s tematiko zdravja. Dijake zelo zanima tako imenovana alternativna medicina in različne možnosti ohranjanja zdravja z metodami, ki niso konvencionalne. Zelo jih je pritegnila Ajurveda, zato smo naredili razredno delavnico, kjer smo raziskovali različna področja Ajurvede. Dijaki so raziskovali izvor Ajurvede, osnovne principe, priporočila, gibanje, življenjski slog in podobno. Najbolj se jim je zdelo zanimivo področje prehrane in praktični nasveti. Namen delavnice je bil razširiti poznavanje drugih načinov in poti na poti iskanja in vzdrževanja zdravja, hkrati pa dijake seznaniti z različnimi tradicijami zdravljenja po svetu. Dijaki so v skupinah raziskovali različna področja in jih na koncu predstavili, tako da so se teme povezale v celoto. Ugotovili so, da je Ajurveda zelo praktična tudi za modernega človeka, njeni nasveti pa so zelo preprosti in uporabni za vsakogar, ki želi spremeniti svoj način življenja in s tem pripomoči k lastnemu zdravju in pozitivnemu razmišljanju.

**KLJUČNE BESEDE:** alternativa, Ajurveda, nasveti, prehrana, ravnovesje, rutina.

## **AYURVEDA, DISCOVERING PRACTICAL TIPS FOR MAINTAINING HEALTH**

### **ABSTRACT**

In the fourth year of high school, we deal with the topic of health in more detail when teaching a foreign language. Students are very interested in so-called alternative medicine and various options for maintaining health with methods that are not conventional. They were very attracted to Ayurveda, so we did a class workshop where we explored different areas of Ayurveda. Students explored the origins of Ayurveda, basic principles, recommendations, exercise, lifestyle and similar. They found the field of nutrition and practical advice the most interesting. The purpose of the workshop was to expand knowledge of other ways and means of seeking and maintaining health, while introducing students to different traditions of treatment around the world. The students explored different areas in groups and finally presented them so that the topics were integrated into a whole. They found that Ayurveda is also very practical for modern man, and its tips are very simple and useful for anyone who wants to change their lifestyle and thus contribute to their own health and positive thinking.

**KEYWORDS:** alternative, Ayurveda, balance, diet, routine, tips.

## Z GIBANJEM V MATEMATIČEN SVET

### POVZETEK

Matematiko lahko srečamo na skoraj vsakem koraku. Povezava z gibanjem in športom je postala pravi izziv ter z njima povezan tako imenovani matematično športni dan. Ideja je v precej običajnem športnem dnevu, ki pa vsebuje elemente matematike in nadaljevalno matematično obravnavo ter matematične naloge. V prispevku je predstavljenih nekaj primerov, kako bi lahko športni dan nadgradili z matematičnimi nalogami ter ju medpredmetno povezali. Ti primeri lahko služijo učitelju matematike ali športne vzgoje kot medpredmetno sodelovanje, lahko pa jih še poljubno nadgradimo s področji informatike ali fizike. V prvem primeru gre za skok v daljino s statistično obdelavo podatkov, v drugem za hojo in linearno funkcijo ter v tretjem za štetje korakov in kalorij. Opisani primeri bi lahko bili izvedeni v srednji šoli z namenom, da mladi uvidijo, da matematika ni le dolgočasna in suhoparna, ampak da zna biti tudi zanimiva ter da je povsod okoli nas. Tudi med gibanjem, tekom, sprehajanjem ...

**KLJUČNE BESEDE:** gibanje, matematika, športni dan.

## BY MOVING INTO A MATHEMATICAL WORLD

### ABSTRACT

We can meet maths at almost every step. The connection with movement and sport has become a real challenge and the so-called mathematical sports day idea came. The idea is in a fairly ordinary sports day, but it contains elements of mathematics and math tasks and problems. Abstract presents some examples of how a sports day could be upgraded with mathematical tasks and interconnected in the cross-term. These examples can serve the teacher of mathematics or sports education as a cross-field collaboration, or can be upgraded to the field of informatics or physics at any time. In the first case, we have long jump with statistical data processing, in the second walking and linear function and in the third we have counting steps and calories. The examples described could be done in high school in order to make young people see that mathematics is not only boring and dry, but can also be interesting and it is all around us. Even while you're moving, running, walking ...

**KEYWORDS:** outdoor activities, math, sports day.

## **UPORABA REKLAMNIH LETAKOV PRI URAH GOSPODINJSTVA**

### **POVZETEK**

Velikokrat se nam doma na kuhinjski mizi kopičijo raznorazni reklamni letaki različnih ponudnikov. Sama sem kot učiteljica s prilagojenim izobraževalnim programom nižjega izobrazbenega standarda v osnovni šoli izkoristila reklame kot učni pripomoček pri urah gospodinjstva. Učenci pri pouku potrebujejo upoštevanje načela od realnega k abstraktnemu, zato se mi zdi ta način dela zelo primeren za učence z nižjim izobrazbenim standardom. Same sličice v reklamnih letakih so realne in si učenci lažje zapomnijo in urijo svoje znanje posamezne teme. Učenci se učijo skozi lastno aktivnost, opazovanje in iščejo ter povezujejo konkretne primere iz vsakdanjega življenja. Učitelj jim med samostojnim delom nudi pomoč, učence usmerja in vzpodbuja. Pri urah gospodinjstva so učenci sami iskali hranilne snovi (beljakovine, ogljikove hidrate, maščobe, vitamine in minerale) v reklamah, s katerimi smo pri učni uri izdelali prehransko piramido. Učenci so iz reklamnih letakov izrezovali in iskali gospodinjske aparate ter iskali so beljakovinska živila, ki so jih nalepili v zvezek. Namen učne ure je bil dosežen. Učenci so bili motivirani za delo ter krepili in utrjevali so svoje znanje. Prispevek bo k stoki doprinesel novo idejo za usvajanje nove snovi pri urah gospodinjstva v nižjem izobrazbenem standardu ali za utrjevanje že naučene snovi. Učenci s takim načinom dela učenci tudi krepijo svojo orientacijo, opazujejo, povezujejo konkretne primere iz vsakdanjega življenja in urijo fino motoriko.

**KLJUČNE BESEDE:** reklamni letaki, gospodinjstvo, nižji izobrazbeni standard, učenci s posebnimi potrebami.

## **THE USE OF FLIERS IN HOME ECONOMICS CLASSES**

### **ABSTRACT**

Fliers from different providers pile up on our kitchen table. As a teacher in primary school classes with lower educational standard I use fliers as a teaching aid in home economics classes. The pupils need to move from real to abstract. Therefore, I find this method very appropriate for pupils in classes with lower educational standards. The photos in fliers look real and enable pupils to more easily remember and practice their knowledge of certain topics. The pupils learn through their own activity and observation. They search and connect real-life examples. The teacher offers help, directions and encouragement while the pupils are working on their own. During home economics classes we the pupils searched for nutritional substances (proteins, carbohydrates, fats, vitamins and minerals) which served as means of forming a food guide pyramid. The pupils also cut out and searched for pictures of kitchen appliances and looked for food with protein. The glued all pictures in their notebooks. The aim of the lesson was achieved. The pupils were motivated for work and at the same time they strengthened their knowledge. To the profession, this article will bring new ideas for learning new topics in home economics lessons in classes with lower educational standard or serve as means of repeating, what has already been learnt. In this manner the pupils reinforce their orientation, they observe and connect real life examples. At the same time they train fine motor skills.

**KEYWORDS:** fliers, home economics, lower educational standard, pupils with special needs.

## **PRILAGODITEV PREHRANE UČENCEM Z MOTNJO AVTISTIČNEGA SPEKTRA V VZGOJNO-IZOBRAŽEVALNIH USTANOVAH**

### **POVZETEK**

Otroci z motnjo avtističnega spektra imajo določene posebnosti tudi pri prehranjevanju, zaradi katerih lahko prihaja do motenj hranjenja, pomanjkanja določenih hranil v telesu in posledično do različnih zdravstvenih težav. Na apetit otrok z motnjo avtističnega spektra vpliva tudi jemanje določenih zdravil. Prilagoditev prehrane učencem v vzgojno-izobraževalnih ustanovah je povezana z organizacijskimi in finančnimi omejitvami. Organizatorji prehrane večinoma upoštevajo priporočila pediatra, ki predpiše otroku določeno dieto. Otrokom z motnjo avtističnega spektra pediatri največkrat priporočajo in predpišejo brezglutensko ali brezkažeinsko dieto, ne da bi upoštevali druge posebnosti otrok z motnjo avtističnega spektra. Težava je namreč v tem, da učenci z avtistično motnjo zaužijejo šolsko malico in kosilo le delno ali pa sploh ne, zato ne dobijo dovolj hranilnih snovi. Z upoštevanjem posebnosti otrok z avtistično motnjo v šolski prehrani bi se izboljšalo zdravje in počutje otrok. V ta namen bi moral v šoli delovati strokovnjak za prehrano – dietetik, ki bi dajal strokovne smernice in praktične nasvete učiteljem, ki spremljajo učence ob šolskih obrokih, staršem in osebju v kuhinji. To bi izboljšalo tudi funkcioniranje otrok z avtistično motnjo v šoli in njihovo vedenje. Ob razumevanju prehranjevalnih navad učencev z motnjo avtističnega spektra bi tudi učitelji pridobili na poznavanju specifik učencev z motnjo avtističnega spektra in jih zato lažje usmerjali pri pouku ter drugih šolskih dejavnostih.

**KLJUČNE BESEDE:** prehrana, dieta, šolska prehrana, organizator prehrane, dietetik.

## **ADAPTATION OF SCHOOL MEALS FOR STUDENTS WITH AUTISM SPECTRUM DISORDER IN EDUCATIONAL INSTITUTIONS**

### **ABSTRACT**

Children with an autism spectrum disorder also have special diets, which can lead to eating disorders, nutritional deficiencies and, consequently, various health-related problems. The appetite of children with an autism spectrum disorder is also affected by certain medications they might be taking. Adaptation of school meals to students in educational institutions is associated with organisational and financial constraints. Organisers of school meals mostly follow the recommendations of the paediatrician, who prescribes a certain diet to the child. Paediatricians tend to recommend and prescribe gluten-free or casein-free diets to children with an autism spectrum disorder, without taking into account other specifics of children with autism spectrum disorder. The problem is that students with an autistic disorder eat only part of their school snacks and lunches, or not at all, so they don't get enough nutrients. Taking into account the specifics of school nutrition would improve the health and well-being of children. To this end, the school should have a nutritionist – a dietitian, who would give professional guidance and practical advice to teachers who accompany students at school meals, to parents and to kitchen staff. It would also improve the functioning of children with autistic disorder at school and their behaviour. By understanding the eating habits of students with autism spectrum disorder, teachers would also gain more insight into the specifics of students with the autism spectrum disorder and be able to guide them more easily in lessons and other school activities.

**KEYWORDS:** nutrition, diet, school meals, organiser of school meals, dietitian.

## AKTIVNA ABECEDA – GIBALNA PREKINITEV POUKA

### POVZETEK

S povečanjem količine časa, preživetega pred zasloni elektronskih naprav v času epidemije, se je povečala tudi potreba po prekinitvah sedečih dejavnosti. S kratko gibalno prekinitvijo učne ure se učenci sprostijo, razgibajo hrbtenico in celotno telo ter si naberejo energijo za nadaljevanje pouka. S tem namenom je nastala Aktivna abeceda, ki jo opisujem v članku. Aktivna abeceda je pripomoček za izvedbo gibalno dejavne prekinitve pouka, ki je uporaben tako v šolskem prostoru kot tudi v primeru šole na daljavo. Vključuje 25 raznolikih vaj, s katerimi črkujemo izbrane besede, zato je primerna za utrjevanje novih pojmov ali pa zgolj kot sproščujoča prekinitve sedentarne dejavnosti. V oblikovanje Aktivne abecede sem vključila: raztrezne, krepilne in aerobne vaje, vaje za ravnotežje, vaje s področja vadbe za možgane in sproščanja. Največ navdušenja učenci izkazujejo nad vajami sproščanja in vadbe za možgane. Učencem Aktivna abeceda po nekaj tednih uporabe predstavlja nepogrešljiv način kratke gibalne sprostitev med poukom. Po minuti ali dveh gibalne aktivnosti lažje sledijo pouku, se bolj aktivno vključujejo v pouk, se lažje osredotočijo na naloge, nemir pa se občutno zmanjša.

**KLJUČNE BESEDE:** aktivna abeceda, vaje, sedentarnost, gibanje, minuta, zdravje.

## ACTIVE ALPHABET – LESSONS INTERRUPTION WITH MOVEMENT

### ABSTRACT

While time spent behind the screens and keyboards during the Covid-19 pandemics has skyrocketed, so has the need for active interruptions of the time spent behind the desk. Short intervals filled with activities, especially with movement between lessons, allow students to loosen up, stretch their joints and freshen up their minds in order to be able to continue with further lessons. This is the capital reason for the approach called Active Alphabet to emerge. The red line of this article is Active Alphabet – a tool, that is equally useful for interrupting lessons with movement filled exercises in classrooms as well as during attending lessons from home. Active Alphabet consists of 25 different exercises, with which we spell selected words, therefore it's useful for familiarizing with new terms and words as well as simply relaxing interruption of sedentary activities. My version of Active Alphabet consists of: stretching, strengthening and aerobic exercises, stability exercises, brain gym exercises and finally relaxation exercises. Experience shows, that pupils are most fond of relaxation and brain gym exercises. Only a few weeks of continuous use of this approach are needed in order for it to become a pupil favorite everyday activity during breaks in between classes. With a couple of minutes of the forementioned activity per break we achieve pupils follow the course of classes easier, they tend to become more actively involved during classes, their focus is greater and the overall unrest drops significantly.

**KEYWORDS:** Active Alphabet, exercises, sedentarity, movement, minute, health.

## **IZBOLJŠANJE SOCIALNIH VEŠČIN SKOZI POUK ŠPORTA**

### **POVZETEK**

Osnovna šola je vzgojno-izobraževalna ustanova, vseeno pa je v realnosti v šolskem sistemu pretežno večji poudarek na izobraževanju in na drugi strani večkrat ni prostora za vodeno učenje komunikacije, sodelovanja, timskega dela, empatičnega poslušanja, raziskovanja svoje kreativnosti idr. Skozi leta poučevanja v prvi triadi opažam težave otrok na področju socialnih veščin, posledično odnosov med vrstniki in njihovega nezadovoljstva. V poučevanju športa vidim odlično priložnost za vključevanje teh vsebin in razvijanje strpnosti, sprejemanja drug drugega. V prispevku sem predstavila konkretne gibalne igre, ki jih lahko izvajamo pri urah športa v namen proaktivnega vplivanja na gibalno-socialni razvoj posameznika. Ugotavljam, da je gibalna igra sredstvo, ki učence motivira za delo in jim hkrati omogoča, da pridobijo raznovrstne izkušnje, preko katerih osmišljajo, utrjujejo in ponotranijo naučene socialne in komunikacijske spretnosti.

**KLJUČNE BESEDE:** socialne veščine, šport, igre.

## **IMPROVING SOCIAL SKILLS THROUGH PHYSICAL EDUCATION**

### **ABSTRACT**

Primary school is an educational institution, but in reality in the school system there is a greater emphasis on education and on the other hand there is often no room for guided learning of communication, cooperation, teamwork, empathic listening, researching their creativity, etc. Through years of teaching in the First period, I have observed children's issues in the area of social skills, resulting in inappropriate communication and dissatisfaction. In my opinion, teaching Physical Education offers us great opportunity to incorporate this content and develop tolerance, acceptance of each other. In this article, I have presented examples of different games that can be performed in P.E lessons in order to proactively influence the movement and social development of the individual. I find that movement activities motivate students to be active and at the same time enable them to gain a variety of experiences through which they understand, consolidate and internalize the learned social and communication skills.

**KEYWORDS:** social skills, sport, physical education, games.

## **ANALIZA NEUMETNOSTNEGA BESEDILA NA TEMO GIBANJA IN ZDRAVJA**

### **POVZETEK**

V prispevku je predstavljen primer analize neumetnostnega besedila na temo gibanja in zdravja pri učnem predmetu slovenščina. Na podlagi izhodiščnega besedila z naslovom Zdravo srce je šele začetek je predstavljena analiza neumetnostnega besedila, ki je primerna za dijake tri- in štiriletnega poklicnega in strokovnega izobraževanja kot primer utrjevanja v vzgojno-izobraževalnem procesu kot priprava na pisni del poklicne mature iz materinščine. Dijaki so v srednjem strokovnem izobraževanju usmerjeni k pridobivanju funkcionalnih znanj na vseh področjih, še posebej je poudarek pri predmetu slovenščine. V zadnjih dveh letih se je zaradi epidemije povečalo sedenje pred zasloni, pomanjkanje časa za gibanje, kar že pušča posledice, še posebej pri mladostnikih. Pri pouku slovenščine želim dijake skozi primere neumetnostnih besedil, ki so vezani na zdrav življenjski slog, na gibanje, zdravje in tudi na prehrano, spodbuditi, da začnejo razmišljati drugače. Želim jim podati zanimanje za gibanje in poudariti pomen le-tega skozi vodene naloge različnih tipov in stopenj. Ob primeru analize neumetnostnega besedila so dijaki sami nadgrajevali delo tako, da so poiskali ključne razloge za pozitivne učinke gibanja in ukvarjanja s športom na podlagi novih besedil. Dijaki so ugotovili, da temi gibanje in zdravje odpirata mnoga vprašanja, dileme in tudi tabu teme.

**KLJUČNE BESEDE:** analiza, neumetnostno besedilo, šport, gibanje, zdravje, prehrana.

## **ANALYSIS OF A FACTUAL TEXT FROM THE FIELD OF ACTIVITY AND HEALTH**

### **ABSTRACT**

This paper presents an example of an analysis of a factual text the field of movement and health in the subject Slovenian. Based on the initial text Healthy Heart is Just the Beginning, an analysis of a non-fiction text is presented, which is suitable for students of three- and four-year vocational and professional education as an example of consolidation in the educational process in preparation for the written part of the vocational baccalaureate in mother tongue. In vocational secondary education, students are oriented towards acquiring functional skills in all areas, with a particular emphasis on the subject of Slovenian. In the last two years, the epidemic has led to an increase in screen time, a lack of time for exercise, which is already having an impact, especially on adolescents. In my Slovenian lessons, I want to encourage students to think differently through examples of a factual text related to healthy lifestyles, exercise, health and nutrition. I want to get them interested in movement and emphasise its importance through guided activities of different types and levels. In the example of the analysis of a non-fiction text, the students themselves built on the work by finding the key reasons for the positive effects of exercise and sport based on the new texts. The students realised that the topics of exercise and health raise many questions, dilemmas and taboos.

**KEYWORDS:** grammar analysis, factual text, sport, activity, health, nutrition.

## **SEDENJE ALI GIBANJE PRED RAČUNALNIKOM PRI URAH RAČUNALNIŠTVA**

### **POVZETEK**

Zadnji dve leti se je življenjski slog ljudi zelo spremenil. Predvsem pri otrocih in mladostnikih, ki večino dneva presedijo. Ko je potekal pouk na daljavo, je večina učencev pred računalnikom presedela cele dopoldneve, popoldne pa so reševali še domače ali druge naloge. Dolgotrajno sedenje je škodljivo za celotno telo. Gibanje je tako postalo pomembni element življenjskega sloga, ki ga moramo sistematično spodbujati. Pri učencih to pomeni tudi med šolskimi urami, ne le med odmori ali v popoldanskem (prostem) času. S tem učitelji ne pripomorejo le k sprostitvi in fizičnim spremembam, otrokom pomagajo tudi pri kognitivnemu napredku. Namen prispevka je na primeru izbirnega predmeta računalništva pokazati, kako se lahko gibalne dejavnosti vključi v pouk. Prikazali bomo dve različni učni uri z elementi gibanja. Predstavili bomo tudi elemente pravilne drža, sedenja in kratkih vaj, ki jih lahko izvedejo učenci ali učitelji med časom, ki ga preživijo za računalnikom.

**KLJUČNE BESEDE:** računalništvo, gibanje, učna ura, zdrav življenjski slog.

## **SITTING OR MOVING BEHIND THE COMPUTER DURING COMPUTER SCIENCE CLASSES**

### **ABSTRACT**

Over the last two years, people's lifestyles have changed significantly, in particular in children and adolescents who spend most of the day sitting. During distance learning, most students were sitting in front of the computer in the morning and doing homework and other exercises in the afternoon. Prolonged sitting is detrimental to the whole body. Movement has thus become an important element of the lifestyle that we need to promote. Above all, it is important that we do not only encourage students to move during breaks or in the afternoon, but that their teachers also do so during school hours. In this way they do not only help to relax and make physical changes, but also help children with cognitive progress. The purpose of this paper is to show how physical activities can be included in lessons in the case of an optional subject of computer science. We will show two different lessons with elements of movement. We will also present elements of proper posture, sitting, and short exercises that students or teachers can perform during the time they spend at the computer.

**KEYWORDS:** computer science, exercise, lesson, healthy lifestyle.



## MED RAZREDNIMI URAMI SE UČIMO OBVLADOVATI STRES

### POVZETEK

Stresnim situacijam niso izpostavljeni samo odrasli, ampak se z njimi soočajo tudi otroci. Največkrat je stres pri otrocih povezan s šolo. Dejavniki, ki povzročajo stres, so lahko strah pred šolo kot ustanovo, pred učitelji, slabi medsebojni odnosi, učenci se lahko bojijo ocenjevanj znanja ali previsokih pričakovanj staršev glede njihovih ocen. Učenci, ki so neprestano pod stresom, se težko spoprijemajo z negativnimi čustvi, kar posledično vpliva na njihovo zdravje, kakovost življenja in šolski uspeh. Naloga učitelja je najti način, kako takšne občutke v razredu najbolje obvladati. Pomembno je, da delujemo preventivno, hkrati pa z različnimi metodami in načini dela otrokom približamo različne strategije za obvladovanje stresnih situacij. V prispevku bom predstavila, kako smo na razrednih urah, znotraj enega meseca, z učenci spoznavali različne strategije za obvladovanje stresa. Prepoznavali smo kaj učence najbolj obremenjuje, kakšna čustvena stanja sproža stres in kako se kažejo znaki stresa. S pomočjo preproste meditacije, vizualizacije, socialnih iger in vaj čuječnosti smo spoznavali tehnike obvladovanja stresa, se sproščali in razvijali čustvene kompetence. Med delavnicami so se učenci sprostiti, med seboj povezali in razvijali zaupanje. Posledično so bili tudi pri pouku bolj sproščeni, lažje so izražali svoja čustva, čutili so večjo pripadnost razredu.

**KLJUČNE BESEDE:** stres, strategije za obvladovanje stresa, delavnice.

## CLASSROOM STRESS MANAGEMENT

### ABSTRACT

Not only adults, children also face stressful situations. Stress in children is mostly connected to their school life. Factors that cause stress can be fear of the school as an institution, fear of teachers, poor interpersonal relationships, pupils may be afraid of tests and quizzes, or the expectations of parents regarding their children grades are too high. Pupils who are constantly under stress find it difficult to cope with negative emotions, which respectively affects their health, quality of life and school success. It is the teacher's job to recognize and manage such feelings in the classroom. It is important that we act preventively and that we use different methods and strategies for managing stressful situations suitable for children. In this paper, I will present how we learned about different stress management strategies during one month in the classroom. We identified what burdens pupils, what emotional states trigger stress and how to recognize signs of stress. Through simple meditation, visualization, social games and mindfulness exercises, we learned about stress management techniques, relaxation, and development of emotional competencies. During the workshops, the students became more relaxed, connected with each other and developed trust among each other. As a result, pupils were also more relaxed in class, they expressed their emotions more openly and they developed a greater sense of belonging to the class.

**KEYWORDS:** stress, stress management strategies, workshops.

## **TEK KOT METODA DELA V VZGOJNEM ZAVODU**

### **POVZETEK**

V vzgojnem delu otrok in mladostnikov s čustvenimi in vedenjskimi težavami oziroma motnjami ima vse pomembnejšo vlogo uporaba metode gibanja. Literatura večinoma opisuje in poudarja predvsem vpliv gibanja na telesno zdravje, kjer ima pomembno vlogo tudi blaženje negativnih vplivov stresa. Nekaj literature je zaslediti na področju opisovanja ugodnih socialnih vplivov predvsem skupinskih gibalnih aktivnosti, manj pa je omenjanja in specifičnosti čustvenih, duhovnih in tudi kognitivnih vidikov uporabe gibanja. Tek kot gibalna metoda vzgojno-izobraževalnega dela je uporaben zaradi številnih prednosti, kot so predvsem dostopnost in preprostost uporabe ter pomemben kot zadovoljevanje ključnih otrokovih potreb, prinaša pa tudi številne prednosti na psihičnem področju. V prispevku dopolnjujemo primanjkljaj in se posvečamo predvsem spregledanim pozitivnim vplivom in vidikom uporabe gibanja/teka ter obenem razmišljamo o izzivih in priložnostih njegove uporabe kot vzgojno-izobraževalnega sredstva v delu v vzgojnem zavodu.

**KLJUČNE BESEDE:** gibanje, tek, metoda dela, vzgojni zavod, psihično.

## **RUNNING AS THE WORK METHOD IN THE RESIDENTIAL CARE INSTITUTION**

### **ABSTRACT**

The use of the method of movement plays an increasingly important role in the educational work of children and adolescents with emotional and behavioral problems or disorders. The literature mostly describes and emphasizes the impact of exercise on physical health, where the mitigation of the negative effects of stress also plays an important role. Some literature can be found in the field of describing the beneficial social influences, especially group movement activities, but there is less mention and specificity of emotional, spiritual and also cognitive aspects of the use of movement. Running as a movement method of educational work is useful due to many advantages, such as accessibility and ease of use, and is important as meeting the key needs of children, but it also brings many advantages in the psychological field. In this article, we supplement the deficit and focus on the overlooked positive influences and aspects of the use of movement / running, and at the same time think about the challenges and opportunities of its use as an educational tool in the work in the residential care institution.

**KEYWORDS:** movement, running, methodology of work, residential care institution, psychical.

## **RAZTEZNE VAJE NA DELOVNEM MESTU KOT PROTIUTEŽ SEDEČEMU NAČINU DELA UČITELJEV MED EPIDEMIJO COVID-19**

### **POVZETEK**

Delo učitelja je zelo razgibano. Poučevanje, preverjanje znanja ter vsakodnevno soočanje s težavami otrok in najstnikov za marsikoga predstavlja svojevrsten izziv. Obdobje epidemije COVID-19 je naravo dela popolnoma spremenilo. Sprva smo ure in ure presedeli pred računalniškimi zasloni za pripravo gradiva, nato pa še nekaj ur za poučevanje preko spleta. Številne raziskave so pokazale, da so se posledice pretežno sedečega načina dela pri številnih učiteljih po svetu odražale v bolečinah v vratu, zgornjem in spodnjem delu hrbta ter ramenih. Na podlagi lastnih osebnih opažanj ter pogovorov s sodelavci smo podobne težave, ki so povezane z bolečinami v zgornjem in spodnjem delu hrbta, opazili tudi pri naših sodelavcih. Zato smo na pobudo našega ravnatelja izpeljali projekt preventivnih dejavnosti. Učitelji športne vzgoje smo za svoje sodelavce pripravili sklop razteznih vaj na delovnem mestu. Raztezne vaje vključujejo enostavna gibanja za tiste dele telesa, ki so na sedečem delovnem mestu najbolj obremenjeni. V tem prispevku so natančno opisane izbrane raztezne vaje s slikovnim prikazom. V praksi smo izvajanje posameznih vaj posneli s kamero, njihovo izvedbo pa opremili z natančnimi navodili pravilnega izvajanja. Predvidevamo, da lahko z rednim izvajanjem razteznih vaj na sedečem delovnem mestu bistveno vplivamo na izboljšanje splošnega počutja in odpravo bolečin. Zato so izbrane raztezne vaje lahko koristen prispevek za vse učitelje, ki se spopadajo z novim načinom dela.

**KLJUČNE BESEDE:** raztezne vaje, COVID-19, učitelji, bolečine v hrbtu.

## **STRETCHING EXERCISES IN THE WORKPLACE AS A COUNTERBALANCE TO THE SEDENTARY WORK AMONG TEACHERS DURING THE COVID-19 EPIDEMIC**

### **ABSTRACT**

The work of a teacher is highly varied. Teaching, preparing tests and dealing with the problems of children and teenagers on a daily basis is a unique challenge for many teachers. The period of the COVID-19 epidemic has completely changed the nature of our work. We spent hours sitting in front of computer screens while preparing lessons, and then a few more hours teaching online. Numerous studies have shown that prolonged sitting is associated with neck pain, upper and lower back pain and shoulder pain among many teachers around the world. Based on our own personal observations and conversations we have perceived similar problems associated with upper and lower back pain among our colleagues, too. Our school principal proposed producing some preventive physical activities in the workplace. Therefore, physical education teachers prepared a set of stretching exercises for the colleagues. Stretching exercises include simple movements for those body parts that are under serious strain in a sitting workplace. This article provides detailed description of all the exercises as well as the pictorial display. In practice, each individual exercise was recorded and its execution was equipped with detailed instructions. We expect we can significantly improve our general well-being and reduce pain, provided that we regularly perform stretching exercises in a sedentary workplace. Therefore, the selected stretching exercises can be extremely useful to all teachers who are struggling with a new way of working.

**KEYWORDS:** stretching exercises, COVID-19, teachers, back pain.

## **SPOZNAVANJE PRSTI IN ANALIZA PRSTI PRI POUKU GEOGRAFIJE KOT OSNOVA ZA PREHRANSKO SAMOOSKRBO**

### **POVZETEK**

Prst je živi del ekosistema in ima velik pomen za človeka ter predstavlja nenadomestljiv naravni vir. V zadnjem času so mnogi izgubili stik s prstjo, ki pa tudi zaradi okoljskih in drugih globalizacijskih procesov postaja vse bolj pomemben naravni vir tudi pri lokalni oskrbi s hrano. Osnovni cilj pri obravnavi prsti kot učne snovi pri urah geografije je vzgajati in izobraževati dijake o pomenu prsti, razvijati zavest o pomenu prehranske samooskrbe. hkrati pa dijake opolnomočiti, da s preprostimi metodami mehanske analize prsti pridejo do informacij o lastnostih lastnega vzorca prsti. Pri analizi prsti dijaki določijo lastnosti prsti, kot so: teksturo tal s prstnim preizkusom in sedimentacijsko metodo, analizirajo oblike strukturnih agregatov v prsti, s papirnim indikatorjem izmerijo pH prsti, določijo v kakšni meri je prst vodoprepustna in določijo prisotnost kalcijevega karbonata v prsti. Dijaki izdelajo knjižico analize prsti, ki jo dopolnijo z navodili za izboljšanje lastnosti prsti in pripravo prsti za pridelavo vrtnin na lastnem vrtu ali gredi. Osnovni namen dela je, dijaku dokazati, da lahko prav vsakdo že s poznavanjem preprostih metod pride do pomembnih podatkov o prsti, kar je osnova za prehransko samooskrbo. Pri dijakih želimo vzbuditi zanimanje za lastno pridelavo hrane ter okrepiti zavest o pomenu lastne ekološko pridelane hrane.

**KLJUČNE BESEDE: prst, hrana, lokalna samooskrba, metoda, mehanska analiza.**

## **SOIL UNDERSTANDING AND SOIL ANALYSIS IN TEACHING GEOGRAPHY AS A BASIS FOR NUTRITIONAL SELF-SUFFICIENCY**

### **ABSTRACT**

Soil is a living part of the ecosystem and is of great importance to man and represents an irreplaceable natural resource. Recently, many people have lost contact with the soil, which is also becoming an increasingly important natural resource in local food supply due to environmental and other globalization processes. The basic goal of treating soil as a teaching material in Geography classes is to educate students about the importance of soil, to develop awareness of the importance of nutritional self-sufficiency. at the same time, empower students to obtain information about the properties of their own soil pattern through simple methods of mechanical analysis of the soil. In soil analysis, students determine soil properties such as: soil texture by soil test and sedimentation method, analyze the shape of structural aggregates in soil, measure soil pH with a paper indicator, determine the extent to which soil is water permeable, and determine the presence of calcium carbonate in soil. Students create a soil analysis booklet, which they complete with instructions for improving soil properties and preparing the soil for growing vegetables in their own garden or shaft. The basic purpose of the work is to prove to the student that just by knowing simple methods, anyone can get important information about the soil, which is the basis for nutritional self-sufficiency. We want to stimulate students' interest in their own food production and strengthen their awareness of the importance of their own organically produced food.

**KEYWORDS: soil, food, local self-sufficiency, method, mechanical analysis.**

## UPORABA AKTIVNIH ODMOROV ZA UMIRJANJE OTROK Z MOTNJO AVTISTIČNEGA SPEKTRA

### POVZETEK

Gibanje je ena izmed temeljnih potreb ljudi. Služi za zdrav celostni razvoj posameznika, hkrati pa tudi za sprostitvev in umirjanje. Otroci z motnjo avtističnega spektra pogosto potrebujejo več gibalnih stimulacij, da zmorejo inhibirati vse dražljaje, ki prihajajo iz njih ali okolice. V prispevku predstavimo, kako uporaba aktivnih odmorov vpliva na učenje učencev z motnjo avtističnega spektra. Naštejemo različne situacije, v katerih se uporaba aktivnih odmorov izkaže kot učinkovito sredstvo umirjanja vedenja otrok, na primer za podaljševanje učne zbranosti, ob prisotnosti splošnega motoričnega nemira, pri pomanjkanju koncentracije, pri rigidnosti mišljenja, za prekinjanje napetih situacij, za umirjanje situacij ... Naštejemo tudi nekaj različnih oblik aktivnih odmorov, ki so bile uporabljene v praktičnem pouku otrok z motnjo avtističnega spektra: neusmerjen sprehod, usmerjen sprehod, štetje stopnic, ples ob glasbi, gibalne kartice, senzorna soba, poligon, masaža, uporaba gline .... V zaključku omenimo nekaj učinkov uporabljenih aktivnih odmorov – čeprav je prisotnih veliko prekinitev in kakšen dan izgleda, kot da pouka skoraj ni bilo, so učenci z motnjo avtističnega spektra na tak način mnogo bolj umirjeni in pripravljeni na delo.

**KLJUČNE BESEDE:** gibanje, aktivni odmor, učenci z motnjo avtističnega spektra, umirjanje vedenja.

## USING ACTIVE BREAKS ON CALMING THE CHILDREN WITH AUTISTIC DISORDERS

### ABSTRACT

Movement is one of the basic needs of human beings. It serves for the healthy holistic development of the individual, as well as for relaxation and calming. Children with autism spectrum disorder often need more motor stimulation to inhibit all stimuli coming from themselves or their surroundings. In this paper, we present how the use of active recess affects the learning of students with autism spectrum disorder. There are various situations in which the use of active breaks has proved to be an effective means of calming children's behaviour, for example to prolong learning, in the presence of general motor restlessness, in the presence of lack of concentration, in the presence of rigidity of thought, to break up tense situations, to calm situations, etc Here are some of the different types of active breaks that have been used in practical lessons for children with autism spectrum disorder: undirected walk, directed walk, stair counting, dancing to music, movement cards, sensory room, polygon, massage, clay .... Finally, we mention some of the effects of using active breaks - even though there are many interruptions and some days it seems like there is hardly any class, students with an autism spectrum disorder are much more calm and ready to work.

**KEYWORDS:** moving, active break, students with autism spectrum disorder, calming the behaviour.

## VKLJUČEVANJE POČITNIŠKIH DEJAVNOSTI V POUK – UČENJE ZA ŽIVLJENJE

### POVZETEK

V sedanjem času je velik izziv biti učitelj. Učitelj se mora pri svojem delu nenehno izobraževati in znanje dopolnjevati. V prispevku so predstavljene počitniške dejavnosti z raznolikim vsebinskim programom. Prikazani so primeri dobre prakse in različne oblike dela s katerimi damo učencem znanje za vse življenje. Sodobna šola zahteva sodobne pristope poučevanja, zato smo pri svojem delu naleteli na številne možnosti, ki jih lahko učitelji aktivno vključujejo v delo v razredu. V prispevku je opisan petdnevni počitniških program. Vsak dan je imel svojo tematiko (zeliščni dan, čebelice moje prijateljice, veselo ustvarjamo, igrarije, različni smo, radi se imamo). Prikazane so možnosti sodelovanja z društvi (KTD, Čebelarsko društvo, Društvo upokojencev Črenšovci, ljudske pevke) in različnimi organizacijami (Herbessa, Malala, Gledališče Pravljičarna) ter obenem povezovanje kulture, tradicije in kulinarike. Počitniške dejavnosti se lahko vključijo v redni del pouka pri vseh šolskih predmetih, potrebno je le pravočasno načrtovanje, saj takšne dejavnosti učijo učence za življenje. Z dejavnostmi, ki smo jih izvedli stremimo k izkustvenemu učenju, kjer imajo učenci možnost dodatno razvijati svoje sposobnosti, izražati svojo kreativnost, ustvarjalnost, inovativnost in tako na neformalen način pridobivajo nova znanja in izkustva.

**KLJUČNE BESEDE:** sodobna šola, počitnice, kultura, kulinarika, ustvarjanje, kakovostno preživljanje prostega časa.

## INCLUSION OF HOLIDAY ACTIVITIES INTO LESSONS - LEARNING FOR LIFE

### ABSTRACT

Being a teacher is a big challenge these days. The teacher must constantly educate himself and upgrade his knowledge. The article presents the holiday activities with a diverse content program. Examples of good practice and various forms of work, which give students knowledge for life are presented. A modern school requires a modern approach to teaching, so in our work we have encountered opportunities that teachers can actively involve in classroom work. The article describes a five-day holiday program. Each day had its own theme (herbal day, my friend's bees, we happily create, play games, we're different, we love each other). Possibilities of cooperation with associations (KTD, Beekeepers 'Association, Črenšovci Pensioners' Association, folk singers) and various organizations (Herbessa, Malala, Pravljičarna Theater) and at the same time connecting culture, tradition and cuisine are presented. Holiday activities can be included in the regular part of the class in all school subjects. But timely planning is required, as such activities teach students for life. Through the activities we have carried out, we strive for experiential learning, where students have the opportunity to further develop their abilities, express their creativity, innovation and thus gain new knowledge and experience in an informal way.

**KEYWORDS:** modern school, holidays, culture, cooking, creating, quality leisure time.

## **GIBANJE, ZDRAVJE IN MEDGENERACIJSKO SODELOVANJE**

### **POVZETEK**

Gibanje je za naše zdravje zelo pomembno. Izbirati moramo tisto telesno dejavnost, ki nam prinaša veselje in jo hkrati tudi najlažje vključimo v svoje vsakdanje življenje. Za zdravje moramo skrbeti sami z zdravim načinom življenja. Za naše počutje je pomembno tudi, da kdaj poslušamo umirjeno glasbo, v tišini preberemo zgodbo ali pesem, gremo na sprehod v naravo, druženje, smeh, veselje, petje, igra, ustvarjalnost in optimizem. Tako vplivamo na svoje telesno, duševno in socialno zdravje. Zelo pomembno pa je tudi, da spoštujemo druge in imamo radi sebe. V svojem prispevku želim predstaviti večletno sodelovanje z Društvom Šola zdravja in naše skupne aktivnosti v parku Ljudskega vrta, kjer se vsako jutro odvija njihova jutranja telovadba. Po dogovoru in ob primernih priložnostih smo tudi z učenci od 1. do 5. razreda večkrat izvedli učne ure v naravi ter jih povezali z gibanjem. Po sprotih navodilih in pravilih smo skupaj z udeleženci Društva Šola zdravja izvajali gibalne vaje za razvijanje motoričnih sposobnosti, ravnotežja, koordinacije in gibljivosti. Naše sodelovanje je preraslo v druženje ob obeleževanju nekaterih praznikov. Tako smo spletli pristne medgeneracijske vezi in prijateljstvo, ker tudi to je eno izmed najpomembnejših gonil v življenju, ki pripomore k sreči in zdravju, pri učencih pa razvija pozitivne vrednote in občutja.

**KLJUČNE BESEDE:** gibanje, učne ure v naravi, medgeneracijsko sodelovanje, sreča, zdravje.

## **MOVEMENT, HEALTH AND INTERGENERATIONAL COOPERATION**

### **ABSTRACT**

Exercise is very important for our health. We must choose the physical activity that brings us joy and at the same time include it most easily in our daily lives. We need to take care of our own health with a healthy lifestyle. It is also important for our well-being that we sometimes listen to calm music, read a story or song in silence, go for a walk in nature, socialize, laugh, rejoice, sing, play, be creative and optimistic. This is how we affect our physical, mental and social health. But it is also very important that we respect others and love ourselves. In my article, I would like to present the long-term cooperation with the School of Health Association and our joint activities in the People's Garden Park, where their morning exercise takes place every morning. By agreement and on appropriate occasions, we also conducted several lessons in nature with students from 1st to 5th grade and connected them with movement. According to current instructions and rules, together with the participants of the School of Health Association, we performed movement exercises to develop motor skills, balance, coordination and mobility. Our collaboration has grown into a get-together while celebrating some of the holidays. Thus, we forged genuine intergenerational ties and friendships, because this is also one of the most important drivers in life, which contributes to happiness and health, and develops positive values and feelings in students.

**KEYWORDS:** movement, lessons in nature, intergenerational cooperation, happiness, health.

## UČENJE OB GIBANJU NA PROSTEM JE MOTIVACIJSKO IN PRODUKTIVNO UČENJE MATEMATIKE

### POVZETEK

V zadnjih letih, še posebej časa bolezni COVID-19, so dijaki postali manj telesno aktivni in posledično manj motivirani za delo. Zato je bil moj namen spodbuditi učence, da poskrbijo za svoje zdravje in se ob tem še na njim prijazen način ter uspešno učijo. Ker ob pisanju v zvezke gibanje ni možno, smo si pomagali s sodobno tehnologijo, ki to omogoča. Telesna aktivnost je spodbudila prekrvavljenost možganov in zvišala koncentracijo, s čimer imajo današnje generacije pri matematiki ogromno težav. Dijaki so dobili v MC Forms sestavljeno preverjanje znanja, ki so ga lahko reševali na prostem, s pomočjo telefona. Preko spletnega učbenika in One note zvezka v spletni učilnici so bili povezani s teorijo. Preverjanje je bilo sestavljeno tako, da je bil poudarek na razmišljanju, ne pa na pisanju ali risanju, da so le kliknili pravilno rešitev. Tako so imeli zraven možnost še hoditi oziroma si vzeti »odmor« za dodatne gibalne vaje. Dijake sem razdelila v tri skupine, prva je bila v razredu, druga zunaj na klopcih, tretja pa zunaj in še telesno aktivna. Vse tri skupine so reševale naloge preko telefona. Reševanje nalog je potekalo 35 minut. Ugotovili smo, da več kisika v možganih umiri um in poveča koncentracijo, zato je bilo učenje zunaj na svežem zraku ob gibanju bolj produktivno in manj monotono, kot pa učenje v učilnici. Tretja skupina je imela najboljše rezultate. Ni bil pomemben le cilj (znanje) ampak tudi pot, ki je bila prijetna in zabavna.

**KLJUČNE BESEDE:** gibanje, učenci, učenje, učitelj, IKT tehnologija.

## LEARNING WITH PHYSICAL ACTIVITIES IS MOTIVATIONAL AND PRODUCTIVE MATHEMATICS LEARNING

### ABSTRACT

Nowadays, especially in the time of COVID-19, students are becoming less physically active and consequently less motivated for learning. My main aim as a teacher is to encourage students to take care of their own health and at the same time learn successfully. Movement is less likely to happen while writing in their notebooks, that is why we used modern technology which allows us to do that. Physical activity stimulated brain circulation and improved students' concentration, which is highly troublesome when teaching today's generation of students. Students received a test created in MC Forms and they were able to take a test outside in the open air with the help of their mobile phones. Students were able to check theory using e-coursebook VEGA and One note notebook in online classroom. The emphasis was on thinking rather than writing or drawing, so students needed only to click the accurate solution. In addition to this, students had the possibility of walking or taking a break for physical activities. Students were divided into three groups, the first one was in the classroom, the second one outside on the benches, and the third one outside doing additional physical activities. All three groups of students were doing mathematical tasks using mobile phones. Solving the tasks lasted for 35 minutes. We came to a conclusion that more oxygen in our brains calms our mind and improves concentration, that is why learning in the outdoors was more productive and less monotonous than learning indoors. The third group of students had the best results. Not just the goal (knowledge) itself is important but the way you achieve it as well.

**KEYWORDS:** physical activities, students, learning, teacher, ICT technology.



## **GIBANJE IN TELESNA AKTIVNOST NAJ POSTANE DEL VSAKEGA ŠOLSKEGA DNE**

### **POVZETEK**

Gibanje je naravna potreba, ki jo čutijo tako otroci, mladostniki in starejši. Še posebej pa je pomembno za mlajše otroke. Gibanje utrjuje njihov imunski sistem, razvoj otrokovih mišic in okostja. Gibanje človeka je neposredno povezano z možgani. Razne teorije pravijo, da je gibanje najpomembnejša otrokova dejavnost; da je gibanje temelj za otrokov nadaljnji razvoj; da se samo z gibanjem otrok lahko celostno razvija. Učitelji opažamo, da imajo učenci, ki se redno gibajo, manj učnih težav in se v šoli lažje skoncentrirajo. Učenec prvega vzgojno izobraževalnega obdobja potrebuje vsaj tri ure gibanja na dan in zato je zelo pomembno, da se gibalne ter sprostitvene vaje vpletejo tudi v izvajanje učnih predmetov. Ker opažam vsako leto večjo motorično nemirnost otrok se trudim, da pri mojem pouku vse bolj prevladuje učenje z gibanjem. Pri učencih skušam doseči, da se pri vseh predmetih čim več gibljejo in izbiram takšne naloge, ki jim to omogočajo. Vsakodnevno izvedemo tudi vsaj petnajstminutni gibalni odmor, sprostitvene dejavnosti in vaje za raztezanje. Zaradi večjega števila vedenjsko zahtevnih otrok v skupini, vsaj enkrat tedensko izvedem tudi gibalno socialne igre. Moje učence ves čas spodbujam tudi k vključevanju v različne športne dejavnosti in sem pri tem uspešna, saj hrepenijo po telesni aktivnosti in so radovedni ter vedoželjni tudi v športnem pogledu. V prispevku želim tudi prikazati, kako se na naši šoli ves čas trudimo, da imajo učenci veliko možnosti sodelovanja v različnih športnih dejavnostih ter kakšne metode in spodbujanja pri tem uporabljamo.

**KLJUČNE BESEDE:** gibanje, celostni razvoj otroka, FIT Kopalček.

## **EXERCISE AND PHYSICAL ACTIVITY SHOULD BECOME A PART OF EVERY SCHOOL DAY**

### **ABSTRACT**

Movement is a natural need felt by children as well as adolescents and the elderly. But it is especially important for youngsters. Movement strengthens their immune system and aids in developing of their muscles and skeleton. Movement is directly linked to the brain. Various theories say that movement is the most important activity for a child; »The foundation for a child's further development«; that only through movement can development really be complete, so called Holistic development of a child. Teachers observe that students who move or exercise regularly have fewer learning difficulties and are better able to concentrate in school. A student in the first stage of education needs at least three hours of exercise a day, and it is therefore very important to integrate exercise and relaxation into other subjects and to blur the distinction between subjects. As I notice the increasing motor restlessness of children every year, I try to make learning with movement more and more prevalent in my lessons. I try to make the students move as much as possible in all subjects and I choose such tasks that allow them to do so. We also perform at least a fifteen-minute exercise break, relaxation activities and stretching exercises every day. Due to the large number of behaviorally demanding children in the group, I also perform movement social games at least once a week. I always encourage my students to get involved in various sports activities and I am successful in that, because they crave physical activity and are curious and curious in terms of sports. In this article I would like to show you how to keep students active during school hours and how we are constantly trying to ensure that students have plenty of opportunities to take part in different sports activities and what methods we use to encourage them to do so.

**KEYWORDS:** movement, holistic development of a child, methods of encouraging, active, active life style, physical exercise.

## GIBALNA MATEMATIKA V 3. RAZREDU

### POVZETEK

V prispevku opisujem, kako pomembna sta gibanje in igra pri učenju matematike. Na začetku predstavim naravne oblike gibanja kot gibalno osnovo, ki bi jo moral obvladati vsak otrok. Te oblike gibanja vključim v pouk matematike. Med gibalno abecedo uvrščamo plazenja, lazenja, hojo, tek, padce, plezanja, skoke, potiskanja in vlečenja, dviganja in nošenja ter mete. Vsa ta gibanja lahko učenci izvajajo med samim poukom, med uro športa, interesnimi dejavnostmi; lahko pa tudi med svojim prostim časom. Predstavim primere dobre prakse pri matematiki.

**KLJUČNE BESEDE:** zdravje, gibanje, matematika, naravne oblike gibanja.

## MATH IN MOVEMENT IN THE THIRD GRADE

### ABSTRACT

In this paper, I describe the importance of movement and play in learning mathematics. At the beginning, I present natural forms of movement as a movement basis that every child should master. I incorporate these forms of movement into math lessons. The movement alphabet includes crawling, crawling, walking, running, falling, climbing, jumping, pushing and pulling, lifting and carrying, and throwing. All these movements can be performed by students during the lesson itself, during sports lessons, activities of interest; but you can also do it during your free time. I present examples of good practice in mathematics.

**KEYWORDS:** health, movement, math, natural forms of movement.

## ZAČETEK ŠOLSKEGA LETA – PRILOŽNOST ZA USTVARJANJE ZDRAVIH ODNOSOV V RAZREDU

### POVZETEK

V prispevku bodo predstavljene teoretične osnove in konkretne ideje, ki jih je možno uporabiti pri delu z učenci na razredni stopnji osnovnošolskega izobraževanja. Začetek šolskega leta je čas, ko se učitelj z učenci spoznava, z njimi vstopa v vzgojno-izobraževalni odnos in ustvarja priložnosti za zdravo in spodbudno učno in socialno okolje. To je čas, v katerem se postavijo temeljni dogovori, ki jim bo potrebno slediti skozi šolsko leto. Za zagotavljanje številnih priložnosti, ki vplivajo na zdravje učencev in jim pomagajo pri razvoju v zdravo in kompetentno osebnost, je potrebna strokovna usposobljenost učitelja, pa tudi njegova rahločutnost, razumevanje in empatija. Učitelj naj osnovo črpa v vsebinah, ki so predpisane z učnim načrtom, le-te pa je potrebno nadgraditi z lastnimi idejami in vsebinami z namenom, da bo zagotovljeno prijetno učno in delovno vzdušje, v katerem prevladujejo navdušenje, ustvarjalnost, veselje, pohvala in spoštovanje. Vse to pri učencih sproži pozitivne odzive, vpliva na dobre medosebne odnose in ima pozitivne posledice na zdravje učencev. V prispevku bodo predstavljeni primeri dela v razredu, ki jih je moč uporabiti pri razrednih urah, pa tudi pri vseh učnih predmetih, ko se učenci učijo spoštovati dogovorjena pravila, pridobivajo spretnosti pri organizaciji časa in sodelovanja v skupini. Predlagane dejavnosti so vzpodbude in se izvajajo vsakodnevno, po potrebi tudi večkrat, saj jih lahko le tako učenec ponotranji in razvije pozitiven vzorec vedenja. Učenci so nad takim delom navdušeni, motivirani za učenje in skrbijo za dobre medosebne odnose, kar prispeva k večji kompetentnosti in zdravju učencev.

**KLJUČNE BESEDE:** razred, spodbudno učno okolje, medosebni odnosi, pravila, kompetentni učenec.

## THE BEGINNING OF THE SCHOOL YEAR - AN OPPORTUNITY TO CREATE HEALTHY RELATIONSHIPS IN THE CLASSROOM

### ABSTRACT

In the paper I will present theoretical basis and concrete ideas which as a classroom teacher I use in my work with pupils. I consider the beginning of the school year, when I welcome new students, as exceptionally important period. It is the time when I meet my students, enter into an educational relationship with them and create opportunities for a healthy and encouraging learning and social environment. This is the time when we set foundations and rules of behaviour and learning which we follow throughout the school year. Teachers' professional competence as well as teachers' sensitivity, compassion and empathy are required for providing various opportunities that affect students' health. I obtain the basis from the contents prescribed by the curriculum and I upgrade them with my own ideas and contents. My aim is to provide a pleasant learning environment in which enthusiasm, creativity, passion, praise and respect prevail. All this prompts positive responses in students, affects good interpersonal relationships and has positive consequences for the students' health.

**KEYWORDS:** class, encouraging learning environment, interpersonal relationships, rules, competent student.

## **ZDRAVSTVENA OSKRBA UČENCEV IN PREVENTIVNE ZDRAVSTVENE DEJAVNOSTI NA OSNOVNI ŠOLI IV MURSKA SOBOTA**

### **POVZETEK**

Zdravstvena oskrba in preventivne zdravstvene dejavnosti po slovenski osnovnošolski zakonodaji niso del osnovnošolskega izobraževanja celo v šolah s prilagojenim programom. Pri tem ne mislimo le na obravnave logopedov, fizioterapevtov/delovnih terapevtov ali pedopsihiatričnih obravnav, ki niso zakonodajno urejene in določene, pač pa na posebne oblike zdravstvene preventive, ki jih terjajo zdravstvene posebnosti učencev. Osnovna šola IV Murska Sobota je zaradi velikega števila učencev z motnjami v duševnem razvoju in sopojavnostjo gibalne oviranosti, epilepsije in dolgotrajnih bolezni v skrbi za zdravstveno stanje učencev razvila edinstvene pristope in protokole za njihovo varnost in ohranjanje zdravja učencev. V članku bodo predstavljene oblike dela, prilagoditve in intervencije na ravni šole, ki jih terjajo zgoraj navedena zdravstvena stanja ali bolezni učencev. Predvsem se bo članek osredotočal na obravnavo učencev z epilepsijo in z boleznimi, ki povzročajo gibalno oviranost. Opisane bodo prostorske in druge prilagoditve za uspešno vključevanje gibalno oviranih učencev ter poseben protokol ukrepanja in pomoči učencem z epilepsijo na ravni šole. Že preizkušeni protokol lahko služi kot izhodišče za pripravo podobnih protokolov na drugih šolah.

**KLJUČNE BESEDE:** osnovna šola, učenci, posebne potrebe, epilepsija, gibalna oviranost, zdravstvena oskrba.

## **HEALT CARE AND PREVENTIVE HEALTH ACTIVITIES IN SPECIAL SCHOOL OSNOVNA ŠOLA IV MURSKA SOBOTA**

### **ABSTRACT**

Health care and preventive health activities are not a part of Slovenian school curriculum even in special schools. We do not mean just treatments of speech therapists, physiotherapists or pedopsiatrycs, but also special preventive approaches according diversity of health needs of students. Special compulsory school Osnovna šola IV Murska Sobota is due to large number of students with intellectual disability and profound health issues as physical impairment (e.g. cerebral palsy), epilepsy and other long-lasting deseases, develops an unique approaches and protocols with the aim to prevent health and ensure save environment for them. In this article will be presented the ways of how we are managing these challenges; what are the adaptations and interventions on the level of the school, which are provoked by the health issues written above. The article is to be focused on health care of students with physical impairment. We describe spacial and other adaptations to empower the inclusion of physicaly impaired students as well as few protocols wich are proven in Osnovna šola IV Murska Sobota and it might to be the pattenen to use it in other schools.

**KEYWORDS:** primary school, students, special needs, epilepsy, physical impairment, health care.

## **SPOZNAVNO-GIBALNE DELAVNICE V 1. RAZREDU OSNOVNE ŠOLE**

### **POVZETEK**

Gibanje ima ključno vlogo pri učenju in pomnjenju. Prek gibanja se razvijajo telesni, čustveni, intelektualni in socialni razvoj. Zaradi različnih pozitivnih učinkov na šoli gibanje uporabljamo pri različnih učnih procesih. Ker pa se gibanje in igra pogosto prepletata, smo se odločili, da vsako šolsko leto v 1. razredu izpeljemo spoznavne delavnice z gibalnimi elementi. Namen prispevka je predstaviti, kako s spoznavno-gibalnimi delavnicami otroke spodbudimo h gibanju in lažjemu ter bolj sproščenemu spoznavanju in navezovanju novih prijateljstev znotraj razreda. To pa je tudi glavni cilj, ki je bil dosežen. V nadaljevanju bo predstavljenih nekaj uspešnih primerov prakse, ki jih uporabljamo pri preventivnih spoznavno-gibalnih delavnicah z naslovom Spoznajmo se in gradimo prijateljstvo v 1. razredu, ki jih izvajamo znotraj aktiva šolske svetovalne službe in s pomočjo učiteljic dodatne strokovne pomoči. Predstavljene bodo igre: Verižni pozdrav z gibi (učenec pove svoje ime in pokaže določen gib), Gibljiv razred, Pismo imam za vse tiste, ki ..., Kdo danes manjka?, Kiparji in glina, Živalski vrt (oponašanje živali z gibi) in pesem Gradim prijateljstvo, ki jo tudi zapojemo in ob koreografiji zaplešemo.

**KLJUČNE BESEDE:** gibanje, preventivne delavnice, 1. razred osnovne šole, spoznavne igre.

## **COGNITIVE-MOVEMENT WORKSHOPS IN THE 1.ST GRADE OF PRIMARY SCHOOL**

### **ABSTRACT**

Movement plays a key role in learning and remembering. Through movement, we improve our physical, emotional, intellectual, and social development. Due to the various positive effects it has shown at school, movement is used in various learning processes. However, since movement and play are often intertwined, we have decided to conduct cognitive workshops with movement elements for children in the first grade, every school year. Through workshops, we encourage children to move, and make it easier to relax and get to know and make new friends within the class. Goal that was successfully reached. In the following article, we will present some successful examples of practice that we use in preventive cognitive-movement workshops entitled "Let's get to know each other and build friendships in the 1.st grade", which are carried out as part of the school counselling service and with the help of teachers. The next games will be presented: Chain Introductions with Movements (each kid says his name and makes a movement with his body), The Moving classroom, I have a letter for all the ones that..., Who is missing today?, Sculptors and clay, Zoo (mimicking animals), and the song I build friendship, that we sing and dance to a choreography.

**KEYWORDS:** movement, prevention workshops, 1.st grade of primary school, cognitive games.

## **UVID V DUŠEVNO IN TELESNO ZDRAVJE Z DELAVNICAMI, TAI CHI-JEM IN JOGO**

### **POVZETEK**

V članku prikazujemo primer kontinuirane izvedbe naravoslovnih dni z naslovom Duševno zdravje v skupnosti. Ob organiziranju dneva nas je vodil cilj, da učenci za dobro počutje v šoli, ob stalnem pridobivanju znanja, potrebujejo razumevanje, gibanje, sproščenost. Tovrstne dneve izvajamo že peto leto. Učence ozaveščamo o procesih na psihološki in telesni ravni. Izvajamo delavnice na temo čustvene inteligence, osebne rasti, vzrokih stresa, hrupa. Obvezni del programa je izvajanje vaj tai-chi-ja, joge, sprostitvenih vaj. Prispevek opisuje organizacijo dela, vsebine, učinke na učence. Za spremljavo učinka na učence smo uporabljali kvalitativno analizo (vodeni pogovori - evalvacija z ustnim intervjujem učitelja in opisnimi odgovori učencev). V prvem letu smo zaznavali več težav pri skupinski vadbi in višje število otrok s slabšim prepoznavanjem stresa, šibkejšim besediščem za izražanje čustev in občutkov. Iz leta v leto smo zaznavali napredek pri vajah sproščanja in bogatejšo rabo besed za poimenovanje čustev, prepoznavanje stresa. Nekaj učencev se je zaznalo hitreje umirjalo ob konfliktih. Pri delu na daljavo (2020) je analiza potekala kvalitativno in kvantitativno. S predstavljenim primerom, z dokazljivim napredkom otrok na posameznih področjih, vidimo uspeh, nujnost tovrstnih oblik dejavnosti in vsebin, kar predstavlja doprinos k stroki na področju vzgoje in izobraževanja.

**KLJUČNE BESEDE:** duševno in telesno zdravje učenca, joga, tai-chi, gibanje, delavnice, e-učilnica.

## **INSIGHTS INTO MENTAL AND PHYSICAL HEALTH WITH WORKSHOPS, TAI CHI AND YOGA**

### **ABSTRACT**

This article presents an example of continuous “activity days” on Mental Health in the Community. The activities were organised with the aim that students need to feel good in school, while continuing to acquire knowledge, understanding, movement, relaxation. For the fifth year in a row, we are organising the activity days as described below. We raise students' awareness of processes at the psychological and physical level. We run workshops on emotional intelligence, personal growth, raising awareness about the causes of stress and noise. Tai Chi, yoga and relaxation exercises are a compulsory part of the programme every year. Qualitative analysis (guided interviews - evaluation with teacher interview and students' descriptive answers) was used to monitor the impact on students. In the first year, we observed more difficulties with group exercise and a higher number of children with poorer stress recognition, weaker vocabulary to express emotions and feelings. Year after year, we have seen progress in relaxation exercises and a richer use of words to name emotions, to identify stress. A few students were perceived to calm down more quickly in the face of conflict. For telework (2020), the analysis was qualitative and quantitative. With the example presented, with the demonstrable progress children are making in specific areas, we see the need to continue with these types of activities and content. This is our contribution to the field of education.

**KEYWORDS:** student's mental and physical health, yoga, tai-chi, exercise, anti-stress workshops, e-classroom.

## **ZA VARNO HRANO SMO ODGOVORNI TUDI SAMI**

### **POVZETEK**

V svojem prispevku predstavljam primer dobre prakse usmerjen in povezan z vzgojo za zdravje, in sicer kako učence pripeljati do razumevanja pojma varna hrana in kako so sami, kot zadnji deležnik živilske verige, odgovorni za zagotavljanje varne hrane. Aktivnosti so potekale v okviru naravoslovnega dneva. Vanj so bili vključeni učenci 8. razreda naše šole. Preko ankete in dela z viri ter oblikovanjem plakata so spoznavali, kaj pravzaprav pomeni varna hrana, kdo je odgovoren zanjo in kateri dejavniki tveganja vplivajo nanjo. Namen ankete je bil preveriti poznavanje varne hrane hkrati pa sem želela, da bi bila vprašanja iztočnica za vzpodbujanje razmišljanja o varni hrani, da bi pred izbiro in nakupom živila ali shranjevanjem le tega učenci, vedno presojali in izbrali hrano z manj tveganj za njihovo zdravje. Ravno z izbiro živila nosimo posamezniki odgovornost do varne hrane. Poleg izbire hrane, pa nosimo odgovornost tudi z ustreznim načinom priprave in obdelave hrane, ter nenazadnje tudi z njenim ustreznim shranjevanjem. Slednje so preverjali z eksperimentom nastanek plesni na kruhu. Iz njegovih rezultatov so lahko razbrali, da morajo shranjevati hrano v hladilnikih, zamrzovalnikih, hladnih, suhih in temnih prostorih in da s tem preprečijo prehitro kvarjenje hrane in posledično, da ta ne postane zdravju škodljiva. Ugotovila sem, da učenci o varni hrani že kar nekaj vedo, znajo presojati, kaj je zanje boljše, ne razumejo pa dobro zakaj je nekaj boljše oziroma slabše.

**KLJUČNE BESEDE: varna hrana, prehrana, zdravje, plesen, anketa, eksperiment.**

## **WE ARE ALSO RESPONSIBLE FOR FOOD SAFETY**

### **ABSTRACT**

In my article, I present an example of good practice focused and linked to health education, namely how to lead students to understand the concept of food safety and how they themselves, as the last stakeholder in the food chain, are responsible for ensuring food safety. The activities took place as part of the science day. Eighth grade students from our school were involved. They learned about the meaning of food safety, who is responsible for it, and what risk factors affect it. Their work included a survey, work with different sources and creating a poster. The purpose of the survey was to get the preview of the knowledge eighth-graders had on the topic, and I also wanted the questions to be an encouragement for the students to think about safe food in their daily lives, whether they are shopping for food, store it properly or prepare it, to always consider the healthier version. Students experimentally tested how different ways of storage affect the growth of mold on bread. From the results, they were able to foresee that the most optimal storage place is in the refrigerator, freezer, in cold, dry and dark places, that prevent food spoilage too quickly and consequently not becoming harmful to health. I have found that students had already known quite a lot about the safety of food. They also knew how to judge what is better for them, but they did not fully understand why something is better or worse.

**KEYWORDS: safe food, diet, health, mold, survey, experiment.**

## **SKRB ZA ZDRAV ŽIVLJENJSKI SLOG – NAŠA ODGOVORNOST**

### **POVZETEK**

V zadnjih letih je bilo že veliko povedanega o zdravem življenjskem slogu. Ko smo mislili, da smo tudi v vzgojno-izobraževalnih ustanovah povedali veliko ali celo dovolj, smo po ponovnem odprtju šol ugotovili, da ne dovolj. Vsak posameznik je zagotovo vsaj malo ozaveščen o tem, kaj pomeni izbira pravih živil za ohranjanje zdravja in da je za zdravje izjemnega pomena tudi gibanje. Nemalokrat pa zanemarjamo ta dejstva. Izolacija v teh izrednih časih ter pouk od doma sta pripomogla k temu, da številni učenci naše šole niso upoštevali smernic, ki narekujejo zdrav življenjski slog. Smo mnenja, da moramo učence vzgajati tudi na tem področju, jih ozaveščati o pomembnosti prehrane in gibanja za naše zdravje. Še pomembneje pa, da jim nudimo možnosti, da lahko aktivno skrbijo za zdrav življenjski slog. V strokovnem prispevku predstavljamo oblike in načine, kako smo se na naši šoli lotili spodbujanja aktivnega prevzemanja odgovornosti za naše zdravje. Predstavljene dejavnosti so dober primer prakse o tem, kako so učenci ponovno postali aktivni. Zaključki pričajo o tem, da so se učenci ponovno začeli zavedati, kako pomemben je zdrav način prehranjevanja in gibanja. Zavedanju je sledil uspeh, uspehu pa zadovoljstvo. Skrb za zdrav življenjski slog je izmed drugim tudi odgovornost šole. Na naši šoli se tega zavedamo, zato smo skrb za zdrav življenjski slog vključili kot prednostno nalogo v razvojni načrt. Predstavljene dejavnosti pa lahko spodbudijo tudi druge šole.

**KLJUČNE BESEDE:** zdravje, gibanje, zdrava prehrana, zdrav življenjski slog, odgovornost, šola.

## **HEALTHY LIFESTYLES – OUR RESPONSIBILITY**

### **ABSTRACT**

Much has been said in recent years about healthy lifestyles. Just when we thought we had said a lot, if not enough, in educational institutions, we found out after the reopening of schools that we had not said enough. Surely everyone is at least a little bit aware of the importance of choosing the right foods to stay healthy and that exercise is great for health. But we often ignore these facts. Isolation in these times and home schooling have contributed to many students in our school not following the guidelines that dictate a healthy lifestyle. We believe that we also need to educate pupils in schools about the importance of diet and exercise for our health. But more importantly, we provide them with opportunities to actively manage a healthy lifestyle. In this expert paper, we present the ways and means we have used in our school to promote active responsibility for our health. The activities presented here are a good example of practice on how to get students active again. The conclusions show that pupils have regained their awareness of the importance of healthy eating and exercise. Awareness was followed by success, and success by satisfaction. Healthy lifestyles are also the responsibility of schools. Our school is aware of this and has included it as a priority in our development plan. The activities presented here can also encourage other schools.

**KEYWORDS:** health, exercise, healthy eating, healthy lifestyle, responsibility, school.



## UČINKI DIGITALNIH ZASLONOV NA KRATKOVIDNOST, MOTNJE SPANJA IN UTRUJENOST

### POVZETEK

Elektronske naprave so postale nepogrešljiv pripomoček v našem življenju, med razglašeno pandemijo novega korona virusa SARS-CoV-2 pa je njihova uporaba še dodatno narasla. Čeprav je bilo šolanje na daljavo uvedeno, da bi zajezili širjenje novega korona virusa in zaščitili šoloobvezno mladino in zaposlene pred okužbo, pa se je izkazalo, da tudi takšna oblika šolanja prinaša številna zdravstvena tveganja. Med šolanjem na daljavo so dijaki ogromno časa dnevno preživeli pred različnimi digitalnimi zasloni, hkrati pa se je zmanjšal čas za prostčasne aktivnosti na svežem zraku, kar je imelo številne škodljive posledice na zdravje dijakov. Razvoj in poslabšanje kratkovidnosti, motnje spanja, ki lahko vodijo v razvoj resnih kroničnih bolezni, in kronična utrujenost so le nekatere nevarnosti ob pretirani izpostavljenosti različnim zaslonom. Namen prispevka je izpostaviti škodljive vplive pretirane rabe zaslonov v učnem procesu. Dijaki Gimnazije Šentvid so v času šolanja na daljavo v pogovorih na razrednih urah poročali o pogosti rabi zaslonskih naprav čez dan in tudi v času nočnega počitka ter s tem povezanih težavah z vidom, neprespanostjo in motnjah pozornosti zaradi neprestane utrujenosti. Preko intervjujev dijakov sem se seznanila s problemom, ga poglobljeno raziskala v strokovni literaturi in ugotovitve predstavila v prispevku. Z ugotovitvami sem seznanila tudi dijake, ki sedaj poznajo načine, kako lahko zmanjšajo škodljive vplive različnih digitalnih zaslonov in tako skrbijo za svoje zdravje. Cilj prispevka je ozavestiti strokovno in laično javnost o škodljivosti pretirane rabe zaslonov in o pomenu zmerne, odgovorne, uravnotežene, varne uporabe zaslonov med šoloobvezno mladino.

**KLJUČNE BESEDE:** digitalni zaslon, kratkovidnost, motnje spanja, šolanje na daljavo.

## THE IMPACT OF DIGITAL SCREEN TIME ON MYOPIA, SLEEP DISTURBANCES AND FATIGUE

### ABSTRACT

Electronic devices have become indispensable in our lives and their use has been further increased during the pandemic of the new SARS-CoV-2 corona virus. Although remote learning was introduced to curb the spread of the new corona virus and protect schoolchildren and employees from infection, it has become clearly evident that this form of education is also accompanied by a number of health risks. During distance education students daily spent a lot of their time in front of various digital screens while at the same time their leisure activities outdoor were limited, which had a number of harmful effects on students' health. The development and worsening of myopia, sleep disturbances that can lead to the development of serious chronic diseases, and chronic fatigue are just some of the dangers of overexposure to various screens. The purpose of this paper is to highlight the harmful effects of excessive screen exposure in the learning process. During distance learning, students of Gimnazija Šentvid grammar school reported frequent use of display devices both during the day and in the evening. Furthermore, they mentioned vision, sleeplessness, and attention and focus problems due to the constant screen-use-induced fatigue. By conducting interviews with my students, I learned about the problem, made an in-depth research using relevant sources and presented my findings in this paper. I also shared them with my students, who now know various ways in which they can reduce the harmful effects of different digital screens and take care of their health. The aim of the paper is also to raise awareness among professionals and the general public about the harms of excessive screen use and the importance of it being moderate, responsible, balanced and safe for pupils and students.

**KEYWORDS:** screen time, myopia, sleep disturbances, remote learning.

## IZOBRAŽEVANJE ZA TRAJNOSTNI RAZVOJ – POT DO ZDRAVE ŠOLE

### POVZETEK

V prispevku predstavljamo pomen izobraževanja za trajnostni razvoj v osnovnošolskem kurikulumu. Naš, pa tudi mnogi tuji šolski sistemi se osredotočajo na razvoj kognitivnih sposobnosti, manj pa je poudarka na drugih vidikih izobraževanja otrok. Že desetletja so postavljene agende za spodbujanje trajnostnega razvoja, ki poudarjajo poseben pomen izobraževanja za trajnostni razvoj. V praksi pa se izkazuje, da je v učnih načrtih premalo vsebin namenjenih izobraževanju za trajnostni razvoj. Zato je učinkovitost tega vse prepogosto prepuščena pobudam nevladnih organizacij in njihovemu sodelovanju s šolami. Na posameznih šolah je izobraževanje za trajnostni razvoj močno odvisno od prostovoljnega dela strokovnih delavcev. Če se zavedajo pomena trajnostnega razvoja in izobraževanja otrok in učencev za trajnostni razvoj ter so pripravljeni v svoje delo vnašati aktivnosti, ki ga spodbujajo, šola lahko uspešno stopa po poti izboljšav na področju rabe naravnih virov, ponovne uporabe materialov, zdrave prehrane in gibanja. Dolgoročno se izobraževanje za trajnostni razvoj odraža v boljšem zdravju celotne skupnosti. Predstavljen je primer dobre prakse v javnem zavodu, kjer je celotno življenje in delo prežeto s prvinami izobraževanja za trajnostni razvoj. Med izobraževanje za trajnostni razvoj so učenci in učitelji aktivni v številnih dejavnostih, v prispevku izpostavimo področji gibanja in prehrane. Učinki izobraževanja se kažejo v doseganju zastavljenih ciljev: učenci in učitelji izboljšajo znanje in veščine za trajnostno delovanje, bolj skrbijo za zdrav življenjski slog in posebno skrb namenjajo varovanju okolja.

**KLJUČNE BESEDE:** gibanje, izobraževanje, prehrana, trajnostni razvoj.

## EDUCATION FOR SUSTAINABLE DEVELOPMENT - THE WAY TO A HEALTHY SCHOOL

### ABSTRACT

In this article, we present the importance of education for sustainable development in the primary school curriculum. Ours, as well as many foreign school systems, focuses on the development of cognitive abilities, with less emphasis on other aspects of children's education. For decades, agendas for promoting sustainable development have been set, emphasizing the special importance of education for sustainable development. In practice, however, it turns out that there is not enough content in the curricula intended for education for sustainable development. Therefore, the effectiveness of this is all too often left to the initiatives of NGOs and their cooperation with schools. At individual schools, education for sustainable development is highly dependent on the voluntary work of teachers. If they are aware of the importance of sustainable development and education of children and students for sustainable development and are willing to incorporate the activities they promote into their work, the school can successfully embark on improvements in natural resource use, material reuse, healthy eating and exercise. In the long run, education for sustainable development is reflected in the better health of the whole community. An example of good practice in a public institution is presented, where all life and work is filled with elements of education for sustainable development. During education for sustainable development, students and teachers are active in many activities, in the article we highlight the areas of exercise and nutrition. The effects of education are reflected in the achievement of the set goals: students and teachers improve their knowledge and skills for a sustainable development, take care of a healthier lifestyle and pay special attention to environmental protection.

**KEYWORDS:** education, nutrition, physical activity, sustainable development.

## **FIZIKALNO-KEMIJSKI POSKUSI MEDU IN NJEGOV POMEN V PREHRANI MLADOSTNIKOV**

### **POVZETEK**

Za učitelja je velikokrat izziv ugotoviti ustrezen način razlage učne snovi. Tematike prevoda, gostote in topnosti elementov sem se lotil v povezavi s pomenom uživanja medu v prehrani mladostnikov. Prevod in gostoto smo merili na primeru cvetličnega, ajdovega in kostanjevega medu. Ugotovili smo, da je cvetlični med najbolj prevoden, kostanjev pa ima največjo gostoto. Študija je pokazala, da so naše ugotovitve pravilne, saj imajo na splošno gozdni medovi večjo gostoto od cvetličnih. Topnost medu smo preizkušali v čaju in merili čas, v katerem se je določena količina medu raztopila. Ugotovljeno je bilo, da se najhitreje topi cvetlični med. Sklepamo lahko, da se medovi z manjšo gostoto topijo hitreje. Dijaki so s takim načinom dela praktično osvojili znanje in po analizi je bilo ugotovljeno, da je znanje veliko bolj trajno. Metode dela pa bom sigurno uporabil tudi pri ostalih predmetih, ki vsebujejo podobne učne vsebine.

**KLJUČNE BESEDE:** prevod, gostota, topnost, cvetlični, ajdov, gozdni med.

## **PHYSICO-CHEMICAL EXPERIMENTS OF HONEY AND ITS IMPORTANCE IN THE YOUTH'S DIET**

### **ABSTRACT**

Sometimes teachers find it difficult to determine a suitable way of explaining learning materials. I tackled topics such as the conductivity, the density and the solubility of elements by combining them with the importance of consuming honey in the diet of the youth. Conductivity and density were measured on the examples of flower, buckwheat and chestnut honey. We found that flower honey is the most conductive, whereas chestnut honey has the highest density. The study showed that our findings are correct as forest honey has a higher density than floral ones. The solubility of honey was tested in tea and we measured the time in which a certain quantity of honey dissolved. It was found that floral honey dissolves the quickest among all. We can conclude that honey with a lower density, dissolves quicker than the others. Students practically gained knowledge with this way of working and after the analysis it was found that the knowledge is much more durable. I will certainly use the methods of work in other subjects that contain similar learning content.

**KEYWORDS:** conductivity, density, solubility; flower, buckwheat and forest honey.

## UVAJANJE GIBALNE AKTIVNOSTI S PLESOM

### POVZETEK

Gibanje je osnova zdravega načina življenja. Deluje sprostitveno na mišično in duševno napetost, ki ju povzročata tempo in način življenja. Ples je tista zvrst gibanja, pri kateri lahko otroci v največji meri sodelujejo z lastno aktivnostjo in ustvarjalnostjo kot posamezniki ali v skupini. Zato se učitelji v šoli trudimo, da gibalno aktivnost otrok spodbujamo z različnimi gibalno plesnimi dejavnostmi. S tem vplivamo na celostni razvoj otroka. Na naši šoli se otroci srečujejo s plesom pri pouku. Želeli smo ponuditi dejavnost, ki bi dolgoročno pripomogla k preprečevanju negativnih posledic današnjega načina življenja ter otroke spodbuditi k večji gibalni aktivnosti. Uvedli smo plesni krožek, kot obliko interesne dejavnosti. Otroci spoznavajo osnovne korake in se seznanijo z različnimi zvrstmi plesa. Prav tako smo se vključili v projekt Šolski plesni festival, ki je namenjen vsem učencem šole, ne glede na starost, spol ali plesno predznanje. Sproti smo beležili njihov napredek. Ugotovili smo, da smo uspeli motivirati veliko otrok in s tem izboljšali njihovo gibalno aktivnost.

**KLJUČNE BESEDE:** gibanje, zdravje, motivacija, plesni krožek.

## INTEGRATING PHYSICAL ACTIVITY WITH DANCING

### ABSTRACT

Movement is the basis of a healthy lifestyle. It has a relaxing effect on muscle and mental tension, that tempo and way of life are causing. Dancing is the type of movement in which children can participate to the most of their own activity and creativity as individuals or in a group. That is why we, teachers, are try to encourage children's physical activity through various motion dance activities. In this way, we influence the comprehensive development of the child. In our school, children are coming across dance at class. We wanted to offer them an activity, that would help in the long run to prevent the negative consequences of today's way of life and encourage children to exercise more. We introduced dance classes as a form of extracurricular activities. Children learn the basic steps and are acquainted with different types of dance. We are also involved in the School Dance Festival project, which is intended for all students, regardless of age, gender or previous dance knowledge. We kept track of their progress. We found that we were able to motivate many children and thus improve their physical activity.

**KEYWORDS:** movement, health, motivation, dance classes.

## **UPORABA IZKUSTVENEGA UČENJA V SLAŠČIČARSTVU**

### **POVZETEK**

Živimo v času, ko je učenje postalo vse abstraktnije, malo je praktičnih izkušenj. Prevladuje neposredno teoretično poučevanje, ki je le malo povezano s praktičnimi življenjskimi izkušnjami. Premalo je izkustvenega učenja, ki predstavlja povezavo med teoretično osnovo in praktičnim delom ter omogoča celostno razumevanje. V prispevku bom predstavila praktično nalogo, ki so jo dijaki izvedli v šolskem laboratoriju. Pri predmetu Kruh in pekovsko pecivo se dijaki seznanijo z žiti. Del snovi predstavlja tudi poznavanje sestave in lastnosti krušnih ter nekrušnih žit. Dijaki so v laboratoriju izvedli poskus izolacije lepka in preizkusili pecilne lastnosti treh različnih vrst mok. Dijaki so doma iz teh mok spekli kruh. Ugotovila sem, da je omenjeni način učenja dijakom ustrežal. Dejavnost jim je omogočala praktično, samostojno delovanje, s pomočjo katerega so povezali osebne praktične izkušnje s teoretičnimi osnovami. Pridobljeno znanje so uspešno uporabili pri peki kruha.

**KLJUČNE BESEDE:** izkustveno učenje, praktična naloga, lepek.

## **USE OF EXPERIENTIAL LEARNING IN CONFECTIONERY**

### **ABSTRACT**

We live in a time when learning has become increasingly more abstract, there is little practical experience. Direct theoretical teaching, that is predominant, barely relates to practical life experience. There is a lack of experiential learning that represents a connection between theoretical basis and practical work and enables comprehensive understanding. In this article, I will present the practical task, which students performed in a school laboratory. The school subject Bread and bread roll familiarises students with cereals. Part of the subject matter consists of knowing the composition and characteristics of cereals intended for bread and otherwise. The students attempted to isolate gluten in the laboratory and they tested the baking characteristics of three different types of flour. At home, the students baked bread from these flours. I established that the aforementioned type of learning proved to be suitable for the students. This activity enabled them to work practically and autonomously, which is how they connected practical experience with theoretical bases. The acquired knowledge was successfully put to use in bread baking.

**KEYWORDS:** experiential learning, practical task, gluten.

## USTVARJANJE SPODBUDNEGA GIBALNEGA OKOLJA

### POVZETEK

Predšolski otrok se giba povsem spontano iz naravne potrebe po gibanju. Gibanje je zanj zabavno, v njem uživa zato je pomembno da tako starši kot vrtec otroku ponudimo dovolj priložnosti za gibanje. V prispevku sem želela prikazati različne organizacijske oblike dela v vrtcu, ki jih lahko izvajamo samostojno kot vrtec ali pa v sodelovanju s starši, osnovno šolo, občino, društvi... Vrtec je vključen v projekte Mali sonček, Zdravje v vrtcu in Gozdni vrtec. Od večine drugih vrtcev se razlikujemo, saj otrokom zraven gibalnih dejavnosti, ki jih opravljamo v igralnici, v prostorih vrtca, na pokriti terasi, igrišču pri vrtcu, stadionu, šolskem igrišču, v gozdu ..., izvajamo še obogatitvene dejavnosti kot so drsanje, smučanje in plavanje. Nekatere dejavnosti v vrtcu izvajamo že vrsto let, druge pa šele uvajamo. Iz samoevalvacijskega poročila Gibalna aktivnost in status prehranjenosti otrok Vrtca Podčetrtek, starih od 4 do 6 let, ki je bilo opravljeno v šolskem letu 2014/2015 je bilo ugotovljeno, da so starejši otroci gibalno aktivnejši od mlajših. Z evalvacijo svojega dela smo ugotovili, da je potrebno načrtovati več dejavnosti v gozdu in njegovi okolici, ter da bomo otrokom ponudili še več obogatitvenih dejavnosti in le te nadgradili. Prispevek prikazuje primer dobre prakse in nadgradnjo obogatitvenih dejavnosti, kako s povezovanjem in dobrim sodelovanjem v vrtcu in kraju otrokom ponudimo spodbudno gibalno okolje, kjer si razvijejo in spoznajo svoje gibalne sposobnosti, ter spoznavajo in usvajajo osnovne prvine različnih športnih zvrsti. Napredek na področju gibalnih kompetenc je viden pri naraščanju vključevanja otrok v obogatitvene dejavnosti. Prav tako, pa je opazen napredek pri otrocih v šoli, ki so se v vrtcu udeležili obogatitvenih dejavnosti. Opažamo, da imajo bolj razvite gibalne spretnosti in kažejo večji interes za gibalne dejavnosti v šoli (ure športne vzgoje, letna in zimska šola v naravi, športni dnevi...). Naš cilj je poiskati še več gibalnih izzivov v kraju, se povezati z okoljem, ter otrokom ponuditi še kakšno dodatno obogatitveno dejavnost kot npr. golf, dvoransko plezanje itd. Otrokom je potrebno nuditi čim več izkušenj, povezanih z gibanjem ter jim tako postaviti temelje za gibalne aktivnosti.

**KLJUČNE BESEDE:** gibanje, predšolski otrok, spodbudno gibalno okolje.

## CREATING STIMULATING MOVEMENT ENVIRONMENT

### ABSTRACT

A preschool child moves completely spontaneously out of a natural need to move. Exercise is fun for him, he enjoys it, so it is important that both parents and nursery school offer the child enough opportunities to exercise. In my article, I wanted to show different organizational forms of work in nursery school, which can be carried out independently or in cooperation with parents, primary school, municipality, associations... Our nursery school is involved in projects Mali sonček, Zdravje v vrtcu and Gozdni vrtec. We differ from most other nursery schools, because in addition to physical activities performed in the playroom, inside the nursery school, on the covered terrace, on the playground at the nursery school, at the stadium, on the school playground, in the woods ..., we also perform enrichment activities such as skating, skiing and swimming. Some activities have been carried out for many years, others have just been introduced. The self-evaluation report Physical activity and nutritional status of children from Podčetrtek nursery school, aged 4 to 6, which was performed in the school year 2014/2015, showed that older children are physically more active than younger ones. By evaluating our work, we came to conclusion that it is necessary to plan more activities in the forest and its surroundings, and that we will offer children even more enrichment activities that will be upgraded. The article shows an example of good practice and upgrading of enrichment activities, how by connecting and good cooperation in the nursery school and locally, we offer children a stimulating physical environment, where they develop and become aware of their motor skills, and get to know and master the basic elements of various sports. Progress in the field of motor

competences is visible in the increasing involvement of children in enrichment activities. There is also noticeable progress in the children who participated in enrichment activities in nursery school, at primary school. We notice that they have better developed motor skills and show greater interest in physical activities at school (physical education classes, summer and winter school in nature, sports days...). Our goal is to find more physical challenges in our town, to connect with the environment and to offer children some additional enrichment activities such as golf, indoor climbing, etc. It is necessary to offer children as many experiences related to movement as possible, thus laying the foundations for physical activities.

**KEYWORDS: movement, preschool child, stimulating movement environment.**

## GIBALNE IGRE PRI PODALJŠANEM BIVANJU

### POVZETEK

Živimo v času sodobne tehnologije, ko vse več mladih aktivno gibanje v naravi zamenja za računalnik, telefon ali televizijo. Z velikim upadom aktivnega gibanja smo se še posebej soočili v času pandemije in dela na daljavo, ki je potekalo izključno pred računalnikom. Z gibanjem se pri otroku razvijajo različne motorične sposobnosti, samopodoba, disciplina in še marsikaj drugega. V letošnjem letu želim pri urah podaljšanega bivanja dati večji poudarek gibanju in z različnimi gibalno-sprostitvenimi aktivnostmi prispevati k boljšemu počutju otrok. Z otroki bom tako več časa preživela v telovadnici ali na prostem, kjer bodo tekli, skakali, igrali nogomet... Tako bodo krepili svoje motorične sposobnosti, po sproščanju pa lažje delali domače naloge. Do sedaj se je to izkazalo kot dobro učinkovito, zato bom s tem nadaljevala tudi v prihodnje. Z gibalnimi vajami otroci spoznavajo fizične zmožnosti svojega telesa. Med interakcijo z vrstniki gradijo pozitiven odnos do sebe in vrstnikov ter posledično izboljšujejo medvrstniške odnose. Nekatere vaje so usmerjene k pridobivanju hitrosti, koordinacije in ravnotežja, druge pa bolj k natančnosti in gibljivosti otroka. S preprostimi in enostavnimi vajami naj pedagogi v času podaljšanega bivanja več časa namenijo aktivnemu gibanju otrok. Otroke vaje sproščajo in jim dajo moči za nadaljnje delo, ki naj bi ga opravili pri podaljšanem bivanju.

**KLJUČNE BESEDE:** gibanje, povezovanje, sproščanje, razvoj, ustvarjalnost.

## ACTIVITY GAMES AT AFTER-SCHOOL CARE

### ABSTRACT

In the era of modern technology, more and more young people prefer computers, phones or television to outdoor activities. We faced yet a more significant decrease in active movement during the pandemic as working from home because the new reality and took place almost entirely in front of the computer. Movement helps develop a variety of motor skills, self-image, discipline and many others. This year, I have set out to put more emphasis on movement in the hours of after-school care, thus contributing to the better well-being of children with various movement and relaxation exercises. I intend to spend more time with children in the gym or outdoors, where they will run, jump, play football... This will help them strengthen their motor skills, and do their homework easier afterwards. So far, it has proved to be good, so I will continue to do that through the year. Executing them helps children learn about their physical capabilities. While interacting with schoolmates, they build a positive attitude towards themselves, which in turn helps them improve the relationships with their peers. Some exercises are meant to help the children gain the speed, coordination and balance. Others are more focused on honing their mobility and their ability to pay attention to detail. With various simple and easily executable exercises, educators should devote more time to the active movement of children during the hours of after-school care. Different exercises relax children and give them the strength to continue the schoolwork they are supposed to do during their stay in school.

**KEYWORDS:** movement, connection, relaxation, development, creativity.



## GIBALNE MINUTE MED POUKOM

### POVZETEK

Gibanje je za otroka primarna potreba. S pomočjo njega se razvija na telesnem in na duševnem področju. Učitelji se zavedamo, da se pomanjkanje gibanja kaže na različnih področjih. Prvošolci pouk brez gibanja težko zdržijo. Postanejo nemirni, ne sledijo razlagi, pade jim koncentracija, obračajo se naokrog, naloge slabše in manj natančno rešujejo. V prispevku bodo predstavljene gibalne minute, katere vključujemo v pouk že nekaj let in so povezane s plesom, s petjem, z vajami za koncentracijo in z vajami za sprostitvev. Namen prispevka je dokazati, da lahko kot učitelji pozitivno vplivamo na pomen besede gibanje, da učenci nanj gledajo kot na sprostitvev in da se jim s pomočjo gibanja izboljšajo motivacija, koncentracija in ustvarjalnost za nadaljnje delo. Ugotavljamo, da se učencem z različnimi gibalnimi minutami pred, med in po pouku izboljšata koncentracija in motivacija za nadaljnje šolsko delo. Ti komponenti se kažeta predvsem v lažjem sledenju pouka naprej, ko se gibalna aktivnost izvede pred nadaljnjim delom ter v njihovi telesni, čustveni in miselni sproščenosti, kar je opazno pri reševanju nalog, saj so bolj natančni in njihovo razmišljanje se ponovno okrepi. Gibalno aktivnost bomo prav zaradi vseh teh komponent vključevali v pouk še naprej, saj si želimo, da se zraven dobrega telesnega počutja razvijata tudi čustvena integriteta in čustveno socialna zrelost učencev, saj so te izrednega pomena pri njihovem nadaljnjem razvoju.

**KLJUČNE BESEDE:** gibanje, sprostitvev, motivacija.

## MOVEMENT MINUTES DURING THE LESSON

### ABSTRACT

Exercise is a child's primary need. With its help, it develops physically and mentally. Teachers are aware that lack of movement indicates itself in different areas. First-graders find it difficult to endure lessons without exercise. They become restless, stop to listen during classes, their concentration drops, they start to turn around, they solve tasks worse and less accurately. The article will present movement minutes, which we have been including in the lessons for several years and which are combined with dancing, singing, concentration exercises and relaxation exercises. The purpose of this article is to prove that as teachers we can positively influence the meaning of the word movement, that students start to look at it as relaxation and that with the help of movement their motivation, concentration and creativity improve for further work. We find that students with various movement minutes included before, during and after class improve their concentration and motivation for further school work. These components are mainly reflected in the easier tracking of lessons when the physical activity is performed before further work and in their physical, emotional and mental relaxation, which is noticeable in solving tasks, as they are resultantly more precise and their thinking is strengthened. Because of all these components, we will continue to include physical activity in the classroom, as we want the emotional integrity and emotional social maturity of students to develop in addition to physical well-being, as these are extremely important in their further development.

**KEYWORDS:** movement, relaxation, motivation.

## Z USTVARJALNIM GIBOM IN IGRO DO VEČJE GIBALNE, SOCIALNE IN UČNE UČINKOVITOSTI PO IZOLACIJI

### POVZETEK

Po vrnitvi učencev z dolgotrajnega dela na daljavo se je pri učencih opazilo močno zmanjšanje nekaterih gibalnih zmogljivosti in spretnosti. Pri poučevanju smo učitelji več časa začeli namenjati gibalnim in gibalno ustvarjalnim dejavnostim. V vsa učna področja smo uvedli nove ideje, igre in pristope, ki so vezani tudi na gibanje in poučevanje v naravi. Ta namreč ponuja raznolike možnosti poučevanja. Več se je začelo uporabljati vaje in igre za razvijanje tistih gibalnih spretnosti, katerih primanjkljaj se je začel opazovati po vrnitvi otrok v šolo po epidemiji. To so predvsem vaje za povečanje moči in vzdržljivosti ter razvijanje spretnosti, kot so držanje ravnotežja, plezanje ter gibanje za večjo gibalno koordinacijo. Zaradi povečanih vedenjskih, socialnih in emocionalnih težav otrok se je pouk popestril s sproščujočimi ter izrazno-ustvarjalnimi gibalnimi dejavnostmi. Obujenih je bilo tudi nekaj starejših gibalnih dejavnosti, ki so v današnjih časih prevečkrat pozabljene. Tako je bilo v pomoč tudi ljudsko izročilo in igre s pravili, ki nudijo večje možnosti vzdrževanja socialnih stikov in spretnosti. Pomembni so postali ustvarjalni gibi, glasbeno-gibalno izražanje in kot posledica tega sproščanje, ki se je izkazalo za učinkovito po stresnem doživljanju epidemije. Ponujenih je bilo nekaj pripomočkov, ki so se izkazali kot učinkoviti pri izboljšanju in spodbujanju gibalnih sposobnosti. Predstavljeni so bili kot primer dobre prakse v aktivu razrednega pouka in tudi staršem na roditeljskem sestanku z namenom, da k tem dejavnostim nadalje spodbujajo otroke.

**KLJUČNE BESEDE:** zmanjšana gibljivost, stres, narava, izrazno-ustvarjalno gibanje, improvizirani pripomočki, ljudske igre

## ENSURING GREATER EFFICIENCY IN MOVEMENT, SOCIAL AND OTHER LEARNING ASPECTS VIA THE IMPLEMENTATION OF CREATIVE MOVEMENT AND GAMES AFTER PROLONGED ISOLATION

### ABSTRACT

After the return of pupils from what was a long-term isolation and teleworking, one could notice a sharp decrease in the students' dexterity, furthermore their ability to move with precision. Therefore, an emphasis was given to the time devoted to motor and motor-creative activities. Newer teaching approaches, such as newer ideas and principles that have a strong correlation with body movement and teaching in the natural environment, had to be implemented. Additionally, the mentioned aspects show a variety of different possibilities for teaching with an emphasis on dissimilar contents and themes. There was a monumental focus on exercises and games that develop movement skills, which pupils lack owing to the school being closed due to the epidemic. These are mainly exercises to develop strength, endurance and skills such as balance, climbing and movement for greater movement coordination. By reason of an increase in the behavioral, social, and emotional problems of children, more relaxing and expressively-creative activities, that are based on movement, were put into practise. Furthermore, some of the older, rather archaic to some, movement activities that are too often forgotten by the contemporary practices were applied. What is more, the mentioned ideas mostly originate in national folk traditions, they offer a myriad of different opportunities to maintain social contacts and skills. As it turned out, the introduction of a spectrum of creative and musical tools resulted in relaxation of an individual and the promotion of oneself movement.

**KEYWORDS:** reduced mobility, stress, nature, improvised aids, expressive-creative movement, folk games.

## **SODOBNI PRISTOPI K POUKU, FORMATIVNO SPREMLJANJE PRI POUKU ŠPORTA V 4. RAZREDU DEVETLETNE OSNOVNE ŠOLE**

### **POVZETEK**

V svojem strokovnem članku bom predstavila sodobne pristope k pouku, ki vključujejo elemente formativnega spremljanja. Formativno spremljanje je sodobni pristop v katerem učitelj preverja učenčev napredek skozi celoten učni proces učenja; glavni namen je procesni razvoj otroka, ki otroku omogoča samoregulacijo, hkrati pa skozi sodelovalno učenje v skupini omogoča otroku celostni razvoj, vključevanje v skupino, občutek pripadnosti, medvrstniško vrednotenje, krepitev socialnih veščin in osmišljanje namenov oz. ciljev učenja. Učiteljev del odgovornosti v procesu formativnega spremljanja zajema ustvarjanje novih učnih pogojev, medsebojno sodelovanje in zaupanje. Na področju športa je vzpostavitev zaupanja vseh deležnikov pouka še toliko bolj pomembna, saj gre za poseben odnos med učencem, učiteljem in skupino vrstnikov. V občutljivem, adolescentnem obdobju je potrebno veliko motivacije, spodbude ... da otrok izgrajuje pozitivno samopodobo, zato je zelo pomembno, da se tudi učitelji medsebojno povezujejo, izmenjujejo primere dobre prakse, zato je doprinos k stroki in širjenje dobre prakse zelo pomembno. Po teoretičnem uvodu, kjer bom okvirno predstavila elemente formativnega spremljanja, bom predstavila konkretni primer poučevanja in učenja elementov košarke, kjer si učitelj s formativnim spremljanjem pridobi informacije o predhodnem znanju, kvaliteti in količini znanja ter pouk osmisli in pomaga učencem uresničiti zastavljene cilje pri učenju košarke v 4. razredu.

**KLJUČNE BESEDE:** sodobni pristopi k učenju in poučevanju, formativni pouk, formativno spremljanje, samoevalvacija, kriterij uspešnosti in vrednotenje, pouk športa, elementi košarke.

## **MODERN APPROACHES TO TEACHING, FORMATIVE MONITORING OF LESSONS IN SPORTS LESSONS IN THE 4TH GRADE**

### **ABSTRACT**

In my professional article, I will present modern approaches to teaching that include elements of formative monitoring. Today's children are very inactive. Whether they train a certain sport, where coaches demand the maximum from them, or do not exercise at all. There is no intermediate path. Therefore, a school approach is very important to motivate students and encourage them to be as active as possible. Distance learning also has consequences... The modern way, which is slowly moving away from the classic frontal lessons, allows students to be much more active, self-initiative and the knowledge they acquire in this way is lasting and useful. In my article, I will present specific segments or elements of new approaches to learning and teaching. I will present how students participate, are encouraged, value their work and progress in the field of sport. I will concretize the teaching of sports as a subject area, where I started to include the elements of formative learning and teaching first and because such lesson planning has proven to be successful, I am gradually introducing it in other subjects as well. Students understand new concepts, participate in learning and work, know how to evaluate their progress and set goals in advance, follow them and achieve them. The approach to each student is individual, but at the same time, it is about group dynamics and motivation.

**KEYWORDS:** modern approaches to learning and teaching, formative teaching, formative monitoring, self-evaluation, performance criteria and evaluation, student activity.

## PROJEKT VEŠKO-VESELIM SE ŠOLSKEGA KOSILA

### POVZETEK

Strokovno spremljanje prehrane v VIU je pokazalo, da je organizacija prehrane v šolah različna. Zaradi različnih omejitev je nekaj šol pripravo in/ali razdeljevanje hrane preneslo na zunanje ponudnike. Takšen primer sta tudi šoli partnerici v projektu, kjer OŠ Trnovo nabavlja živila in pripravlja kosila tako za njihove učence kot učence OŠ Kolezija. Projekt smo izvajali skupaj s študentkami Biotehniške fakultete. Namen projekta je bil ovrednotiti hranilno vrednost, oceniti skladnost s smernicami zdrave prehrane in ugotoviti zastopanost lokalno pridelane in ekološke hrane na jedilnikih obeh šol ter pripraviti predloge za njihovo izboljšanje oz. senzorično popestritev. Študentke so ovrednotile hranilno vrednost tedenskih šolskih jedilnikov 4 tednov in ocenile skladnost zastopanosti posameznih skupin živil s smernicami. S pomočjo anket o zadovoljstvu s šolsko prehrano smo ovrednotili vsečnost obrokov. Pripravili smo predlog jedilnika 2 tednov (projektna jedilnika). Jedilnik smo uskladili s šolama in realizirali. Na osnovi živil, ki jih šole naročajo in na primeru projektne jedilnika, so študentke s pomočjo orodij za pregled ponudnikov, pripravile seznam živil in njihovih ponudnikov iz lokalnega okolja, ki bi bili lahko v sklopih izvzetih iz javnih naročil. Pomemben doprinos rešitev in aktivnosti projekta za OŠ Kolezija je izboljšana komunikacija med strokovnima sodelavkama in vodstvoma obeh šol na področju oblikovanja dnevnih jedilnikov. Šola je pridobila strokovne ocene prehranske kakovosti jedilnikov in predloge za vključitev novih jedi (prehransko ustreznih, vseh pri otrocih) v jedilnike. Gledano širše, je pomembna ugotovitev projekta, da so naloge in odgovornosti strokovnih sodelavcev, zadolženih za organizacijo prehrane v šolah s trenutnimi normativi podcenjene.

**KLJUČNE BESEDE:** organizacija šolske prehrane, izboljšanje jedilnika, velikost porcije, delavnice za učence, zdrava prehrana

## PROJECT VEŠKO-I'M LOOKING FORWARD TO SCHOOL LUNCH

### ABSTRACT

Expert monitoring of nutrition in the VIU has shown that the organization of nutrition in schools is different. Due to various restrictions, some schools outsourced food preparation and / or distribution. Such an example is also the partner schools in the project, where the Trnovo Primary School procures food and prepares lunches for both their students and the students of the Kolezija Primary School. We implemented the project together with the students of the Biotechnical Faculty. The purpose of the project was to evaluate the nutritional value, assess compliance with the guidelines of healthy eating and determine the representation of locally grown and organic food on the menus of both schools and prepare proposals for their improvement or sensory enrichment. The students evaluated the nutritional value of weekly school menus for 4 weeks and assessed the compliance of the representation of individual food groups with the guidelines. With the help of school nutrition satisfaction surveys, we evaluated the likeability of meals. We prepared a menu proposal for 2 weeks (project menu). We coordinated the menu with the schools and realized it. Based on the food ordered by the schools and on the example of the project menu, the students, with the help of tools for reviewing providers, prepared a list of foods and their suppliers from the local environment, which could be exempted from public procurement. An important contribution of the solutions and activities of the project for the Kolezija primary school is the improved communication between the professional colleagues and the management of both schools in the field of designing daily menus. The school obtained expert assessments of the nutritional quality of the menus and suggestions for the inclusion of new dishes (nutritionally appropriate, appealing to children) in the menus. More broadly, it is important to note that the tasks and responsibilities of the professionals in charge of organizing meals in schools are underestimated by current norms.

**KEYWORDS:** school nutrition organization, menu improvement, portion size, workshops for students, healthy eating.

## GIBALNE DEJAVNOSTI PRI POUKU V PRVEM IN DRUGEM RAZREDU

### POVZETEK

Hiter način življenja in mnoge obveznosti odrasle in otroke pogosto prikrajšajo za prosti čas – predvsem čas, ki ga namenjamo gibanju. Prav gibanje pa je tisto, ki aktivira možganske funkcije, dviga nivo koncentracije, motivacije, odpravlja težave v fizičnem razvoju, zato učenje postane kvalitetnejše in lahkotnejše, učenci pa dosegajo boljše učne dosežke. Mlajši so učenci, več gibanja potrebujejo, saj je to lastno njihovem razvoju. Gibanje jim predstavlja vir zadovoljstva in sprostitve. Vse navedeno me že vsa leta poučevanja nagovarja k temu, da v pouk vnašam gibanje na različne načine: kot obliko poučevanja, kot obliko ponavljanja in utrjevanja obravnavane snovi, kot pripravo na določeno dejavnost, kot sproščanje med učenjem – preko minute za gibanje. Tudi v času pouka na daljavo sem učencem pripravila raznovrstne gibalne naloge. Boljše razpoloženje, nasmejani obrazi, večja motiviranost otrok za učenje ob gibanju in zato lažje in hitrejše usvajanje učne snovi vsak dan znova dokazujejo, da je tak način dela v učnem procesu še kako primeren. Do teh ugotovitev sem prišla skozi leta svojega poučevanja. Predstavljeni primeri, kako gibanje vključiti v pouk, so lahko vzpodbuda in navdih učiteljem. Različne oblike gibanja bom tudi v prihodnje vključevala v šolske ure. V prispevku bom predstavila različne gibalne dejavnosti pri pouku. Prikazala bom gibalne dejavnosti, katerih avtorica sem sama, in gibalne dejavnosti, ki sem jih priredila.

**KLJUČNE BESEDE:** gibanje, pouk, koncentracija, razpoloženje, dosežki.

## PHYSICAL ACTIVITIES DURING CLASS IN THE FIRST AND SECOND GRADE

### ABSTRACT

Fast lifestyle and numerous responsibilities tend to deprive adults and children of free time – mostly the time intended for physical activities. And physical activities are precisely the factor, which activates our brain functions, improves concentration and motivation levels and furthermore eliminates problems in physical development. Learning may therefore become more effective and easier, eventually helping the students to achieve better results. The younger the children, the more physical activities they need, because activities go hand in hand with their development. Physical activities are a source of pleasure and relaxation. All the reasons stated above have been encouraging me throughout my years of teaching to apply physical activities during classes in different ways: as a form of teaching, as a form of repetition or consolidation of subject matter, as preparation for a particular activity and as a form of relaxation during class by applying a method called *A minute for sports*. Even during distance learning I provided the students with a variety of physical activities. Improved mood, happy faces and increased motivation of children to learn through physical activities are the aspects, leading to easier and faster grasp of subject matter. All of this consistently proves that this type of work is highly suitable in a learning process. These findings are based on my own years-long teaching experience. The examples of classroom physical activities presented in my paper are aimed at encouraging and inspiring teachers. I am going to include various forms of classroom physical activities in the future too. In this article a variety of physical activities during class will be presented, focusing of the activities I have come up with on my own and the activities that I adjusted accordingly.

**KEYWORDS:** physical activities, classroom, attention span, mood, performance.

## VKLJUČEVANJE GIBANJA V ŠOLSKI VSAKDAN UČENCEV NA RAZREDNI STOPNJI

### POVZETEK

V strokovnem prispevku predstavljam vključevanje gibanja v različne dejavnosti učencev na razredni stopnji. Gibanje vključujem v prostočasne aktivnosti učencev pred poukom, med odmori in po končanem pouku. Različne možnosti za vključevanje gibalnih aktivnosti poiščem med izvajanjem pouka pri različnih predmetih. Dneve dejavnosti popestrim z vključevanjem zanimivih gostov. Z gibalnimi socialnimi igrami učenci izboljšajo socialno vključenost v skupino. Namen mojega prispevka je, pokazati, da gibanje pomembno vpliva na kognitivni, čustveni in socialni razvoj otroka. Otrok si s pomočjo gibanja lažje in bolje zapomni nove pojme. Z gibalnimi igrami se vključi v skupino in poveže z vrstniki, posledično pa se v skupini tudi dobro počuti, saj ima tu prijatelje, ki ga sprejemajo. Pogosto smo učitelji preobremenjeni z vsebinami in podajamo učno snov tako, da so učenci prisiljeni mirno sedeti. Ker opažam pozitivne učinke različnih gibalnih aktivnosti na učence, priporočam, da jih učitelji čim večkrat poizkusimo vključiti v različne dele učnega procesa.

**KLJUČNE BESEDE:** pouk, prosti čas, razredna stopnja, z gibanjem do znanja.

## INTEGRATING MOVEMENT INTO THE DAILY ROUTINE OF PUPILS IN LOWER PRIMARY EDUCATION

### ABSTRACT

In this article, I present the integration of movement in different activities for pupils in lower primary education. I integrate movement into pupils' leisure activities before, during, and after school. I look for different opportunities to incorporate movement activities during lessons in different subjects. I enrich the activity days by bringing in interesting guests. Through physical social games, pupils improve their social integration into the group. The aim of my article is to show that movement has an important impact on children's cognitive, emotional and social development. Movement helps children to remember new concepts more easily and better. Movement games help him to join the group and bond with his peers, and as a result, he feels comfortable in the group, where he has friends who accept him. Teachers are often overwhelmed by the content and deliver lessons in a way that forces pupils to sit still. As I have seen the positive effects of various physical activities on pupils, I recommend that teachers try to include them as often as possible.

**KEYWORDS:** classroom, leisure time, classroom level, movement to knowledge.

**USTANOVITEV IN DELOVANJE NOGOMETNEGA KLUBA, KOT  
PRIMER DOBRE PRAKSE VKLJUČEVANJA OTROK V  
ORGANIZIRANO VADBO IN PREPREČEVANJA MEDVRSTNIŠKEGA  
NASILJA.**

**POVZETEK**

Namen pričujočega prispevka je predstavitev primera dobre prakse, kako lahko s športom oziroma v našem primeru ustanovitvijo in delovanjem lokalnega nogometnega kluba in primerno športno infrastrukturo, učinkovito vključujemo mlade v kakovostno nogometno vadbo, športni duh in način življenja ter posledično prispevamo k zmanjšanju medvrstniškega nasilja, povečamo medsebojno strpnost in spoštovanje med otroci. Poleg teoretičnih izhodišč, ki izhajajo iz ustrezne strokovne literature, prispevek podaja celoten proces načrtovanja in postavljanja ciljev ter samega namena ustanovitve in delovanja nogometnega kluba. Prikazana je kratka analiza obstoječega stanja ter konkretni ukrepi in vrednote v delovanju kluba na področju vzgoje otrok. Na koncu je kot lasten prispevek prikazan model, s ključnimi dejavniki in procesi, ki so prispevali k uspešni izvedbi projekta.

**KLJUČNE BESEDE: Otroci, šport, nogomet, strpnost, infrastruktura.**

**ESTABLISHMENT AND OPERATION OF A FOOTBALL CLUB AS AN  
EXAMPLE OF GOOD PRACTICE IN INVOLVING CHILDREN IN  
ORGANIZED TRAINING AND PREVENTING OF PEER VIOLENCE.**

**ABSTRACT**

The purpose of this article is to present an example of good practice, how sports or in our case the establishment and operation of a local football club and appropriate sports infrastructure, effectively involve young people in quality football practice, sportsmanship and lifestyle and consequently contribute to reducing peer violence, increase mutual tolerance and respect among children. In addition to the theoretical starting points derived from the relevant professional literature, the article presents the entire process of planning and setting goals and the very purpose of establishing and operating a football club. A brief analysis of the current situation and concrete measures and values in the operation of the club in the field of child rearing are presented. Finally, the model is presented as an own contribution, with key factors and processes that contributed to the successful implementation of the project.

**KEYWORDS: Children, sports, football, tolerance, infrastructure.**

## **VPLIV JOGE NA POČUTJE OTROK V PRVEM RAZREDU**

### **POVZETEK**

Učitelji na osnovnih šolah se srečujemo z raznoliko populacijo učencev. Vedno znova opažamo, da se otroci težko umirijo in razbremenijo ob stresnem in natrpanem urniku v šoli, tako tudi najmlajši v 1. razredu. S pomočjo igre so otroci spoznali nekaj dobrih vaj joga. Namen je bil izboljšati gibalne sposobnosti otrok, boljše obvladovanje čustev, večje zavedanje telesa, večjo samozavest, boljšo koncentracijo, boljšo telesno držo, večjo zbranost in ustvarjalnost. Uporabili smo neeksperimentalno metodo raziskovanja – ocenjevalne lestvice. Otroci so sami spremljali svoje počutje in fizične zmogljivosti po vadbi. To jih je zelo motiviralo za izvajanje joga. Sami so dali pobudo, da smo katero izmed tehnik sproščanja, čuječnosti ali dihalno tehniko izvedli tudi med odmori pri pouku. Z beleženjem rezultatov smo ugotovili, da se je z rednimi aktivnostmi izboljšalo njihovo izvajanje joga, in da so občutili pozitiven učinek v svojem počutju. Iz ugotovitev pridobljenih iz raziskave lahko povzamemo, da aktivnosti, povezane z jogo, pripomorejo k boljši koncentraciji in pozornosti pri otrocih in s tem bo učni proces kvalitetnejši.

**KLJUČNE BESEDE:** otroci, joga, igra, dihanje, počutje.

## **THE INFLUENCE OF YOGA ON THE WELL-BEING OF CHILDREN IN THE FIRST GRADE**

### **ABSTRACT**

Primary school teachers meet a diverse population of students. Over and over again, we find it difficult for children to calm down and relieve themselves during a stressful and busy school schedule. Even the youngest at school. With the help of the game, the children learned some good yoga exercises. The aim was to improve children's motor skills, to achieve better control of emotions, greater body awareness, greater self-confidence, better concentration, better posture, greater concentration and creativity. We used a non-experimental research method – evaluation scales. The children monitored their own well-being and physical performance after exercise. This greatly motivated them to practice yoga. They themselves took the initiative to perform one of the relaxation techniques, mindfulness techniques or breathing technique during breaks in class. By recording the results, we found out that regular activities improved their yoga practice and that they felt a positive effect in their well-being. From the findings obtained from the research, we can conclude that yoga-related activities contribute to better concentration and attention in children and thus the learning process will be better.

**KEYWORDS:** children, yoga, game, breathing, well-being.



## GIBALNO IZRAŽANJE, USTVARJANJE PRI OSEBAH Z ZMERNO MOTNJO V DUŠEVNEM RAZVOJU

### POVZETEK

V strokovnem članku želim prikazati pestrost uporabe gibanja v obliki glasbeno gibalnih seans kot doprinos k boljši kvaliteti življenja oseb z zmerno motnjo v duševnem razvoju. Namen izvajanja glasbeno gibalnih seans je ugotovljati vpliv gibalnega izražanja, ustvarjanja in sproščanja na doživljanje oseb z zmerno motnjo v duševnem razvoju (vedenje-čustvovanje, komunikacija-socialni odnosi, pozornost-motivacija, motorika-gibanje). Izhajam iz naslednjih tez;

- gibanje je sredstvo za izražanje, ustvarjanje in sproščanje pri zgoraj navedeni populaciji oseb,
- gibanje, predvsem pa ustvarjalno gibanje vpliva in vzpodbuja človekov emocionalni, socialni, telesni ter intelektualni razvoj,
- dobro počutje vsakega posameznika je osnova za doseg željenega

In zastavila sem si naslednje cilje;

- omogočiti osebam neposredno doživetje psihofizične sprostitve skozi dejavno in umirjajoče sproščanje,
- omogočiti osebam doživetje izražanja in ustvarjanja skozi gibalne aktivnosti,
- omogočiti osebam sodelovanje v manjši skupini,
- omogočiti osebam vključitev v širši socialni prostor s pomočjo plesnega ustvarjanja

Z gotovostjo lahko trdim kar potrjuje tudi večletno ustvarjalno delo, da pestrost uporabe gibalnega izražanja, ustvarjanja in sproščanja vzpodbuja slehernega udeleženca srečanj k višji stopnji emocionalnega, telesnega, intelektualnega in socialnega razvoja ter s tem doprinese k boljši kvaliteti življenja posameznika.

**KLJUČNE BESEDE:** gibanje, izražanje, ustvarjanje, sproščanje, osebe z motnjo v duševnem razvoju.

## MOVEMENT EXPRESSION AND CREATION WITH PEOPLE WHO HAVE MODERATE DISTURBANCE IN MENTAL DEVELOPMENT

### ABSTRACT

In this professional article I want to show diversity using movement in form of musical movemental sessions as contribution to better quality of life for people with moderate disturbance in mental development. The purpose of pursuing musical movemental sessions is to find out the impact of movement expression, creation and relaxation on the experience of people with moderate intellectual disabilities (behavior-emotions, communication-social relations, attention-motivation, motor skills-movement). I proceed from the following theses;

- movement is a means of expression, creation and relaxation in the said population of persons,
- movement, and in particular the creative movement, influences and promotes human emotional, social, physical and intellectual development,
- The well-being of each individual is the basis for achieving the desired

And I set myself the following goals;

- to enable people to directly experience psychophysical relaxation through active and calming relaxation,
- enable people to experience expression and creation through physical activities,
- enable people to participate in a small group,
- enable the inclusion of people in the wider social space through dance creation.

I can say with certainty, as evidenced by many years of creative work, that the diversity of the use of motor expression, creation and relaxation encourages each participant to a higher level of emotional, physical, intellectual and social development and thus contributes to a better quality of life.

**KEYWORDS:** movement, expression, creation, relaxation, people with mental disorder.

## GOZDNA KOPEL ZA IZBOLJŠANJE POČUTJA UČENCEV

### POVZETEK

V članku je predstavljena zunanja dejavnost za spodbujanje dobrega počutja v naravi – šinrin joku ali gozdna kopel, ki je primerna za učence vseh starosti. Dejavnost izvira iz japonske in je opredeljena kot preživljanje časa v gozdu, kar pa prinaša številne pozitivne učinke na telesno in duševno zdravje. Naštete so osnovne zakonitosti izvajanja gozdne kopeli, priporočila za izvedbo in dodan praktičen primer, ki ga lahko izvede vsak učitelj. Enkratna gozdna kopel sicer ne prinaša dolgoročnih učinkov na zdravje, vendar se udeleženci naučijo sprehoditi skozi gozd na drugačen način, tako da lahko posamezne aktivnosti, ki vključujejo vseh pet čutov, izvedejo kadarkoli, ko se po zelenih površinah sprehajajo sami. Prav tako je na koncu članka dodanih nekaj idej, kako del gozdne kopeli vnesti v svoj dom.

**KLJUČNE BESEDE:** gozdna kopel, šinrin joku, narava, čuječnost, sprostitvev.

## FOREST BATH TO PROMOTE STUDENT WELLBEING

### ABSTRACT

The article presents an outdoor activity to promote wellbeing in nature – shinrin yoku or forest bath, which is suitable for students of all ages. The activity sourced from Japan and is defined as spending time in the forest, which brings many positive effects on physical and mental health. Article describe the basic characteristics and recommendations for the implementation of forest bath and the practical example that can be carried out by any teacher. A single visit to the forest does not bring long-term effects on health, but participants learn to walk through the forest in a different way, so that individual activities which develop all five senses, can be perform on any green surfaces. Also, at the end of the article, some ideas on how to bring a part of the forest bath into your home are added.

**KEYWORDS:** forest bath, shinrin-yoku, nature, mindfulness, relaxation.

## ZDRAVJE MLADOSTNIKOV V VZGOJNO-IZOBRAŽEVALNEM ZAVODU VIŠNJA GORA

### POVZETEK

V Vzgojno-izobraževalnem zavodu Višnja Gora so z odločbo sodišč nameščeni mladostniki starejši od 14 let, ki imajo težave ali motnje v vedenju in čustvovanju. Večinoma prihajajo iz nespodbudnih okolij. Ravno zaradi tega je posebna skrb namenjena njihovem zdravju. V strokovni literaturi lahko zasledimo teoretične osnove, zelo malo pa je zapisanega o konkretnih obravnavah tako znotraj zavodov, kot zunanjih obravnavah zavodskih mladostnikov. V prispevku bom predstavila konkreten primer diagnostike (psihosocialno in socialno-pedagoško) ter pojasnila, kako sta uporabni za vzgojitelja-socialnega pedagoga v vzgojni skupini pri delu z mladostnikom. Predstavila bom obravnavo mladostnikov znotraj naše ustanove ter zdravstvene obravnave mladostnikov s področja zdravja v zunanjih institucijah. Izrednega pomena pri spreminjanju navad in navajanju novega, zdravega življenjskega sloga mladostnika je vsekakor mladostnikova želja in pripravljenost po spremembi starih, osvojenih navadah, vsekakor pa nanj vplivamo s svojim zgledom in dejanji vsi zaposleni znotraj ustanove, kot tudi vsi zunanji strokovnjaki. Zato je zelo pomembno multidisciplinarno povezovanje strokovnih delavcev, kar se je, kot posebno pomembno pokazalo v času covid epidemije.

**KLJUČNE BESEDE:** mladostnik, vzgojni zavod, diagnostika, čustveno-vedenjske težave.

## THE HEALTH OF ADOLESCENTS IN EDUCATIONAL INSTITUTION VIŠNJA GORA

### ABSTRACT

In the Educational institution Višnja Gora (EIVG), adolescents age 14 years and up, with problems or disorders in behavior and emotions. The decision to be housed there is by courts. Mostly, they come from unencouraging backgrounds. That is why special care must be given to their health. In the professional literature we can find the theoretical basics, but very little is written about actual treatments both within institutions and external treatments of adolescents from EIVG. In the paper, I will present an example of diagnostics (psychosocial and socio-pedagogical) and explain how they are useful for educators and social educators in the education group when working with adolescent. Additionally, the treatment of adolescents within our institution and the medical treatment of adolescents in external institutions will be presented. The utmost importance in changing habits and making a new, healthy adolescent lifestyle is certainly the adolescent's desire and willingness to change old habits. We certainly can influence it through our actions as educators within the institution, and so can all external experts. It is therefore very important to have a conversation with all educators, which has been shown to be particularly important during the COVID epidemic.

**KEYWORDS:** adolescent, educational institution, diagnostics, emotional problems, behavioral problems.

## UPORABA GIBANJA ZA BOLJ KAKOVOSTNO IZVEDBO POUKA ANGLEŠKEGA JEZIKA V PRVI TRIADI

### POVZETEK

Dandanes se aktivna uporaba ne le enega, temveč več tujih jezikov povečuje, spodbuja in nagrajuje z več priložnostmi za osebno in poklicno rast. Evropska komisija predvideva jezikovni okvir kjer bo posameznik večjezičen, s tem pa so države članice so spodbujane, da uvedejo model izobraževanja, ki bo mlajšim otrokom blizu. Implementiran je pouk, ki učencem prvega razreda ponuja učenje tujega jezika, s tem pa je bilo potrebno usposobiti in opolnomočiti učitelje za delo s to starostno skupino. Metode dela so drugačne in zahtevajo drugačnega učitelja, ki je veliko bolj aktiven in opremljen z več raznolikega znanja. Celosten pristop k poučevanju zahteva tudi celostnega učitelja, ki se pri poučevanju poslužuje različnih virov in medpredmetnih povezav ter sledi tako jezikovnim kot tudi nejezikovnim ciljem. Ključna povezava, ki jo uporabljam pri svojem pouku, je povezava s športom in igrami, ki so povezane z gibanjem. Takšen način je prinesel pozitivne rezultate saj ugotavljam, da je motivacija učencev pri teh dejavnostih višja. Na ta način se lahko vsi učenci izkažejo, s tem pa vplivam na njihovo pozitivno samopodobo. Angažiranost učencev je višja, usvojijo več besedišča, hkrati pa so izpostavljeni več situacijam, kjer se angleščina uporablja naravno. Pri uvodni motivaciji učne ure se poslužujemo možganske gimnastike s čimer učence pripravim na pouk, v nadaljevanju pa spoznavamo in utrjujemo besedišče preko različnih iger. V članku navajam pozitivne aspekte tega povezovanja ter primere dejavnosti, saj ravno to stičišče prinaša zdrav način življenja, zdravo samopodobo in uspešnega posameznika, ki je kompetenten ter samozavestno deluje na več področjih.

**KLJUČNE BESEDE:** Evropski jezikovni okvir, medpredmetne povezave, šport, gibanje.

### »BETTER ENGLISH LESSONS WITH MOVEMENT«

### ABSTRACT

Active use of several and not just one foreign language is increasing as it brings better opportunities for personal and professional growth. The Common European Framework of Reference for Languages prepared by the European Commission envisages that the individual will be multilingual and not just bilingual. The document encourages Member States to implement an educational model suited to young children and their abilities. First-graders are now learning a foreign language, making it necessary to train and empower English teachers that work with this age group. Teaching methods differ, it is more active and the teacher has to be equipped with diverse knowledge. Integrated approach requires an integrated teacher capable of using various resources and cross-curricular approaches and includes both linguistic and non-linguistic objectives. Key component of my classroom is sports and movement-related games. I have found that students are more motivated when incorporating movement. It influences positive self-esteem as everyone can participate. Students are engaged, they learn more vocabulary and are exposed to more situations where English is used. Brain gym is usually used as initial motivation during the lesson. Various games are utilized for learning and reinforcement of vocabulary. In my lessons, the use of sports and active games in all phases of the lesson has led me to conclusion, that there are positive aspects to this teaching method. This intersection inherently brings forward healthy lifestyle, healthy self-image and a successful individual competent and confident in several areas of his life.

**KEYWORDS:** European language framework, transversal competency, sport, movement.

## **KAKO GENERACIJA Z DOŽIVLJA VPLIV PODNEBNIH SPREMEMB V GOZDOVIH IN PRIMERI UPORABE IKT TEHNOLOGIJE V NARAVI NA CŠOD PECA**

### **POVZETEK**

Na CŠOD Peca izvajamo šolo v naravi za učence osnovnih in dijake srednjih šol. Učne vsebine izvajamo v naravnem okolju, gozdnem ekosistemu, ki obdaja CŠOD Peca. Naši učenci so pripadniki generacije Z, vseskozi priklopljeni na splet in namesto odprtih knjig imajo raje »odprtih« več zaslonov. Njihovo sporazumevanje je najraje digitalno. Na CŠOD Peca se zavedamo, da je potrebno tej generaciji prilagoditi metode in oblike dela pri podajanju učnih vsebin v naravi. V prispevku so predstavljene informacije o stanju slovenskih gozdov, o podnebnih spremembah, ki vplivajo na spremembe v slovenskih gozdovih in analiza anketnega vprašalnika. Anketni vprašalnik smo izvedli z 160 učenci 7. in 8. razredov osnovne šole. Tako smo dobili odgovore predstavnikov generacije Z o poznavanju slovenskih gozdov, kako zaznavajo spremembe v slovenskih gozdovih in kako bi radi pridobili več informacij o slovenskih gozdovih. Rezultati ankete so pripomogli k temu, da pri podajanju učnih vsebin kombiniramo učenje z razumevanjem, z izkušnjo in z uporabo IKT. V prispevku so predstavljeni primeri učnih vsebin.

**KLJUČNE BESEDE:** generacija Z, podnebne spremembe, slovenski gozd, IKT, učenje z izkušnjo.

## **HOW GENERATION Z IS EXPERIENCING THE IMPACT OF CLIMATE CHANGE IN FORESTS AND EXAMPLES OF USING EC TECHNOLOGY IN NATURE AT CENTER CŠOD PECA**

### **ABSTRACT**

The CŠOD Peca offers an outdoor school for primary and secondary school pupils. We teach in a natural environment, the forest ecosystem that surrounds CŠOD Peca. Our students are members of Generation Z, always connected to the web and prefer to have multiple screens "open" instead of books. Their communication is preferably digital. At CŠOD Peca we are aware of the need to adapt the methods and forms of work for this generation in the delivery of learning content in nature. The article presents information on the state of Slovenian forests, climate change affecting changes in Slovenian forests and an analysis of the questionnaire. The questionnaire was administered to 160 pupils in Years 7 and 8 of primary school. We got answers from Generation Z representatives about their knowledge of Slovenian forests, how they perceive changes in Slovenian forests and how they would like to get more information about Slovenian forests. The results of the survey have helped us to combine learning with understanding, with experience and with the use of ECT technology in the delivery of learning content. This article presents examples of learning content.

**KEYWORDS:** Generation Z, climate change, Slovenian forest, ECT technology, experiential learning.

## **POPESTRIMO URE SLOVENSKEGA JEZIKA IN MATEMATIKE V 1. RAZREDU OSNOVNE ŠOLE Z GIBANJEM**

### **POVZETEK**

Sodobni učitelji si prizadevamo, da bi se učenci pri pouku čim več gibali, premikali oziroma spreminjali svoj položaj, saj gibanje vpliva na čustven, kognitiven in fizični razvoj otrok. Učenci v 1. razredu pri pouku sedijo povprečno 3 ure na dan, zato je namen prispevka, predstaviti konkretne dejavnosti, s katerimi lahko v pouk slovenskega jezika in matematike vključimo gibanje, saj je dan danes tempo življenja takšen, da veliko stvari počnemo v sedečem položaju. Učenci si snov z gibanjem zapomnijo hitreje in to znanje je učinkoviteje, zato sem se tudi sama odločila, da v pouk vključim več gibanja. Učenci so se pri urah z gibanjem počutili bolj sproščeno, snov so si lažje priklicali na podlagi dejavnosti, učenci so se med seboj bolj povezali, dvignila se je raven zanimanja za omenjena predmeta in razred je postal bolj odprt. Predstavila bom 4 dejavnosti za pouk slovenskega jezika – drži – ne drži, prikaži črko za glas, predlogi z obročem in človek utrjuje znanje. Prav tako bom predstavila 4 dejavnosti za matematiko v 1. razredu. V pouk sem vključila ristanč števil, preštej v naravi, lov na skrite račune in računsko tarčo. Aktivnosti lahko uporabljamo pri motivaciji, spoznavanju nove snovi, utrjevanju ali ponavljanju. Dejavnosti so preizkušene in učenci so v njih zelo uživali. Poleg že prej omenjenih pozitivnih učinkov na učence, z gibanjem pripomoremo tudi k zdravemu življenjskemu slogu.

**KLJUČNE BESEDE:** gibanje, igra, matematika, slovenščina, sproščenost, učenci, učenje, učitelji.

## **USING MOVEMENT TO IMPROVE SLOVENIAN AND MATH LESSONS IN THE 1ST GRADE OF PRIMARY SCHOOL**

### **ABSTRACT**

As modern teachers we strive to ensure that students move, walk, or change their position as much as possible during classes, as movement affects their emotional, cognitive and physical development. 1st grade pupils spend on average 3 hours a day sitting therefore reason for this paper is to present specific activities which can be implemented in Slovenian and Math lessons with use of movement as the pace of live nowadays requires for us to do tasks while seated. Movement allows pupils to remember new material faster and makes knowledge more efficient and therefore I decided to include more movement in my lessons. Learning with movement made my pupils feel more relaxed, new material was easier for them to comprehend, they were able to connect with each other, level of their interest in the subject has increased and the grade became more open. I will present 4 activities for Slovenian lesson- true - not true, show the letter for the voice, suggestions with a ring and one consolidates knowledge. I will also present 4 activities for Math lessons in 1st grade. In these learning activities I included airplane of numbers, count in nature, hunting for hidden accounts and calculation target. Activities can be used while introducing new material, motivating, consolidating, or reviewing. All the above-mentioned activities were tested, and the pupils really enjoyed them. In addition to the previously mentioned positive effects, exercises also contribute to a healthy lifestyle.

**KEYWORDS:** movement, play, mathematics, Slovenian, relaxation, students, learning, teachers.

## POVEZAVA POUKA KNJIŽEVNOSTI Z DEBATIRANJEM

### POVZETEK

Pouk književnosti ima višji praktični smisel in ne samo elementarnega, s katerim uresničujemo spoznavanje načrtovanih kurikularnih vsebin. Ob obravnavanih besedilih posamezniki izgrajujejo sebe, svoj življenjski nazor, samozavest. V njih je mogoče najti veliko izhodišč za to, da si dijaki o posameznem izpostavljenem problemu izoblikujejo širšo sliko in si izgrajujejo svoj zdrav odnos do življenjske stvarnosti. Namen našega prispevka je predstaviti v razredu uporabljene pristope in metode, povezane z debatiranjem, s katerimi dosežemo motiviranost za povezovanje spoznanj, pridobljenih ob danem besedilu, in spodbujanje k razvijanju zdrave, samozavestne osebnosti, ki razmišljujoče izraža svoja stališča ob apliciranju na sedanje in prihodnje vsakdanje življenje. Naš namen je bil spodbujati posameznike k analitičnemu in kritičnemu pogledu na delovanje družbe nekoč in danes, ki so ga dijaki v 2. letniku srednješolskega strokovnega izobraževanja pri pouku slovenščine predstavljali in argumentirali ob besedilu Henrika Ibsna Nora ali Hiša lutk s pomočjo debatnih tehnik, hkrati pa k interdisciplinarnemu povezovanju tudi pri drugih predmetih že usvojenega znanja. Takšen način obravnave književnih besedil spodbuja zdravo kritično mišljenje posameznikov in predstavlja osnovo za aktivno izoblikovanje odnosa do stvarnosti in okolja, v katerem dijaki odraščajo. Razen tega s takim načinom dela, ki ga zelo priporočamo, zastavimo način obravnavanja književnosti na drugačnem nivoju, saj aktiviramo vse prisotne dijake, dosežemo odlične učne rezultate in zelo zaželeno aktivno delo vseh, hkrati pa jim pomagamo odraščati v samokritične in aktivne, zdrave osebnosti. Po realizaciji te vrste aktivnosti pri pouku slovenščine tudi ugotavljamo, da s takšnim načinom poučevanja uspešno vplivamo tudi na psihično zdravje, stabilnost in samozavest mladostnikov.

**KLJUČNE BESEDE:** debatiranje, vseživljenjsko učenje, motiviranost, apliciranje na življenje.

## LINKING THE LESSON OF LITERATURE WITH DEBATE

### ABSTRACT

Literature lessons have a higher practical meaning - not only the elementary one for the realizations of planned curricular contents. With discussing texts, individuals can build themselves, their outlook on life and their self-confidence. Their many starting points can help students form a broader picture of exposed problems and build their healthy attitude towards the reality of life. The purpose of our paper is to present the approaches and methods used in the classroom related to debate, which motivates students to connect the learned from a given text and encourages them to develop a healthy, confident personality that thoughtfully expresses their views in everyday life. We encouraged individuals to take an analytical and critical view of the past and today's functioning of society, which students in the 2nd year of secondary education presented and debated in the text of Henrik Ibsen Nora or Puppet House with the help of debate techniques, and for interdisciplinary integration in other subjects of already acquired knowledge. This way of dealing with literary texts encourages healthy critical thinking and helps actively form attitudes towards reality and the environment in which students grow up. We set the way of approaching literature on a different level, as we activate all present students and achieve excellent learning outcomes and highly desirable active work of individuals, while helping them grow into self-critical and active, healthy personalities. Not only for the subject of Slovene, this way of teaching can positively influence mental health, stability and self-confidence of young people.

**KEYWORDS:** debating, lifelong learning, motivation, applying to life.

## UPORABNOST PREDMETA GOSPODINJSTVO V VSAKDANJEM ŽIVLJENJU

### POVZETEK

Zdrava hrana je zelo pomembna v času odraščanja. V osnovni šoli s prilagojenim programom je od 5. do 9. razreda pri pouku gospodinjstva namenjenih veliko ur področju hrane in prehrane. Opisano je, kaj učenci pri pouku gospodinjstva razvijajo, se naučijo, spoznajo, ter katera načela upoštevamo pri uresničevanju splošnih ciljev. Predstavljeno je realno stanje domačega okolja. Ker domače okolje ne ponuja mladostnikom, da bi se opolnomočili za življenje, jih učimo, katera živila izbirati in kako jih pripraviti, recikliranje živil, obdelovanje šolskega vrta, predelava živil, nakup živil ipd. Namen je, da pridobljene veščine prenesejo v domače okolje, da se prehranjujejo lokalno in sezonsko. Ugotavljam, da učenci odnašajo recepte in jih uporabljajo tudi doma, torej ima vzgojo izobraževalni proces velik pomen na zdravje otrok in kasneje odraslih. Menim, da bi takšne izkušnje in način dela koristil vsem učencem, saj pogosto posegajo po vnaprej pripravljeni prehrani.

**KLJUČNE BESEDE:** predmet gospodinjstvo, priprava hrane, aktivnosti.

## PRACTICAL USE OF HOME ECONOMICS CLASS IN EVERYDAY LIFE

### ABSTRACT

Healthy food is very important during growing up. In primary school for special education from fifth to ninth grade, in the home economics class, a lot of time is dedicated to food preparation and eating. The article describes what the students during home economics class develop and learn and how they become acquainted with the principles of acquiring general goals. It presents realistic condition of their home environment. Because their home environment does not offer them to get fully capable for everyday life, we teach them which foods to choose and how to prepare and recycle them, working in the school garden, buying and processing different foods etc. The purpose is to take gained experiences and implement them in the home environment, to eat local and season foods. I see that the students take the recipes and use them at home. Therefore, the education process importantly affects the health of the students and later adults. I believe this kind of experiences and working principles would benefit all students, because they often reach for pre-prepared meals.

**KEYWORDS:** home economics class, food preparation, activities.



## **POUK ŠPORTA IN UPAD TELESNE DEJAVNOSTI UČENCEV RAZREDNE STOPNJE MED ŠOLANJEM NA DALJAVO**

### **POVZETEK**

V strokovnem prispevku bom obravnavala izvajanje pouka športa in upad telesne dejavnosti učencev razredne stopnje med šolanjem na daljavo. Opredelila bom pomen redne telesne dejavnosti za razvoj otrok, primerjala bom pouk športa v šoli in na daljavo ter izpostavila dosedanje raziskave o upadu telesne dejavnosti med šolanjem na daljavo. Teorijo bom podkrepila z rezultati kvantitativne raziskave, ki sem jo izvedla s pomočjo odgovorov učencev od 2. do 5. razreda na anketni vprašalnik na dveh osnovnih šolah v Osrednji Sloveniji. Predstavila bom ugotovitve, kako telesno dejavni so bili učenci med šolanjem na daljavo v primerjavi s časom odprtja šol; ali so učenci določenim šolskim predmetom v času šolanja na daljavo dajali prednost in katerim; na kakšen način so se učenci najpogosteje udeleževali pouka športa med šolanjem na daljavo in kaj so pri pouku športa na daljavo najbolj pogrešali. S prispevkom želim opozoriti učitelje, starše in otroke na kritično stanje gibalnega in telesnega razvoja otrok, ki je posledica omejitve gibanja med epidemijo Covid-19 in jih ozavestiti, da je potrebno čim hitrejša ukrepanja.

**KLJUČNE BESEDE:** telesna dejavnost, razredna stopnja, šport, učne metode in oblike, šolanje na daljavo.

## **SPORTS LESSONS AND DECLINE IN PHYSICAL ACTIVITY OF STUDENTS IN PRIMARY EDUCATION DURING DISTANCE LEARNING**

### **ABSTRACT**

In my expertise, I will discuss the implementation of physical education and the decrease in physical activity of elementary school students during distance learning. I will define the importance of regular physical activity for child development, I will compare physical education in school with physical education in distance learning, and I will highlight current research on the decline of physical activity in distance education. I will support the theory with the findings of a quantitative study that I conducted using the responses to the questionnaire of 2nd-5th grade students at two elementary schools in Central Slovenia. I will present the results on how physically active the students were during distance learning compared to when the schools are open; whether the students gave preference to certain school subjects during distance learning and which ones; in which ways the students participated most in physical education during distance learning and what they missed most in distance sports lessons. My purpose in writing this expertise is to draw the attention of teachers, parents and children to the critical state of motor and physical development of children due to the restriction of movement during the Covid-19 epidemic and to alert them to the need for immediate action.

**KEYWORDS:** physical activity, elementary school, physical education, teaching methods and forms, distance learning.

## **POHODNIŠKO-BRALNA AKCIJA SKUPAJ NA IZLET**

### **POVZETEK**

V šolskem letu 2020/21 je bilo v času šolanja na daljavo v veliki meri onemogočeno nadaljevanje procesa športne vzgoje in gibalnih spodbud, ki so jih otroci deležni v šolskih prostorih. V tem času je bila gibalno aktivna, sodeč po oddajanju povratnih informaciji pri predmetu šport v spletne učilnice, približno polovica otrok. Pohodništvo je dostopna aktivnost za zelo širok krog ljudi, prispeva k pozitivnemu doživljanju športa in krepi zadovoljstvo ob gibanju in premagovanju naporov. Zato sem s pohodniško akcijo Skupaj na izlet želel povečati število športno aktivnih otrok in njihovih staršev. S pomočjo knjige Kamniške pravljicne poti sem vse učence na šoli in njihove starše preko šolske spletne strani od februarja do aprila povabil na deset izletov v Kamniku in okolici. Pri vsakem povabilu so udeleženci poleg opisa izleta lahko prebrali pripovedko iz kraja izleta in se seznanili z zgodovinskimi, naravnimi, kulturnimi in drugimi posebnostmi cilja izleta. Izvedba akcije je pokazala, da je z ustrežno zasnovo, primernim pristopom in pravo vsebino učence in njihove družine mogoče motivirati in privabiti k izvajanju redne tedenske telesne aktivnosti, kar je bilo sicer v času šole na daljavo zelo oteženo. Pohodništvo so sprejeli kot prijetno gibalno aktivnost, s katero so krepili zdravje. Z akcijo sem uresničil tudi več splošnih ciljev športne vzgoje v osnovnošolskem programu. Akcija je otroke in njihove starše vpeljala v zdrav življenjski slog, aktivno in kvalitetno preživljanje prostega časa, razvili so pozitivno navado.

**KLJUČNE BESEDE: pohodništvo, gibalna spodbuda, družinski izleti, zdravje.**

## **HIKING-READING INITIATIVE TOGETHER ON A HIKE**

### **ABSTRACT**

In the 2020/21 school year, the distance learning period has largely prevented the continuation of the sports education and physical stimulation that children receive on school premises. About half of the children were physically active during this time, according to the feedback they gave in the online classrooms. Hiking is an accessible activity for a very wide range of people, contributes to a positive experience of sport and enhances the satisfaction of moving and overcoming exertion. That is why I wanted to increase the number of active children and their parents with the Together on a Hike campaign. With the help of the book Kamniške pravljicne poti, I invited all the pupils at the school and their parents via the school website to ten excursions in Kamnik and the surrounding area from February to April. In addition to a description of the excursion, each invitation offered participants the opportunity to read a story from the place of the excursion and to learn about the historical, natural, cultural and other features of the destination. The campaign has shown that with the right plan, the right approach and the right content, it is possible to motivate and entice pupils and their families to engage in regular weekly physical activity, which was otherwise very difficult during the distance learning period. Hiking was accepted as an enjoyable physical activity to improve health. The campaign has also helped me to achieve several of the overall objectives of sport education in the primary school curriculum. The campaign has introduced children and their parents to a healthy lifestyle, active and quality leisure time, and they have developed a positive habit.

**KEYWORDS: hiking, physical stimulation, family trips, health.**

## MATEMATIKA JE Z GIBANJEM LAŽJA

### POVZETEK

Učenci so pri pouku velikokrat neaktivni. Pomembno je, da jih spodbudimo k aktivnemu spremljanju pouka. Dodatno jih lahko motiviramo z vključevanjem gibanja v pouk. V prispevku je predstavljeno, kako lahko gibanje vključimo v pouk matematike v učilnici, več možnosti pa imamo pri učenju na prostem. Aktivnosti so bile izpeljane v 6.razredu pri poglavju naravna števila ter v 8. razredu poglavje številske množice. V 6. in 7. razredu je bil na temo merjenje izpeljan dan dejavnosti. Gibanje je bilo vključeno v uvodni motivaciji, samostojnemu delu, spoznavanju nove snovi, utrjevanju in medpredmetnem povezovanju. Učenci so občutili izziv in uspeh.. Uporabljene so bile metode razlage, razgovora, prikaza in praktičnega dela. Učne vsebine, ki so bile podprte z gibanjem so učenci bolje razumeli in jih znali uporabiti pri reševanju matematičnih problemov.

**KLJUČNE BESEDE:** matematika, gibanje, motivacija.

## MATHEMATICS IS EASIER WITH MOVEMENT

### ABSTRACT

Students are often inactive in class. We need to encourage them to take active lessons. We motivate them by including movement. In my contribution I present bodily movement as a resource for the learning mathematics. Movement can be included in math lessons in the classroom. We have more options when we learn outside. The activities were in 6<sup>th</sup> class, chapter natural numbers, and in the 8<sup>th</sup> class, chapter rational numbers. We had a science day in 6<sup>th</sup> and 7<sup>th</sup> class. Movement was included in the introduction of the lesson, motivation, individual work, learning new topics, revision and croccurricular learning. The students felt challenged and they are successful. We used the method of interview, explanation, presentation and practical work. The learning contents which was supported by movement was better understood and the students were able to use in solving mathematical problems.

**KEYWORDS:** mathematics, movement, motivation.

## **PRAVLJIČNA JOGA ZA OTROKE S POSEBNIMI POTREBAMI**

### **POVZETEK**

Gibanje je zelo pomembno za pravilen razvoj otroka. Poučujem v prvem razredu šole s prilagojenim programom z enakovrednim izobrazbenim standardom. V skupino je vključenih sedem fantov z govorno-jezikovnimi motnjami. Vsak izmed njih ima poleg govorno-jezikovnih motenj pridruženih še več primanjkljajev, in sicer so nekateri opredeljeni še kot otroci z lažjo gibalno oviranostjo, dolgotrajno bolni otroci, večina pa ima izrazite primanjkljaje na področju pozornosti in koncentracije, grobe in fine motorike, težave pa se pojavljajo tudi na vedenjskem in čustvenem področju. Odločila sem se, da za premagovanje primanjkljajev poskusim z interesno dejavnostjo Pravljična joga, ki jo izvajamo enkrat tedensko. Joga dokazano pozitivno učinkuje na motorične in koordinacijske spretnosti, nadzor nad čustvi in njihovo umirjanje, samozavest, telesno moč in gibljivost, telesno držo, zavedanje in obvladovanje telesa, zbranost, ustvarjalnost. Prikazati želim pristope in ugotovitve, ki so se pri izvajanju pravljíčne joge z otroki s posebnimi potrebami izkazali kot učinkoviti in pozitivni. Pri pravljíčni jogi pogosto vključujem pravljíce, ki so jih otroci že spoznali. K sodelovanju jih dodatno spodbudim z uporabo različnih pripomočkov, zabavnimi opisi likov, gibalnimi igrami. Že po nekaj urah vadbe sem opazila, da so se učenci navadili na strukturo in upoštevanje pravil. Učenci vadijo v svojem tempu in se trudijo glede na svoje zmožnosti. Z dihalnimi vajami so bolj umirjeni. Glede na to, da so se učinki pravljíčne joge izkazali kot pozitivni, sem mnenja, da bi bilo potrebno jogo izvajati pogosteje oziroma posamezne elemente joge vključiti tudi pri pouku.

**KLJUČNE BESEDE:** pravljíce, joga, otroci s posebnimi potrebami, zabava, asane.

## **FAIRYTALE YOGA FOR CHILDREN WITH SPECIAL NEEDS**

### **ABSTRACT**

Movement is very important for the proper development of a child. I teach in a first grade in a school with an adapted basic school programme of equal educational standard. The group includes seven boys with speech and language disorders. In addition to speech and language disorders, each of them has several associated deficits. Some of them are defined as children with mild mobility impairments or children with long-term illness, and most of them have severe deficits in attention and concentration, gross and fine motor skills as well as disorders in the behavioral and emotional area. I decided to try to overcome their deficits with an extracurricular activity Fairytale Yoga, which is performed once a week. Yoga has been proven to have a positive effect on motor and coordination skills, control of emotions and their calming (better sleep, fewer emotional outbursts), self-confidence, physical strength and mobility, posture, body awareness and control, concentration, creativity. I want to show the approaches and findings that have proven to be effective and positive in practicing fairytale yoga with children with special needs. In fairytale yoga, I often use fairy tales that children already know. I additionally encourage them to participate by using various aids, fun character descriptions, movement games. After just a few hours of practice, I noticed that the pupils got used to some structure, following the rules. Pupils practice at their own pace and work to the best of their ability. They are more relaxed with breathing exercises. Given that the effects of fairytale yoga have proven to be positive, I think that yoga should be practiced more often or that individual elements of yoga should be used in the classroom.

**KEYWORDS:** fairy tales, yoga, children with special needs, fun, asanas.

## **ZDRAVA PREHRANA UČITELJEV DVOJEZIČNE SREDNJE ŠOLE LENDAVA**

### **POVZETEK**

Vsakodnevni negativni dražljaji (stres, občutek socialne odtujenosti itd.) na različne načine vplivajo na življenje ljudi. Zanimalo nas je, ali se to odraža tudi v njihovih prehrabnih navadah, saj večina nas ve, kako bi se morali zdravo prehranjevati, kljub temu pa tega ne upoštevamo. V anonimni anketi, ki smo jo objavili na spletni strani lka.arnes.si, smo želeli preveriti, kakšne prehrabne navade imajo učitelji in če sledijo zdravemu načinu življenja. V anketi je sodelovalo 46 učiteljev Dvojezične srednje šole Lendava.

Cilji raziskave so bili ugotoviti:

- ali anketiranci vedo, da s prehrano lahko vplivamo na svoje zdravje,
- koliko anketirancev doma pred službo zajtrkuje,
- če jedo malico in za kakšno hrano se odločajo,
- s katero vrsto napitka se odžejajo.

Analiza ankete je pokazala, da se učitelji zavedajo pomembnosti zdrave prehrane, ki vpliva na kakovost življenja, kljub temu zavedanju pa nekateri anketiranci posežejo po nezdravi prehrani.

Prispevek pomaga razumeti prehrabne navade in razmišljanje učiteljev o zdravi prehrani.

**KLJUČNE BESEDE: uravnotežena prehrana, zajtrk, malica, učitelji.**

## **THE HEALTHY DIET OF TEACHERS AT DVOJEZIČNA SREDNJA ŠOLA LENDAVA**

### **ABSTRACT**

Everyday negative stimuli (stress, the feeling of social alienation etc.) is affecting people's lives in different ways. We were interested if this is reflected in their eating habits since most of us are familiar with how to live a healthy lifestyle, but we do not follow these guidelines. By conducting an anonymous survey on the internet site lka.arnes.si we intended to check what eating habits the teachers have and if they follow guidelines for a healthy lifestyle. 46 teachers from Dvojezična srednja šola Lendava took part in the survey.

The goal of the study was to determine:

- if the interviewees know that we can affect our health with certain diets,
- how many interviewees have breakfast at home before they go to work,
- if they have lunch and what type of food they choose,
- what types of drinks they are consuming.

The analysis of the survey showed that the teachers are aware of the importance of a healthy lifestyle which affects the quality of life. Nevertheless, some interviewees still resort to an unhealthy diet.

This paper helps to understand the teachers' eating habits and thinking about a healthy diet.

**KEYWORDS: a balanced diet, breakfast, lunch, teachers.**

## VPLIV KONCENTRACIJE CO<sub>2</sub> NA KAKOVOST ZRAKA V UČILNICI

### POVZETEK

Namen strokovnega članka je dodatno ozavestiti učitelje o pomembnosti prezračevanja učilnic med poukom, saj koncentracija ogljikovega dioksida (CO<sub>2</sub>) zelo vpliva na kakovost zraka v učilnici. Ena izmed glavnih tematik mednarodne konference je ravno zdravje. Da bi kakovosten zrak brez povišanih koncentracij CO<sub>2</sub> blagodejno vplival na zdravje dijakov brez neželenih vplivov, kot so zaspanost, glavobol, težave z zbranostjo, so se izvedle meritve koncentracij CO<sub>2</sub> v učilnici med potekom pouka. Namen meritev je bil ugotoviti, kako se med potekom pouka v učilnici spreminjajo koncentracije CO<sub>2</sub> v primeru, da učitelj učilnico prezračuje, ali v primeru, da je ne. S prvo meritvijo koncentracije CO<sub>2</sub> brez prezračevanja se je ugotovilo, da je bila koncentracija CO<sub>2</sub> presežena čez dovoljeno mero. Z drugo meritvijo se je ugotovilo, da je bila koncentracija CO<sub>2</sub> v učilnici bistveno manjša v primerjavi s prvo meritvijo – zaradi prezračevanja, kar pomeni, da je bil v učilnici kakovostnejši zrak. Na podlagi meritev se je ugotovilo, da je prezračevanje učilnice nujno potrebno, če želimo dosegati dovolj kakovosten zrak v učilnici med poukom. Glavni doprinos je pri ocenjevanju kakovosti zraka dodala merilna naprava za merjenje koncentracije CO<sub>2</sub>, ki je učitelju podala objektivnejše informacije o kakovosti zraka v učilnici. S tem bi se vsem učiteljem priporočilo, da bi namesto subjektivnega ocenjevanja kakovosti zraka raje kakovost zraka ocenjevali s pomočjo merilnih naprav za merjenje koncentracij CO<sub>2</sub>.

**KLJUČNE BESEDE:** ogljikov dioksid (CO<sub>2</sub>), kakovost zraka, prezračevanje učilnic.

## THE EFFECT OF CO<sub>2</sub> CONCENTRATION ON AIR QUALITY IN THE CLASSROOM

### ABSTRACT

The aim of this paper is to raise more awareness among teachers about the importance of classroom ventilation during class because carbon dioxide (CO<sub>2</sub>) concentration greatly affects air quality in the classroom. One of the main topics of the international conference is health. In order to maintain high air quality in the classroom without elevated CO<sub>2</sub> concentrations, which can cause sleepiness, headaches and concentration problems in students, we have measured the CO<sub>2</sub> concentration in the classroom during class to ensure that the air will have beneficial effects for the students. The measurements aimed to discover how the CO<sub>2</sub> concentration changes in the classroom during class if the teacher ventilates the room or not. In the first CO<sub>2</sub> concentration measurement where the classroom was not ventilated, the CO<sub>2</sub> concentration was above the permitted level. The second measurement showed that the CO<sub>2</sub> concentration in the classroom was significantly lower in comparison with the first measurement – it was because of ventilation, which also means that the air in the classroom was of a higher quality. The measurements have shown that ventilating classrooms is crucial for high air quality in the classroom during class. In assessing the air quality, we used the CO<sub>2</sub> concentration measurement device, which provided the teacher with more objective information about the air quality in the classroom. Instead of subjective air quality assessments, all teachers should rather assess the air quality with the help of CO<sub>2</sub> concentration measurement devices.

**KEYWORDS:** carbon dioxide (CO<sub>2</sub>), air quality, classroom ventilation.

## JOGA KOT UČINKOVITA UČNA METODA PRI DELU V RAZREDU

### POVZETEK

Članek obravnava področje joge kot možne učne metode dela v razredu, konkretnije prikaže možnosti vključevanja pravljичne joge v nižje razrede osnovne šole. Nanizati želi elemente, ki so se po večkratnem izvajanju joge v razredu izkazali kot pomembni. Ti so: priprava prostora, izbira ustrezne slikanice, načrtovanje časa dejavnosti, uporaba pripomočkov in glasbe, oblikovanje poustvarjalnih dejavnosti ter pomen čudežnega predmeta. V prispevku avtorica navajam ugotovljene pozitivne učinke izvajanja tovrstne metode dela v razredu, ki obsegajo tako izboljšano počutje vadečega se na psiho-fizični ravni kot tudi učinkovitejše doživljanje literarnega besedila. Primer dobre prakse se nanaša na izvedbo konkretne ure v prvem razredu osnovne šole. Kot izhodišče za oblikovanje te ure je uporabljena slikanica *Tigrova preproga* avtorja in ilustratorja Geralda Rosa. Prikazana je struktura takšne šolske ure, ki smo jo oblikovali v tem primeru, in nanizane ključne asane, uporabljene v njej.

**KLJUČNE BESEDE:** pravljična joga, čuječnost, meditacija, vizualizacija, asane, *Tigrova preproga*.

## YOGA AS AN EFFECTIVE TEACHING METHOD IN CLASSROOM WORK

### ABSTRACT

The article discusses the field of yoga as a possible teaching method of working in the classroom, more specifically, it shows the possibilities of including fairytale yoga in the lower grades of the primary school. The article lists elements that have proven to be important after performing yoga several times in the class. These are: preparation of the space, selection of the appropriate picture book, time planning of the activity, use of aids and music, design of the post-recreational activities and the meaning of the miraculous object. The author presents the positive effects of performing fairytale yoga in the classroom, which include both the improved well-being of the practitioner on a psycho-physical level as well as a more effective experience of the literary text. An example of best practice relates to the implementation of a specific class in the first grade of primary school. The picture book *The Tiger-skin rug* by author and illustrator Gerald Ross was used as a basis for the design of the lesson, the structure of the lesson the author designed and the main asanas used in it are also presented.

**KEYWORDS:** fairytale yoga, mindfulness, meditation, visualization, asanas, *The Tiger-skin rug*.

## ZDRAV DUH V ZDRAVEM TELESU – NARAVOSLOVNI DAN V 5. RAZREDU

### POVZETEK

Zdravje je naša najvišja in osnovna potreba v življenju. Tudi učitelji imamo pomembno vlogo pri oblikovanju zdravih navad otrok. Na Podružnični šoli Kristan Vrh spodbujamo in razvijamo zdrav način življenja z različnimi dejavnostmi. V pouk vključujemo gibalne aktivnosti, izvajamo rekreativne in krajše gibalne odmore, gibalne interesne dejavnosti, hkrati pa v okviru projekta Zdrava šola skrbimo za zdravo prehranjevanje učencev. Ker je v današnjem času opažen porast nepravilnega prehranjevanja in upadanje gibalne aktivnosti otrok, je pri pouku tema o zdravju zelo pomembna. V učnem načrtu se kot del obveznega programa v 5. razredu učenci z njo srečajo pri pouku naravoslovja in gospodinjstva. V letni delovni načrt za 5. razred pa smo na naši šoli vnesli tudi dan, ki je še posebej namenjen zdravju – naravoslovni dan, na katerem z učenci damo poseben poudarek pripravi zdravega zajtrka. Učenci izmenjajo svoja mnenja in izkušnje o pomenu zajtrka in o pravilnem prehranjevanju. Preučujejo sestavine dobro sestavljenega zajtrka in pomembnost domače ter lokalno pridelane hrane. Znanja in spoznanja o zdravi prehrani učenci dopolnijo s predavanjem medicinske sestre. V naravoslovni dan pa vključimo tudi gibalne aktivnosti na prostem. Z vsemi dejavnostmi poskušamo spodbujati pozitiven odnos učencev do zdravja.

**KLJUČNE BESEDE:** zdravje, zajtrk, prehrana, gibanje.

## A HEALTHY MIND IN A HEALTHY BODY – NATURAL SCIENCE DAY IN THE 5<sup>TH</sup> GRADE

### ABSTRACT

Health is the highest and main need in our lives. Teachers in school also have an important role in formation of children's healthy habits. At branch school Kristan Vrh we encourage and develop a healthy lifestyle with different activities. We integrate physical activities in our lessons, we perform longer recreational breaks and shorter active breaks, sports extracurricular activities, and as a part of the project Healthy school we also take care of children's healthy nourishment. Since nowadays there is noticed the increase of unhealthy nourishment and the decrease of physical activity of children, the topic at classes about health is very important. The topic is a part of the mandatory programme of curriculum for science and home economics in the 5<sup>th</sup> grade. In our school we have integrated the day devoted to health in our annual working plan for the 5<sup>th</sup> grade - the natural science day, in which we give special emphasis to preparation of healthy breakfast. Students exchange their opinion and experience about the meaning of breakfast and the correct nourishment. They analyse ingredients of the well-prepared breakfast and the importance of local food. Their knowledge is complemented by the lecture of a nurse. We also integrate outdoor physical activities in our natural science day. With all these activities we try to encourage a positive attitude of students to health.

**KEYWORDS:** health, breakfast, food, physical activity.



## **SPODBUJANJE IN IZVEDBA KRVODAJALSTVA MED SREDNJEŠOLCI**

### **POVZETEK**

Kot profesorica na gimnaziji čutim dolžnost, da dijake ne le poučujem svoj predmet, temveč jim privzgojim tudi skrb za sočloveka. Tako v sodelovanju z Rdečim križem od leta 2008 vodim organizacijo krvodajalstva za naše dijake in pomagam pri pridobivanju novih krvodajalcev za prihodnost. Prav letos smo prejeli posebno pohvalo Rdečega križa Slovenije za požrtvovalno delo v času epidemije. Povprečno število prijavljenih kandidatov v obdobju 2013–2021 je 64 dijakov na leto. V obdobju trinajstih let (14 akcij) to v povprečju znaša skupaj blizu 900 mladih, od katerih lahko za mnoge pričakujemo, da bodo krvodajalci tudi v prihodnosti. Na naši šoli je letno okoli 200 polnoletnih dijakov, od katerih se jih petina do četrtnina odloči za sodelovanje. Veliko mladih se brez konkretne spodbude in motivacije za ta korak sploh ne bi odločilo. Iz dolgoletnih izkušenj sem ugotovila, da je najboljša motivacija v natanko dveh točkah: Prvič, ozaveščanje smisla (reševanje življenj, plemenito dejanje) in drugič, pouka prost dan. V svojem prispevku bom poleg kratkega orisa zgodovine in pomena krvodajalstva natančneje predstavila svoje izkušnje in način dela – predvsem z namenom, da svoje kolegice in kolege na drugih šolah spodbudim in jim s konkretnimi praktičnimi napotki pomagam, kako krvodajalske akcije za dijake uspešno izpeljati. To ocenjujem kot pomemben doprinos tako k zdravstveni kakor tudi vzgojno-izobraževalni stroki (vzgoja za humanost).

**KLJUČNE BESEDE: krvodajalstvo, srednješolci, humanost, motivacija.**

## **ENCOURAGING SECONDARY SCHOOL STUDENTS FOR BLOOD DONATIONS**

### **ABSTRACT**

As an upper secondary school teacher I feel the obligation to not only teach my students, but to also raise awareness for humanity and empathy. Since 2008 I have been organizing blood donation events for our students, who represent an important blood donation base for the future years and decades. It is a great honour for our school and me personally that we received a special recognition award for successful humanitarian work during the Covid-19 pandemic. In the time period between 2013 and 2021 the approximate number of potential participants is 64 students per year. Only students of age (18 years) can be blood donors, therefore only 4th year students can participate. That is approximately 200 4th-graders, of which approximately 20 to 25 percent join every year. Students need to be motivated appropriately to decide for blood donations. From years of experience I found out that there are two main ways to motivate them: Emphasizing the purpose and meaning, and secondly, a school free day. Besides a brief presentation of the history of blood donations, my intention is to share my personal experience of years with colleague secondary school teachers to show them the best ways of how to motivate young adults to becoming blood donors. I consider this an important contribution to both the medical as well as educational profession.

**KEYWORDS: blood donations, secondary school students, humanity, motivation.**

## VPLIV GIBANJA NA CELOSNI RAZVOJ MLADOSTNIKA S POSEBNIMI POTREBAMI

### POVZETEK

Obseg gibanja in vsakodnevnega ukvarjanja s športom med mladimi vsako leto upada. To dejstvo je zaskrbljujoče, še posebej v času epidemije, saj je gibalna aktivnost pomemben dejavnik za vzdrževanje telesnega zdravja mladostnikov. Vsakodnevna športna aktivnost zmanjšuje stres, občutke tesnobe in potrnosti, spodbuja gradnjo samospoštovanja in pozitivne samopodobe ter pomaga pri vzpostavljanju med vrstniških odnosov. Pogosto imajo mladostniki s posebnimi potrebami, zaradi doživljanja neuspehov, nizko samopodobo, ki vpliva na njihovo učno uspešnost in splošno funkcioniranje v vsakdanjem življenju. Ena izmed najpomembnejših področji je telesna samopodoba, na katero lahko v veliki meri vplivamo z redno, primerno in dovolj intenzivno športno vadbo. Namen prispevka je predstaviti, kako gibanje vpliva na samopodobo in celostni razvoj mladostnika s posebnimi potrebami. Trditev je podkrepjena s primerom dobre prakse, ki opisuje mladostnika z disleksijo. S pomočjo vodene in nadzorovane športne aktivnosti je postal uspešen v šoli, našel si je prijatelje in začel konstruktivno reševati svoje težave. Družina fanta je tudi bila navdušena nad njegovim uspehom, ker so končno lahko hodili na počitnice in v hribe, kar je prej bilo neizvedljivo.

**KLJUČNE BESEDE:** športna/gibalna aktivnost, mladostnik, posebne potrebe, telesno zdravje, duševno zdravje, samopodoba.

## THE IMPACT OF THE MOVEMENT FOR THE OVERALL DEVELOPMENT OF AN ADOLESCENT WITH SPECIAL NEEDS

### ABSTRACT

The volume of movement and daily participation in sports among young people is declining every year. This fact is worrying, especially during an epidemic, as physical activity is an important factor in maintaining the physical health of adolescents. Daily sports activity reduces stress, feelings of anxiety and depression, promotes self-esteem and positive self-esteem, and helps establish peer relationships. Often, adolescents with special needs, due to experiencing failures, have low self-esteem, which affects their learning performance and overall functioning in everyday life. One of the most important areas is body self-esteem, which can be greatly influenced by regular, appropriate and sufficiently intense sports exercise. The purpose of this paper is to present how movement affects the self-esteem and holistic development of adolescents with special needs. The claim is supported by an example of good practice describing an adolescent with dyslexia. Through guided and supervised sports activities, he became successful in school, made friends, and began to constructively solve his problems. The boy's family was also thrilled with his success because they were finally able to go on vacation and to the hills, which was previously unfeasible.

**KEYWORDS:** sports/movement activity, adolescent, special needs, physical health, mental health, self-image.

## POUČEVANJE NEMŠČINE Z GIBANJEM

### POVZETEK

Izbirni predmet ter neobvezni izbirni predmet nemščina sta v urnik umeščena preduro ali zadnje ure, ko so učenci zaspani ali pa že utrujeni od sedenja pri ostalih urah pouka. Učenci se takrat težje zberejo in potrebujejo več časa za usvajanje učnih vsebin. Prav tako v svoji dolgoletni učni praksi opazujem, da se potreba po gibanju pri učencih veča, zmožnost koncentracije in pripravljenost na mirno, sedeče učenje pa manjšata. Zato od šolskega leta 2019/20 naprej izvajam akcijsko raziskavo z opazovanjem lastne učne prakse, katere namen je opazovati vplive gibanja na učenje tujega jezika. Cilj raziskave je bil izvesti različne gibalne aktivnosti in opazovati, kako se učenci odzivajo na tak način pouka in kako se to odraža na motivaciji in učnih rezultatih. Sodelovali so učenci od 4. do 9. razreda osnovne šole. V času raziskave je bilo izvedenih veliko gibalnih dejavnosti, ki spodbujajo prosto govorjenje, pisanje, za utrjevanje slovničnih struktur ter utrjevanje besedišča. Veliko gibalnih aktivnosti in besedil, ki jih predstavljam, sem si izmislila sama. V toku raziskave je nastala zbirka gibalnih aktivnosti, ki daje razveseljive rezultate. Zaradi gibanja so učenci bolj sproščeni, nasmejani, radi sodelujejo, v razredu se ustvari boljša učna klima, skupina, ki jo obiskujejo učenci iz različnih razredov, se poveže, pri tem pa ne smemo pozabiti na najpomembnejše, učenci se učne vsebine, ki jih vadimo z gibanjem, veliko hitreje naučijo. Ure so zabavnejše in jih učenci raje obiskujejo. Če v učenje vključimo še gibanje, dobimo boljše rezultate, nasmejane, sproščene učence, ki učenja ne občutijo kot prisilo temveč kot igro.

**KLJUČNE BESEDE:** poučevanje nemščine, gibalne dejavnosti, igre, dril, besedišče, slovnica.

## TEACHING GERMAN INVOLVING MOVEMENT ACTIVITIES

### ABSTRACT

The optional subject German is placed in the schedule early in the morning, before the first lesson or during the last hours when the students are sleepy or already tired from sitting during the other lessons. Students find it harder to concentrate then and need more time to learn the learning content. Also in my several years of learning practice, I have noticed that the need for movement in students is constantly increasing. On the other hand the ability to concentrate, willingness to calm and sedentary learning are decreasing. Therefore, since the 2019/20 schol year onwards, I have been conducting an action research by observing my own learning practice, the purpose of which is to observe various movement activities, to observe how students respond to such a way of teaching and how this is reflected in motivation and learning outcomes. Pupils from 4<sup>th</sup> to 9<sup>th</sup> grade of primary school have participated in the research. During the research, many movement activities that promote free speech, writing, learning grammatical structures and vocabulary were performed. Many of the movement activities and texts I present have been invented by myself. In the course of the research, a collection of physical activities was created, which gives good results. Due to the movement, students are more relaxed, smiling and willing to participate. There is also a better learning climate created in the classroom and the group of students from different classes connects better. We should not forget the most important issue: students learn the content we practise with movement much faster. Classes are more fun and students enjoy them more. If we include movement in learning, we get better results. And last but not least, we get smiling and relaxed students who do not feel learning as a compulsion but as a game.

**KEYWORDS:** teaching German, movement activities, games, drill, vocabulary, grammar.

## **STATISTIČNA OBDELAVA ŠPORTNOVZGOJNEGA KARTONA PRI POUKU MATEMATIKE**

### **POVZETEK**

S prispevkom želimo pokazati, kako lahko učence v okviru pouka matematike spodbudimo k fizični aktivnosti in hkrati poudarimo pomen gibanja za zdravo življenje. Ideja zanj je nastala po čedalje glasnejšem opozarjanju strokovnjakov na negativne posledice epidemije COVID-19 in z njo povezanih omejitev. Statistična obdelava meritev športnovzgojnega kartona, opravljenih maja oziroma junija 2020, je zajela 20.000 osnovnošolskih otrok, rezultate meritev pa so primerjali s tistimi, ki so bili pridobljeni pred epidemijo. Ugotovili so, da je prišlo do največjega upada gibalne učinkovitosti slovenskih otrok v zgodovini, še posebej pri gibalno nadpovprečnih otrocih. Ker nas je ta podatek presenetil, smo se odločili, da izpeljemo analizo športnovzgojnega kartona v tretjem letniku športnega oddelka in vidimo, ali bomo prišli do enakih zaključkov. V prvi učni uri smo ponovili osnove statistike, skupaj naredili analizo rezultatov telesne višine izmerjene maja oziroma junija 2020 in septembra 2020, ter primerjavo le-teh. Drugo učno uro so dijaki v parih samostojno analizirali in primerjali rezultate še za preostale discipline športnovzgojnega kartona. V članku izpostavimo težave, ki so jih dijaki imeli pri sodelovalnem delu in povzamemo njihove ugotovitve. V zaključku pa argumentiramo nujnost takšnega pristopa poučevanja tako v osnovni kot srednji šoli, če želimo zmanjšati negativen vpliv epidemije in zagotoviti mladim celostni razvoj.

**KLJUČNE BESEDE:** gibanje, športnovzgojni karton, sodelovalno učenje, statistika.

## **STATISTICAL PROCESSING OF SPORTS EDUCATIONAL CHART IN MATHEMATICS LESSONS**

### **ABSTRACT**

The article shows how we can encourage students to be physically active in the context of math lessons, while stressing the importance of exercise for a healthy life. The idea for the article came about after increased warnings from experts about the negative consequences of the COVID-19 epidemic and the restrictions that followed. Statistical measurements of Sports Educational Chart, carried out in May and June 2020 respectively, covered 20,000 primary school children and compared the results of the measurements with those obtained before the epidemic. They found that there was a largest decrease in motor skills of Slovenian children in history, especially regarding children that were above average. As we were surprised by this information, we decided to carry out an analysis of the Sports Educational Chart in the third year of the sports department to see if we would come to the same conclusions. In the first lesson we reviewed the basics of statistics, together we did an analysis of height measurements in the period of May and June 2020 and September 2020, and a comparison of them. In the second lesson, students independently analyzed statistical data in pairs and compared the results for the remaining disciplines of the Sports Educational Chart. In the article, we highlight the difficulties students had in their collaborative work and summarize their findings. In conclusion we argue the necessity of such a teaching approach in both primary and secondary schools if we are to reduce the negative impact of the epidemic and ensure a healthy development of young people.

**KEYWORDS:** collaborative learning, physically activity, Sports Educational Chart, statistics.

## PRIREJA IN PREDELAVA MLEKA V MLEČNE IZDELKE SKOZI ČAS

### POVZETEK

V industrijski proizvodnji se je izgubil neposreden stik z mlekom, mlečne proizvode pa srečujemo le še v trgovinah. Želimo si kakovostnih in zdravih izdelkov, vendar nimamo vpogleda v proizvodne procese. V želji po osvetlitvi tradicionalnih in sodobnih načinov pridobivanja mleka in prireje mlečnih izdelkov, njihovih prednosti ter slabosti in spoznavanju dejavnikov, ki vplivajo na njihovo kakovost, smo se v sklopu razširjenega programa *Zdrava hrana in prehranjevanje* lotili večmesečnega projekta, zavezanega medpredmetnemu in medgeneracijskemu sodelovanju na medregijski ravni. Iskali smo smernice zdravega prehranjevanja v kontekstu mlečne industrije in razbremenili šolanje na daljavo z inovativnimi pristopi, ki spodbujajo radovednost ter samoiniciativnost učencev. Učenci so se skozi aktivno participacijo (intervjuji, zbiranje informacij, komparacija, ustvarjanje, priprava jedi) seznanili s tradicionalnimi in sodobnimi postopki molže in s pripravo mlečnih izdelkov ter jedi iz domačega mleka. Brskali so po družinskih spominih, obiskali tradicionalne in sodobne kmetije ter iskali podobnosti in razlike med mlečno potjo nekoč in danes. Zbirali so podatke, posnetke in fotografije, na podlagi katerih so izvedli primerjavo tradicionalnih kmetij s sodobnimi. Projekt je razbil monotonost vsakdana nove realnosti. V učencih je vzpodbudil vedoželjnost, raziskovalni in ustvarjalni duh ter jih motiviral za samostojno delo. Z dinamično razstavo se je znanje preneslo tudi na učence, ki pri projektu niso aktivno sodelovali (preizkus molže, razstava posode, nazoren prikaz postopkov predelave mleka, video reportaža idr.). Z raziskovanjem in ustvarjanjem so učenci utrjevali spomin na slovensko kulturno dediščino in se seznanili s trajnostnim razvojem kmetijstva ter s smernicami vrednotenja kakovosti mlečnih izdelkov.

**KLJUČNE BESEDE:** inovativnost, kmetijstvo, mleko, zdrava prehrana.

## DAIRY MILK PRODUCTION AND PROCESSING OVER TIME

### ABSTRACT

Direct contact with dairy milk has been lost in industrial production and dairy products can only be seen in grocery shops. We would like to have quality and healthy products but cannot have insight into the production process. Since we wanted to highlight traditional and modern methods of milk production and processing, their advantages and disadvantages, as well as to learn about factors that affect their quality, we decided to do a project as part of the extended programme called *'Healthy Diet and Nutrition'*. The project was interdisciplinary, intergenerational and interregional and it took several months to complete. We tried to establish the trends of healthy diet in the context of dairy industry. Our aim was also to make distance learning a bit easier with the activities that stimulated students' curiosity and initiative. With active participation (interviews, collecting information, comparison, creating, food preparation), the students learnt about traditional and modern milking methods, about preparation of milk products, as well as milk-based recipes. We had a look at family memories, visited traditional and modern farms and looked for similarities and differences between the past and modern milk production processes. We compared traditional and modern farms based on data, films and photos we collected. The project broke the monotony of everyday life in this new reality. It triggered curiosity, exploratory and creative spirit in the students. They were also very motivated. A dynamic exhibition enabled the students who did not actively take part in the project to learn about the topic (milking cows, exhibition of pots, a clear example of milk production methods, a video, etc.). The research and creativity helped the students to remember our cultural heritage, as well as to learn about sustainable agricultural development and guidelines for dairy products quality assessment.

**KEYWORDS:** innovation, milk, agriculture, healthy diet.

## GIBALNE DEJAVNOSTI OTROK V 1. STAROSTNEM OBDOBJU

### POVZETEK

Gibanje je otrokova primarna potreba in eno najpomembnejših področij v otrokovem razvoju. Z gibalnimi dejavnostmi vplivamo na otrokov celostni razvoj, ki je tesno prepleten z ostalimi razvojnimi področji (gibalni, socialni, psihološki ...). Otroci v vrtcu preživijo večino dneva, naloga vzgojiteljev pa je, da mu nudimo zadostno količino gibanja tako na prostem kot v zaprtem prostoru. Na žalost različne raziskave kažejo, da so otroci vsako leto manj spretni in imajo v povprečju visok indeks telesne mase. Na nivoju vrtca smo si ravno zato v prvi vrsti zadali prednostno nalogo *Gibamo se dan na dan*, saj želimo prispevati k zdravemu razvoju otrok. Prav zato smo dali večji poudarek na gibalnem razvoju otrok in si v sklopu prednostne naloge začrtali več različnih aktivnosti, s katerimi bomo to razvijali. V nekatere omenjene aktivnosti smo vključili tudi starše. Predstavili bomo projekt na nivoju vrtca, oblike gibalne dejavnosti v vrtcu, v katere so vključene gibalne minute, vadbene ure in sprehodi. Glavni cilj pri razvijanju gibalnih sposobnosti, ki smo si ga zadali, je starše in otroke spodbuditi k izvajanju gibalne dejavnosti ter se tako zavedati lastnega telesa in doživljati ugodje v gibanju. Z izvedenimi dejavnostmi smo ugotovili, da so pri gibalnem razvoju ključnega pomena dobro načrtovane aktivnosti v skladu z otrokovim razvojem, da moramo otroke vsakodnevno spodbujati h gibanju in da smo vsekakor prispevali svoj trud k spodbujanju gibanja in zdravega načina življenja otrok in staršev.

**KLJUČNE BESEDE:** predšolski otroci, gibanje, načrtovanje, starši.

## MOVEMENT ACTIVITIES FOR PRESCHOOLERS

### ABSTRACT

Physical activity is a child's primary need and one of the most important fields in child's development. By performing physical activities, we affect the overall development of a child which is closely connected with other development areas (movement/physical, social, psychological etc.) Children spend most of the day in the kindergarten and the task of kindergarten teachers is that we offer a sufficient amount of physical activities outdoors and indoors. Unfortunately, various researches show that children are less skillful and have, on average, a high body mass index. Therefore, we have made a high priority task at the kindergarten level. We are physically active daily since we want to contribute to a healthy development of children. That is why we have placed great emphasis on movement/physical development of children and set down many different activities as a part of our priority task to develop it. In some of the mentioned activities we have also included parents of children. We will present the project at the kindergarten level, forms of physical activities in the kindergarten which include physical activity minutes, exercise hours and walks. The main goal we have set when developing movement/physical abilities is to encourage parents and children to perform physical activities and thus to be aware of their own bodies and to feel comfort while being physically active. The performed activities have shown that well planned activities in accordance with the child development is of key importance regarding physical development, that we have to encourage children to physical activities every day and that we have surely contributed our effort to encourage physical activities and a healthy lifestyle of children and their parents.

**KEYWORDS:** preschool children, physical activities, planning, parents.

## VADBENI POLIGONI IN DRUGI GIBALNI IZZIVI V ŠOLI IN DOMA

### POVZETEK

Gibanje in telesna aktivnost sta izjemno pomembna za naše zdravje in za dobro počutje, še posebej to velja za otroke. V času digitalizacije gibalna aktivnost otrok vidno upada. Otroke je včasih težko navdušiti za gibanje, še zlasti tiste, ki so se zasedeli pred televizijskimi, računalniškimi ali drugimi zasloni. Pomanjkanje gibanja se pri mnogih izraža v obliki negativnih vedenjskih vzorcev, zdravstvenih težavah in zmanjšanju delovne storilnosti. Pomembno je, da učencem v šoli ponudimo takšne dejavnosti, ki bodo dolgoročno pripomogle k preprečevanju negativnih posledic današnjega načina življenja, saj zdrav življenjski slog pozitivno vpliva na njihovo telesno in duševno zdravje. V naši šoli smo se odločili, da učence motiviramo s pripravo lastnih vadbenih poligonov in drugih gibalnih izzivov doma in v naravi. V mislih smo imeli, da bodo gibalni izzivi vključevali različne oblike gibanja, kot so hoja, tek, skoki, lezenje, plezanje, nošenje, potiskanje, vlečenje, skratka vse, kar predstavlja našo gibalno abecedo. Ugotovili smo, da smo razmišljali v pravi smeri, saj se je gibalna aktivnost otrok znatno povečala. Gibalne aktivnosti so v večini postale del njihovega vsakdana, celo poslabšanje vremena jih ni odvrnilo od gibanja. Z izmenjavo idej se je bogatila zakladnica predlogov za aktivno preživljanje prostega časa.

**KLJUČNE BESEDE:** gibalni izzivi, vadbeni poligoni, zdravje.

## OBSTACLE COURSES AND OTHER MOBILITY CHALLENGES AT SCHOOL AND AT HOME

### ABSTRACT

Movement and physical activity are extremely important for our health and well-being, especially for children. In the time of digitization, the movement activity of children is visibly declining. Children are sometimes not motivated enough for the movement, especially those who have sat in front of television, computer, or other screens. The lack of movement is reflected in many negative behavioural patterns, health problems and in reduction of work productivity. It is important to offer students the kind of activities that will help prevent the negative consequences of today's lifestyle in the long term, because a healthy lifestyle has a positive impact on their physical and mental health. In our school, we decided to motivate students with preparing their own obstacle courses and other physical challenges at home and in nature. We were thinking that the movement challenges would involve various forms of movement, such as walking, running, jumping, crawling, climbing, carrying, pushing, pulling, in short, everything that represents our movement alphabet. We observed that we were thinking in the right direction, as children's physical activity increased significantly. Movement activities have mostly become part of their daily lives, and even the bad weather has not prevented them from moving. The exchange of ideas enriched the treasure trove of suggestions for active leisure time.

**KEYWORDS:** mobility challenges, obstacle courses, health.