



XV. MEDNARODNA KONFERENCA

PREHRANA, GIBANJE IN ZDRAVJE

ZBORNİK RECENZIRANIH POVZETKOV

RIS DVOREC RAKIČAN

Od 18. 11. do 22. 11. 2024, Rakičan

CIP - Kataložni zapis o publikaciji
Univerzitetna knjižnica Maribor

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

MEDNARODNA konferenca "Prehrana, gibanje, zdravje" (15 ; 2024 ; Rakičan)

Prehrana, gibanje in zdravje [Elektronski vir] : XV. mednarodna konferenca "Prehrana, gibanje, zdravje" : zbornik recenziranih povzetkov: prehrana, gibanje zdravje : [Rakičan, od 18. 11. 2024 do 22. 11. 2024] / [urednica Suzana Juretić]. - Rakičan : RIS Dvorec, 2024

Način dostopa (URL): https://www.ris-dr.si/go/577/3426/XV._mednarodna_konferenca_PREHRANA_GIBANJE_IN_ZDRAVJE_OD_18.11.2024_do_22.11.2024

ISBN 978-961-7130-20-1 (PDF)
COBISS.SI-ID 215183363

KOLOFON

XV. MEDNARODNA KONFERENCA »PREHRNA, GIBANJE IN ZDRAVJE«

ZBORNIK RECENZIRAHIN POVZETKOV: PREHRANA, GIBANJE IN ZDRAVE

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Založnik:

RIS Dvorec Rakičan

Računalniški prelom:

Robert Kološa s.p.

Leto: 2024

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

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

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ZNANSTVENI POVZETKI

Antolin Drešar Darja izr. prof. dr., Kovač Jernej doc. dr., RAZISKOVANJE IMPULZIVNEGA VEDENJA IN INHIBITORNEGA NADZORA V POVEZAVI Z DOBRIM POČUTJEM OTROK

POVZETEK

Razumevanje impulzivnega vedenja in inhibitornega nadzora je ključno za raziskovanje, kako otroci regulirajo svoja čustva in dejanja v socialnih in izobraževalnih okoljih. Namen raziskave je bil proučiti impulzivno vedenje in inhibitorni nadzor pri osnovnošolskih otrocih (n=116), pri čemer smo želeli analizirati tudi vpliv spola in starosti na tovrstno vedenje. Podatki so bili zbrani z vprašalnikom, ki so ga izpolnili starši, in je zajemal 13 vidikov impulzivnosti ter 12 vidikov inhibitornega nadzora. Analiza je pokazala, da večina otrok izkazuje zmerne ravni impulzivnosti in inhibitornega nadzora. Čeprav so bile opažene manjše razlike med spoloma pri vedenjih, kot sta »naglica pri aktivnostih« in »težave pri sledenju navodilom«, te razlike niso bile statistično značilne. Prav tako raziskava ni pokazala statično značilnih razlik v impulzivnem vedenju in inhibitornem nadzoru glede na starost otrok. Raziskava ponuja dragocen vpogled v vedenjske vzorce otrok in poudarja potrebo po nadaljnjem raziskovanju vplivov okolja za čimboljše prilagajanje vzgojno-izobraževalnih strategij.

KLJUČNE BESEDE: impulzivnost, inhibitorni nadzor, vedenje otrok, razvojni procesi, osnovnošolsko izobraževanje.

EXPLORING IMPULSIVE BEHAVIOR AND INHIBITORY CONTROL IN RELATION TO CHILDREN'S WELL-BEING

ABSTRACT

Understanding impulsive behavior and inhibitory control is pivotal to exploring how children navigate their emotions and actions within social and educational settings. This study examines these behaviors in a sample of 116 elementary school-aged children, analyzing the roles of gender and age in their manifestation. Data were collected through a parent-reported questionnaire covering 13 aspects of impulsivity and 12 of inhibitory control. The analysis showed that most children exhibited moderate levels of both impulsivity and inhibitory control, with overall patterns remaining stable across the sample. Although minor gender differences were noted in behaviors such as "Rushing into activities" and "Difficulty following instructions," these variations did not reach statistical significance. Likewise, age-related differences were minimal and not statistically significant. This research offers valuable insights into behavioral tendencies, underscoring the need for further investigation into environmental influences to support tailored educational strategies.

KEYWORDS: impulsivity, inhibitory control, children's behavior, developmental processes, elementary education.

Jurjec Ana Tina viš. pred., Antolin Drešar Darja Izr. prof. dr.,
POVEZOVANJE USTVARJALNEGA GIBA IN MATEMATIKE V
PREDŠOLSKI VZGOJI

POVZETEK

Celostni pristop k učenju je v predšolski vzgoji bistvenega pomena, saj spodbuja usklajen kognitivni, telesni in socio-čustveni razvoj otrok. Raziskava se osredotoča na vpliv dejavnosti, ki vključujejo ustvarjalno gibanje, na razvijanje algebrskega mišljenja pri predšolskih otrocih. S povezovanjem matematike in ustvarjalnega gibanja, predvsem gibalnih vzorcev, smo preučevali sposobnost otrok za nadaljevanje in ustvarjanje vzorcev.

Intervencija je obsegala različne aktivnosti, kot so opazovanje vzorcev v vsakdanjem življenju, prepoznavanje vzorcev v tradicionalnih ljudskih plesih, pri gibalnih dejavnostih ipd. Dejavnosti so bile zasnovane tako, da so omogočale veččutno učenje in postopno prehajanje od enostavnejših k zahtevnejšim vzorcem.

V raziskavi je sodelovala ena skupina predšolskih otrok, starih 5–6 let ($n = 19$). Podatki so bili zbrani z uporabo pred- in po-testov, pri katerih smo ocenjevali otrokovo uspešnost pri nadaljevanju vzorcev s kockami, nadaljevanju gibalnih vzorcev ter pri ustvarjanju lastnih gibalnih vzorcev. Rezultati so pokazali napredek otrok pri samostojnem ustvarjanju vzorcev gibanja ($r = 0,751$) in pri nadaljevanju gibalnih vzorcev ($r = 0,580$). Otroci so pokazali tudi večjo sposobnost uporabe bolj zapletenih shem vzorcev pri ustvarjanju lastnih gibalnih vzorcev.

Rezultati raziskave poudarjajo pomembnost vključevanja ustvarjalnih gibalnih aktivnosti v zgodnje učenje in poučevanje matematičnih vsebin kot učinkovite metode za podporo zgodnjemu matematičnemu razvoju predšolskih otrok.

KLJUČNE BESEDE: matematika, ustvarjalni gib, predšolski otroci, zgodnja algebra, veččutno učenje, celostni pristop.

INTEGRATING CREATIVE MOVEMENT AND MATHEMATICS IN
PRESCHOOL EDUCATION

ABSTRACT

A holistic approach to learning is essential in preschool education, as it supports the balanced cognitive, physical, and socio-emotional development of children. This study focuses on the impact of activities involving creative movement on the development of algebraic thinking in preschool children. By combining mathematics and creative movement, particularly movement patterns, the study explored children's ability to continue and create patterns.

The intervention included various activities such as observing patterns in everyday life, recognizing patterns in traditional folk dances, and engaging in movement-based tasks. These activities were designed to facilitate multi-sensory learning and to progressively transition from simpler to more complex patterns.

The study involved one group of preschool children aged 5–6 years ($n = 19$). Data were collected using pre- and post-tests to assess the children's performance in continuing cube patterns, continuing movement patterns, and creating their own movement patterns. The results showed significant progress in the children's ability to independently create movement patterns ($r = 0.751$) and continue movement patterns ($r = 0.580$). The children also demonstrated an improved ability to use more complex pattern structures when creating their own movement patterns.

The findings emphasize the importance of incorporating creative movement activities into early learning and teaching of mathematical concepts as an effective method to support the early mathematical development of preschool children.

KEYWORDS: mathematics, creative movement, preschool children, early algebra, multi-sensory learning, holistic approach.

Kralj Čižmešija Branka, prof. RP

**STRATEGIJE UČITELJEV ZA UPRAVLJANJE RAVNOTEŽJA MED
POKLICNIM IN ZASEBNIM ŽIVLJENJEM**

POVZETEK

Pri ravnotežju med poklicnim in zasebnim življenjem so ustrezno zastavljene strategije eden od najpomembnejših dejavnikov pri ohranjanju fizičnega, čustvenega in duševnega dobrega počutja.

Namen prispevka je s pregledom znanstvenih člankov proučiti strategije učiteljev za upravljanje ravnotežja med poklicnim in zasebnim življenjem, za raziskovalno vprašanje pa smo si zastavili, katere strategije naj bi izvajali učitelji za podporo ravnotežja med poklicnim in zasebnim življenjem.

Dobro povezovanje med poklicnim in zasebnim življenjem lahko pomaga pri obvladovanju stresa. Pri raziskovanju je bila uporabljena metoda sistematičnega pregleda literature, primerno gradivo smo našli v naslednjih bazah podatkov: Google Scholar, ResearchGate, SAGE Journals in Wiley Online Library. Na osnovi pregleda strokovnih člankov in literature ugotavljamo, da imajo učitelji širok spekter vlog, povezanih z njihovim delom, ki vplivajo na sposobnost doseganja in ohranjanja ravnotežja med poklicnim in zasebnim življenjem. Zavezanost k strategijam v poklicnem življenju lahko okrepi odpornost na stres in izboljša zadovoljstvo učiteljev ter njihovo sposobnost doseganja ravnotežja med poklicnim in zasebnim življenjem. Rezultati študij kažejo, da o se pozitivno izkazale naslednje strategije: spodbujanje osebnih odnosov, upravljanje s časom, domača podpora.

Glede na našo celovito sistematiko pregleda literature predlagamo, da bodoči raziskovalci sprejmejo večnivojske pristope in raziščejo spremenljivke, ki bi lahko prispevale k vplivu strategij za olajšanje ravnotežja med poklicnim in zasebnim življenjem učiteljev in izobraževalne ustanove.

KLJUČNE BESEDE: strategija, upravljanje, ravnotežje, učitelji, poklicno in osebno življenje.

TEACHERS STRATEGIES FOR MANAGING WORK-LIFE BALANCE

ABSTRACT

Appropriately designed strategies for balancing professional and personal life are one of the most important factors in maintaining positive physical, emotional, and mental well-being. The purpose of this scientific contribution is to review scientific articles examining teachers' strategies for managing work-life balance, with the research question focusing on what strategies teachers should implement to support this balance.

The interplay between professional and personal life can alleviate some burdens and help in managing stress. When we start making decisions about the best way to manage our time, strategy becomes crucial for prioritizing tasks. A systematic literature review method was used in the research, with relevant material found in the following databases: Google Scholar, ResearchGate, SAGE Journals, and Wiley Online Library. The inclusion criteria for articles in the literature review were based on words: strategies, management, balance, teachers, personal and professional life.

We find that teachers have a wide range of roles related to their work, which impact their ability to achieve and maintain balance between professional and personal life. Commitment to strategies in professional life can enhance resilience to stress and improve teacher satisfaction, as well as their ability to achieve work-life balance. The results of studies indicate that the following strategies have shown positive outcomes: fostering personal relationships, time management, and home support.

Given our comprehensive systematic review of the literature, we suggest that future researchers adopt multi-level approaches and explore intersecting variables that may contribute (directly or indirectly) to the influence of strategies for facilitating work-life balance among teachers and educational institutions.

KEYWORDS: strategy, management, balance, teachers, professional and personal life.

Pažek Karmen, Saša Guštin, Črtomir Rozman
EKONOMIČNOST IN FINANČNA UPRAVIČENOST PRIDELAVE IN
PREDELAVE LEŠNIKOV: PRIPRAVA POSLOVNEGA NAČRTA

POVZETEK

Evropska leska (*Corylus avellana* L.) je globalno razširjena vrsta lupinastega sadja, priznana zaradi svojih hranilnih vrednosti in koristi za zdravje. Lešniki so bogat vir beljakovin, zdravih maščob, vitaminov in mineralov, kar jih uvršča med izjemno koristna živila v prehrani. Poleg tega lokalna pridelava lešnikov prispeva k trajnostnemu razvoju, zmanjšuje ogljični odtis in podpira lokalno gospodarstvo in povečuje samooskrbo. V prispevku je predstavljen izdelan poslovni načrt za pridelavo in predelavo lešnikov. Poslovni načrt vključuje tudi SWOT analizo. Za oceno ekonomskih parametrov je bila uporabljena metoda kalkulacij skupnih stroškov, pri čemer smo analizirali vrednost proizvodnje, lastno ceno, finančni rezultat in koeficient ekonomičnosti. Na podlagi te, je sledila finančna analiza upravičenosti investicije v predelavo lešnikov, kjer so se ocenili pomembnejši finančni parametri. Ključna parametra sta bila neto sedanja vrednostjo (NSV) in dobo povratka investicije. Pomožni parameter pri oceni investicije v leskov nasad, je bila interna stopnja donosnosti (ISD), katere namen je podati dodatne informacije o investiciji in njeni upravičenosti. Rezultati so pokazali, da je pridelava in predelava lešnikov upravičena, saj se investicija povrne v 9. letu ob upoštevanju nekonstantnega letnega denarnega toka. Pri razvoju poslovne ideje je bil uporabljen poslovni model Canvas, ki je zajel vse pomembne segmente poslovnega modela. Analiza je potrdila, da sta pridelava in predelava lešnikov perspektivni in ekonomsko vzdržni dejavnosti, kar upravičuje odločitev za to poslovno idejo in predstavlja poslovno možnost in izziv za kmetijo, ki se odloča za postavitev leskovega nasada in predelavo lešnikov.

KLJUČNE BESEDE: ekonomika, simulacijsko modeliranje, podjetništvo na podeželju, lešniki.

ECONOMIC VIABILITY AND FINANCIAL FEASIBILITY OF THE
CULTIVATION AND PROCESSING OF HAZELNUTS: PREPARATION
OF A BUSINESS PLAN

ABSTRACT

The European hazelnut (*Corylus avellana* L.) is a globally distributed species of nut fruit known for its nutritional value and health benefits. Hazelnuts are a rich source of proteins, healthy fats, vitamins, and minerals, making them a precious food. In addition, local hazelnut cultivation contributes to sustainable development by reducing the carbon footprint, supporting the local economy, and increasing self-sufficiency at the state level. In this article, a business plan for the cultivation and processing of hazelnuts is presented. The business plan includes a SWOT analysis. For the evaluation of the economic parameters, the total cost calculation method was applied, and the production value, the cost structure, the financial results, and the economic efficiency coefficient were analyzed. A financial analysis was then carried out, focusing on the leading financial investment parameters. The most critical parameters evaluated were the net present value (NPV) and the payback period (PP). The internal rate of return (IRR) served as an auxiliary parameter to gain additional insight into the profitability of the investment. The results show that the cultivation and processing of hazelnuts is economically justified, with the investment expected to be profitable in the 9th quarter, considering fluctuating annual cash flows. The analysis confirms that the cultivation and processing of hazelnuts are promising and economically sustainable activities. This justifies the decision to pursue this business idea and represents a business opportunity and challenge for farms considering the establishment of hazelnut plantations and their processing.

KEYWORDS: economics, simulation modeling, rural entrepreneurship, hazelnuts.

UDEJSTVOVANJE V ŠPORTU KOT DEJAVNIK OBLIKOVANJA NARODNE IDENTITETE: PRIMER SLOVENSKE MANJŠINE V ITALIJI

POVZETEK

Športne in gibalne aktivnosti so povezane z izražanjem intenzivnih čustev, socialnimi stiki z drugimi in popularnostjo ter kot take predstavljajo idealno področje za uveljavljanje narodne kulture in vrednot. Kljub temu da je šport rezultat človeške odličnosti in bi kot tak moral težiti k enakosti in poštenosti med vsemi športniki, so raziskave pokazale močno prisotnost medkulturnih razlik skozi zgodovino, ki izhajajo iz različnih etničnih pripadnosti športnikov. Zdi se, da je šport eno najbolj prepoznavnih življenjskih prizorišč, kjer je mogoče prepoznati razlike in diskriminacijo med narodi, zlasti v manjših manjšinskih skupnostih. Namen naše raziskave je bil raziskati udejstvovanje v športu in gibalni aktivnosti pri slovenski manjšini, ki živi ob slovensko-italijanski meji na ozemlju Italije. Izvedli smo empirično kvalitativno raziskavo s petimi pripadniki slovenske manjšine v Trstu in okolici. V pol-strukturnih intervjujih so intervjuvanci opisali svoje gibalno in športno udejstvovanje z vidika pogostosti in vrste dejavnosti, organizacijske strukture, tekmovanj ter motivov za udejstvovanje. Zanimalo nas je tudi njihovo razmišljanje o etnični kulturi, narodni in politični identiteti, narodni zavesti in pripadnosti slovenski manjšini ter o tem, kako lahko prostočasna gibalna aktivnost in organiziran šport prispevata k izražanju in oblikovanju slovenske narodne identitete. Ugotovitve so pokazale, da je treba šport obravnavati kot bistveni element izražanja, ohranjanja in oblikovanja politične, kulturne in narodne identitete. Potrebne so nadaljnje študije na različnih dvojezičnih območjih, da bi natančneje razumeli vplive in vlogo organiziranih in neorganiziranih gibalnih/športnih dejavnosti ter športne vzgoje v šoli pri oblikovanju narodne identitete.

KLJUČNE BESEDE: šolske interesne dejavnosti, narodna identiteta, športna društva, Slovenska manjšina, Italija.

PARTICIPATION IN SPORTS AS A FACTOR IN SHAPING NATIONAL IDENTITY: THE CASE OF THE SLOVENIAN MINORITY IN ITALY

ABSTRACT

Sports and physical activities are related to the expression of intense emotions, social contacts, and popularity, and as such, they represent an ideal arena for implementing national culture and values. Despite sports being a performance of human excellence and should aim for equality and fair play among all athletes, studies showed that intercultural differences initiated from different ethnic backgrounds are strongly presented throughout history. Sports seem to be one of the most recognized life scenes, where national differences and discrimination can be identified, particularly in smaller minority groups. Our study aimed to investigate sports and physical activity participation among the Slovenian minority group living along the Slovenian-Italian border on the Italian side. We implemented an empirical quality study with five members of the Slovenian minority community in Trieste and its surroundings. In semi-structural interviews, they describe their physical and sports participation from the perspective of frequency, type of activities, organizational structure, competitions and motives for participation. Further, we were interested in their reflection on ethnic culture, national and political identity, a consciousness of being a member of the Slovenian minority, and how leisure time physical activities and organized sports could contribute to expressing and shaping Slovenian national identity. The study findings showed that sports should be considered as an essential factor in expressing, preserving and shaping political, cultural and national identity. Further studies are needed in different contact areas to understand more precisely the influences and role of organized and non-organized physical/sport activities and school-based physical education in shaping national identity.

KEYWORDS: extracurricular activities, national identity, sports associations, Slovenian minority, Italy.

STROKOVNI POVZETKI
Bencak Kerčmar Tadeja
ŠPORTNI DAN: SPODBUJANJE GIBANJA, ZDRAVJA IN
MEDGENERACIJSKEGA SODELOVANJA NA OŠ GORNJI
PETROVCI

POVZETEK

Na OŠ Gornji Petrovci smo lansko jesen pripravili posebno dopoldne. Športni dan v duhu zdravja, gibanja in medgeneracijskega sodelovanja. Na dogodek smo povabili starše, stare starše, sorojence, sorodnike in občane. Namen prireditve je bil spodbuditi učence, da se več gibajo, da spoznajo in se zavedajo, da zdrava prehrana, gibanje in druženje gredo z roko v roki in so pomembni za naše zdravje. Skozi zabavne in družabne igre na prostem, s poudarkom na prenosu znanja iz generacije v generacijo, smo spoznali, da je medgeneracijsko druženje in sodelovanje lahko prijetno ter nam tudi v današnjem času omogoča zabavno preživljanje prostega časa. Obiskovalci so lahko obiskali tudi stojnice, kjer so se predstavili lokalni pridelovalci hrane in drugih proizvodov. Skupaj s koordinatorico lokalne skupnosti smo jih povabili z namenom, da se predstavijo in da dobijo močnejši občutek pripadnosti in sodelovanja. S ponudbo zdravih prigrizkov in napitkov so se na stojnici predstavili tudi učenci šole v okviru Zdrave šole. Prireditev je obiskalo 259 obiskovalcev, kar dokazuje, da so bile zastavljene ciljne dejavnosti zanimive in odlično organizirane. Pozitivni komentarji s strani udeležencev, ki so pohvalili organizacijo in prijetno vzdušje, so še dodatno potrdili uspešnost dogodka. Z beleženjem udeležencev, z izvedbo kratkih anket, zbiranjem sporočil med dogodkom ter velikim številom sodelujočih organizacij in društev smo celovito spremljali učinke in uspešno merili zastavljene ključne cilje v smeri spodbujanja zdravja in povezovanja generacij. Dogodek ima potencial, da prispeva k širšemu znanju na večih področjih, predvsem pa k promociji zdravja, medgeneracijskega sodelovanja in vključevanja športa v različne skupnosti, podporo lokalnim organizacijam in podjetjem. Hkrati so to ključni elementi, ki bi jih lahko prenesli v druga okolja ali uporabili kot model za druge šole. Takšni dogodki so dokaz, da šport, gibanje in zdrava prehrana lahko pomembno prispevajo k boljši družbeni koheziji, zdravju in dobremu počutju posameznikov ter celotne skupnosti.

KLJUČNE BESEDE: športni dan, zdrava prehrana, gibanje, medgeneracijsko sodelovanje, lokalna skupnost.

SPORTS DAY: PROMOTING MOVEMENT, HEALTH AND
INTERGENERATIONAL COOPERATION AT PETROVCI PRIMARY
SCHOOL

ABSTRACT

Last autumn, we prepared a special morning at the Gornji Petrovci Primary School. A sports day in the spirit of health, movement and intergenerational socializing. The purpose of the event was to encourage young people to move more, to learn and realize that a healthy diet, movement and socializing go hand in hand and are important for our health. Through fun and social outdoor games with an emphasis on the transfer of knowledge from generation to generation, we realized that intergenerational socializing, cooperation can be pleasant and fun to spend free time. Visitors could also visit the stalls where local producers of food and other products were presented. Students of the school also presented themselves at the stand with the offer of healthy snacks and beverages as part of the project Healthy School (Zdrava šola). The event was visited by 259 visitors, which proves that the set target activities were interesting and excellently organized. On the part of the participants, who praised the organization and pleasant atmosphere, they further confirm the success of the event. Such events are proof that sport, movement and healthy eating can make an important contribution to better social cohesion, health and well-being of individuals and the whole community.

KEYWORDS: Sports day, healthy diet, exercise, intergenerational socializing, local community.

UČINKOVITE STRATEGIJE ZA OBVLADOVANJE TESTNE ANKSIOZNOSTI PRI DIJAKIH V SREDNJI ŠOLI

POVZETEK

Testna anksioznost je pogosta težava pri dijakih v srednji šoli, ki močno vpliva na njihovo sposobnost koncentracije, pomnjenja in učinkovitega učenja pred ocenjevanji znanja. Namen moje raziskave je predstaviti učinkovite strategije za obvladovanje te čustvene stiske, ki dijake ovira na vseh področjih življenja. V okviru dejavnosti sem dijakom pomagale prepoznati sprožilce strahu, razumeti njihove odzive ter preizkusiti uporabnost različnih strategij za zmanjševanje anksioznosti. Prispevek vključuje različne pristope, kot so tehnike sproščanja, treningi pozornosti, učenje organizacijskih veščin ter kognitivne tehnike. Z uporabo teh pristopov se je pri večini dijakov zmanjšala raven stresa in izboljšala koncentracija, posledično pa so se izboljšali tudi rezultati ocenjevanj. Ker so predlagane metode enostavne, jih lahko uporabljamo v širšem obsegu v vzgoji in izobraževanju.

KLJUČNE BESEDE: testna anksioznost, strategije, ocenjevanje znanja, dijaki.

EFFECTIVE STRATEGIES FOR MANAGING TEST ANXIETY AMONG HIGH SCHOOL STUDENTS

ABSTRACT

Test anxiety is a common issue among secondary school students, significantly affecting their ability to concentrate, retain information, and learn effectively before exams. The aim of my research is to present effective strategies for coping with this emotional distress, which hinders students in all areas of their lives. Through these activities, I helped students identify the triggers of their anxiety, understand their reactions, and test the effectiveness of various strategies for reducing anxiety. The paper includes different approaches such as relaxation techniques, mindfulness training, learning organizational skills, and cognitive techniques. By applying these approaches, most students experienced reduced stress levels and improved concentration, which subsequently led to better assessment results. Due to their simplicity, the proposed techniques can be broadly applied across educational settings.

KEYWORDS: test anxiety, strategies, assessment, secondary school students.

IZKUSTVENO PROUČEVANJE ŽIVIL PRI NARAVOSLOVJU V SREDNJI ŠOLI

POVZETEK

Pri pouku naravoslovja v srednji šoli učitelji dijake trajnostno navajamo na primeren in spoštljiv odnos do hrane ter jih osveščamo o škodljivih vplivih prekomernega uživanja sladkorja in maščob na zdravje in razvoj mladostnika. Dijaki drugega letnika so na projektnih dnevih izvajali eksperimente in preračune z živili. Proučevali so količino sladkorja v pijači, gostoto različnih tekočin in njihov vzgon ter vpliv sladkorja v hrani na raven inzulina. Zaužili so hrano z različnim glikemičnim indeksom ter z aparaturo merili časovno odvisnost količine sladkorja v krvi. Primerjali so mase različnih živil z enakim številom kalorij in določali kalorični ekvivalent. Pri preračunih premege sorazmerja in procentov so dijaki naravoslovje povezali z matematiko. V članku je opisano in dokumentirano eksperimentalno delo dijakov. Za vsak uspehi poskus so morali dijaki s pametnimi telefoni posneti video ali narediti fotografije. Na zaključku so svoja dognanja in gradivo frontalno predstavili sošolcem. Projektno delo zahteva od učitelja pripravo ustreznih tem in pripomočkov. Med raziskovalnim delom učitelj dijake vodi, usmerja in formativno spremlja. Pri zahtevnejših izračunih dijakom svetuje in pomaga. Pri raziskovalnem delu so dijaki uživali. Najbolj so bili ponosni nase in največ so se naučili takrat, ko jim je nek poskus po več neuspešnih ponovitvah končno uspel. Pouk na projektnih dnevih je raziskovalno naravnani in je drugačen od navadnega pouka, zato si dijaki želijo še več takšnega načina pridobivanja znanja. Dijaki so na ustvarjalni in raziskovalni način spoznali škodljivost sladkorja. Z eksperimentalnimi spoznanji o nevarnih vplivih slabe in neprimerne prehrane na naše zdravje bodo dijaki trajnostno ozaveščali svoje sovrstnike v šoli in njeni okolici.

KLJUČNE BESEDE: fizikalni eksperimenti, glikemični indeks, gostota, odkrivanje z raziskovanjem, vzgon.

EXPERIMENTING WITH FOOD IN HIGH SCHOOL SCIENCE CLASSES

ABSTRACT

In secondary school science lessons, students are taught to have a sustainable and respectful attitude towards food and raise awareness about the harmful effects of excessive sugar and fat consumption on young people's health and growth. On project days, second-year pupils carried out experiments and calculations with food. They studied the amount of sugar in drinks, the density of different liquids and their buoyancy, and the effect of sugar on insulin levels. Some students consumed foods with different glycaemic indexes and measured the time-dependence of blood sugar levels using an apparatus. They compared the mass of different foods with the same number of calories and determined the caloric equivalent. Students linked science with mathematics to calculate prime proportions and percentages. The experimental work of the students is described and documented in the paper. For each successful experiment, students were asked to take a video or photos with their smartphones. At the end, they presented their outcomes and material in front of their classmates. Project work requires the teacher to prepare appropriate topics and materials. The teacher guides, directs and formatively monitors the students during the research work. He gives advice and assists students in more complex calculations. The pupils enjoyed the research work. They were most proud of themselves and learned the most when they finally succeeded in an experiment after several failed attempts. The project days are research-oriented and quite different from regular lessons, and the students are eager to learn more in this way. Students learned about the harmful effects of sugar in food in a creative and exploratory way. By learning experimentally about the dangerous effects of poor and inappropriate nutrition on our health, the students will sustainably raise awareness among their peers in and around the school.

KEYWORDS: buoyancy, density, exploratory-discovery approach, glycaemic index, physics experiments.

DVODNEVNI PLANINSKI TABORI ZA OSNOVNOŠOLSKE UČENCE V KOČEVJU

POVZETEK

Planinstvo je že od nekdaj med najbolj razširjenimi in popularnimi športno-rekreativnimi dejavnostmi in ima v slovenskem prostoru dolgo tradicijo. V Kočevju na treh osnovnih šolah v okviru Planinskega društva Kočevje izvajamo letno planinski krožek za približno 100 učencev 2.–9. razreda. Na eni od njih sem mentorica planinskega krožka starostni skupini učencev 2.–5. razreda že več kot dve desetletji. Poleg mesečnih pohodnih tur med bolj priljubljene oblike dela z mladimi planinci sodijo planinski tabori. Prvi planinski tabor je bil v Sloveniji organiziran na Vogrskem leta 1925, pri nas v Kočevju pa leta 2006. Z mladimi planinci se vsako leto oktobra odpravimo na dvodnevni planinski tabor v eno izmed slovenskih planinskih koč ali kakšno drugo primerno nastanitev. Planinski tabor je nagrada za celoletno vztrajnost mladih planincev. Tabora se udeleži 50–60 mladih pohodnikov. Namen planinskih taborov je, da so učenci telesno dejavni, da se učijo različnih gibalnih spretnosti, širijo znanje o planinstvu, spodbujamo jih k odgovornosti, vztrajnosti, spoštovanju, prilagajanju, pripadnosti skupini, sprejemanju drug drugega, prijateljstvu in medsebojni pomoči. Udeleženci tabora poravnajo stroške avtobusnega prevoza in nastanitve s hrano. Program na planinskem taboru je sestavljen iz enodnevnih pohodnih tur, različnih delavnic s planinsko tematiko in družabnega večera. Telesna dejavnost v naravi pripomore k boljši splošni telesni kondiciji, pri urah športne vzgoje in na športnih dnevih. Pridobljene in naučene socialne veščine se kažejo pri šolskem delu in v odnosih z vrstniki. Kakovostno preživljanje časa na taboru in različne dejavnosti stran od urbanega okolja in digitalnega sveta pripomorejo k razvijanju ekološke zavesti, ozaveščanju trajnostne naravnosti in ohranjanju naravnega okolja. Številni pozitivni učinki so naložba za sedanje in prihodnje generacije otrok, njihovo zdravje, počutje in trajnostni razvoj.

KLJUČNE BESEDE: mladi planinci, planinski tabor, narava, telesna dejavnost.

TWO-DAY MOUNTAIN CAMPS FOR ELEMENTARY SCHOOL IN KOČEVJE

ABSTRACT

Mountaineering has long been one of the most popular sports and recreational activities, with a long tradition in Slovenia. In Kočevje, the Mountaineering Society conducts an annual mountaineering club for about 100 students from grades 2 to 9 across three primary schools. I have been a mentor for the club for students in grades S2 to 5 for over two decades. In addition to monthly hiking trips, one of the most popular activities is the mountaineering camp. The first mountaineering camp in Slovenia was organized in Vogrsko in 1925, while our first camp in Kočevje took place in 2006. Each October, we take young mountaineers on a two-day camp to one of the Slovenian mountain cabins or another suitable accommodation. The camp serves as a reward for the students' perseverance throughout the year. Usually, 50 to 60 young hikers participate in such events.

The purpose of the mountaineering camps is to keep students physically active, teach them various movement skills, expand their knowledge of mountaineering, and encourage responsibility, persistence, respect, adaptability, group belonging, acceptance, friendship, and mutual support. Participants cover the costs of bus transportation and accommodation with meals. The camp program includes day hikes, workshops on mountaineering topics, and social evenings. Physical activity in nature contributes to better overall fitness, enhancing physical education and sports days. The gained social skills are reflected in schoolwork and peer relationships. Quality time spent at the camp and various activities away from urban environments and the digital world help develop ecological awareness, promote sustainability, and conserve the natural environment. The numerous positive effects represent an investment in the health, well-being, and sustainable development of current and future generations of children.

KEYWORDS: young mountaineers, mountaineering camp, nature, physical activity.

VKLJUČEVANJE GIBANJA V POUK DODATNE STROKOVNE POMOČI

POVZETEK

Številne študije so dokazale, da gibanje ne vpliva le na telesno zdravje in razvoj, ampak tudi na otrokove kognitivne sposobnosti. Spodbuja delovanje možganov in uma, izboljšuje učenčev zbranost, dviga učno uspešnost, vpliva na samopodobo in zmanjšuje število motečih vedenj v razredu. Učenci, vključeni v pouk dodatne strokovne pomoči imajo najpogosteje pridruženo motnjo pozornosti in koncentracije, težko vztrajajo pri aktivnostih, ki zahtevajo sedenje. Njihova energija in osredotočenost na delo opešata. Namen prispevka je predstaviti gibalne aktivnosti, ki jih načrtno vključujem v pouk dodatne strokovne pomoči. Pri tem sem se osredotočala na take, ki dokazano stimulirajo integrirano delovanje obeh možganskih hemisfer: joga na stolu, Bal-a-vis-x vaje, Brain Gym vaje, cirkuške veščine. Vaje se izvajajo individualno ali v manjši skupini, kasneje jih učenci prenesejo v svoje razrede, med vrstnike, kot učinkovito orodje, ki jim omogoča boljšo osredotočenost, daljše vztrajanje pri dejavnostih ter boljšo motivacijo za učenje. Uvedemo jih na začetku ure kot pripravo na delo, kot gibalni odmor ali ob zaključku za sprostitev. Rezultati anketnega vprašalnika za učence so pokazali, da gibalne aktivnosti vzbudijo zadovoljstvo ter boljšo motivacijo za učenje. Odzivi učiteljev in staršev so potrdili, da je gibanje v šoli še posebej pomembno za kinestetične učence, ki se najučinkoviteje učijo ravno z gibanjem, ter za tiste, ki se borijo s hiperaktivnostjo, težko dlje časa sedijo na mestu in hitro izgubijo fokus. Učitelji so v anketnem vprašalniku potrdili, da na nekoliko daljši rok in ob kontinuiranem izvajanju gibanje prispeva k lažjemu usvajanju učnih ciljev in boljši klimi v razredu.

KLJUČNE BESEDE: učenci z učnimi težavami, kognitivni razvoj, kinestetično učenje, veselje do učenja.

MOVEMENT BASED LEARNING FOR PUPILS WITH SPECIAL NEEDS

ABSTRACT

Several studies have shown that exercise not only affects physical health and development, but also children's cognitive abilities. It stimulates brain and mind function, improves pupils' concentration, increases academic performance, affects self-esteem and reduces disruptive behaviour in the classroom. Most often, pupils enrolled in SEN lessons have an associated attention and concentration disorder and find it difficult to persist in activities that require sitting. Their energy and focus on work are weak. The aim of this article is to present the movement activities that I plan to include in my SEN lessons. I focus on those that have been shown to stimulate the integrated functioning of both hemispheres of the brain: chair yoga, Bal-a-vis-x exercises, Brain Gym, circus skills. The exercises are performed individually or in a small group and are later taken back to their classes, to their peers, as an effective tool to improve their concentration, persist longer in the activities and improve their motivation to learn. They are implemented at the beginning of the lesson as a preparation for work, a movement break or at the end of the lesson for relaxation. The results of the pupil questionnaire showed that movement activities lead to satisfaction and better motivation to learn. Teachers' and parents' responses confirmed that movement in school is particularly important for kinesthetic learners, who learn most effectively through movement, and for those who struggle with hyperactivity, have difficulty sitting still for long periods of time and lose focus quickly. Teachers confirmed in the questionnaire that movement, in the longer term and when practised continuously, helps to facilitate the learning of learning goals and improves the atmosphere in the classroom.

KEYWORDS: students with learning difficulties, cognitive development, kinesthetic learning, joy of learning.

CELIAKIJA IN AVTOIMUNE BOLEZNI

POVZETEK

Celiakija je kronična avtoimunska bolezen, ki prizadene tanko črevo in je posledica preobčutljivosti na gluten, beljakovino v pšenici, rži in ječmenu. Zaradi poškodovanih resic v tankem črevesu bolniki trpijo za malabsorpcijo hranil, kar vodi do različnih zdravstvenih zapletov. Namen prispevka je predstaviti celiakijo in njeno povezavo z drugimi avtoimunskimi boleznimi ter osvetliti prehrano kot glavno terapevtsko sredstvo. Kot primer dobre prakse je v ospredju uporaba stroge brezglutenske diete, ki ob pravilni uporabi omogoča obnavljanje črevesne sluznice in izboljšanje splošnega zdravstvenega stanja bolnikov.

Izvedli smo sistematični pregled literature. Iskanje je potekalo v podatkovnih bazah Google učenjak, PubMed in Chinal. Iskanje literature je potekalo v mesecu juliju in avgustu 2024. V analizo smo vključili strokovne knjige, revije, izvirne in sistematične pregledne članke, raziskovalne članke, kjer so uporabljene kvalitativne, kvantitativne raziskave in raziskave mešanih metod. S ključnimi besedami smo iskali dokaze v angleškem in slovenskem jeziku. Zajeli smo časovno obdobje zadnjih dvanajst let (2010–2024).

Ugotovitve kažejo, da imajo bolniki ob ustrezni dieti izboljšano absorpcijo hranil, vendar še vedno lahko trpijo zaradi pomanjkanja vitaminov in mineralov, kar zahteva pozornost pri sestavi prehrane. Poleg tega je celiakija pogosto povezana z drugimi avtoimunskimi boleznimi, kot so sladkorna bolezen tipa 1 in boleznι ščitnice. Približno 75 % novo diagnosticiranih bolnikov s celiakijo ima zmanjšano mineralno gostoto kosti, kot osteopenijo ali osteoporozo. V raziskavi na Irskem so ugotovili, da ima 19,9 % bolnikov s celiakijo avtoimuno obolenje ščitnice.

Doprinos tega prispevka je v poudarjanju pomembnosti prehranskega svetovanja za bolnike s celiakijo, saj mnogi kljub dieti trpijo za prehranskimi pomanjkljivostmi. Prispevek dopolnjuje trenutno znanje z ugotovitvami o povezanosti celiakije z drugimi avtoimunskimi boleznimi, kar omogoča boljšo zdravstveno oskrbo in zgodnje odkrivanje pridruženih bolezni. Zato je pomembno spremljati bolnike s celiakijo v ambulantni obravnavi na letni ravni z razširjenimi laboratorijskimi preiskavami. Individualni pristop pri obravnavi takih bolnikov kaže na hitrejšo diagnostiko pri pojavu morebitnih avtoimunih obolenj.

KLJUČNE BESEDE: celiakija, malabsorpcija, podhranjenost, komorbidnost, brezglutenska dieta.

CELIAC DISEASE AND AUTOIMMUNE DISEASES

ABSTRACT

Coeliac disease is a chronic autoimmune disease affecting the small intestine, caused by an intolerance to gluten, a protein found in wheat, rye and barley. Due to damaged filaments in the small intestine, patients suffer from malabsorption of nutrients, leading to various health complications. The aim of this paper is to present coeliac disease and its relationship with other autoimmune diseases and to highlight nutrition as a major therapeutic tool. As an example of good practice, the use of a strict gluten-free diet is highlighted, which, when used correctly, allows the restoration of the intestinal mucosa and the improvement of the general health status of patients..

Results and conclusions: The findings show that patients have improved nutrient absorption with an adequate diet, but may still suffer from vitamin and mineral deficiencies, which requires attention to diet composition. In addition, coeliac disease is often associated with other autoimmune diseases such as type 1 diabetes and thyroid diseases. Approximately 75% of newly diagnosed coeliac patients have reduced bone mineral density, such as osteopenia or osteoporosis. A study in Ireland found that 19.9% of patients with coeliac disease have autoimmune thyroid disease..

The contribution of this paper is to highlight the importance of nutritional counselling for patients with coeliac disease, as many suffer from nutritional deficiencies despite diet. The paper adds to the current knowledge with findings on the association of coeliac disease with other autoimmune diseases, allowing for better health care and early detection of associated diseases. Therefore, it is important to follow up coeliac disease patients in outpatient

clinics on an annual basis with extended laboratory investigations. An individualised approach to the management of such patients tends to lead to a more rapid diagnosis at the onset of possible autoimmune diseases..

KEYWORDS: celiac disease, malabsorption, malnutrition, comorbidity, gluten-free diet.

SPODBUJANJE IN RAZVIJANJE POVEZOVALNIH, PRIJATELJSKIH IN MEDGENERACIJSKIH ODNOSOV S ŠPORTNIMI DNEVI PRVOŠOLCEV

POVZETEK

Dnevi dejavnosti so obvezen del osnovnošolskega programa, namenjen povezovanju predmetnih področij in nadgrajevanju znanja s praktičnim učenjem. Poseben poudarek v prispevku je na športnih dnevih prvošolcev, ki so zasnovani z namenom spodbujanja socialnih veščin, medsebojnega sodelovanja ter medgeneracijskega povezovanja. Cilji teh športnih dni so več kot le gibalna aktivnost; vključujejo krepitev prijateljskih in tovariških vezi ter spoštovanje dosežkov drugih, kar je pomembno za razvoj socialnih in čustvenih kompetenc otrok.

V prispevku so predstavljeni ključni športni dnevi, kot so Mini olimpijada, kjer sodelujejo prvošolci sosednjih osnovnih šol z lokalno skupnostjo in olimpijskim komitejem Slovenije, spretnostna vožnja s skiroji in rolerji, iskanje zaklada v gozdu z mesno osnovno šolo in zabavne športne igre, ki dodatno medgeneracijsko povezujejo učence med seboj in s skupnostjo. Poseben poudarek je na metodološki zasnovi teh dni, ki vključuje sodelovanje z lokalno skupnostjo ter vrednotenje uspešnosti na podlagi odzivov učencev, staršev in učiteljev. Rezultati kažejo na pozitiven vpliv teh dejavnosti na krepitev medosebnih odnosov in samozavesti učencev.

Prispevek ponuja inovativne pristope k organizaciji športnih dni z močnim poudarkom na socialnih in medgeneracijskih odnosih. Izkušnje naše šole lahko služijo kot primer dobre prakse za širšo uporabo v drugih šolskih okoljih, saj izpostavljajo, kako lahko premišljeno oblikovane športne dejavnosti prispevajo k celostnemu razvoju otrok, tako na telesnem kot na socialnem področju.

KLJUČNE BESEDE: osnovnošolska vzgoja, dnevi dejavnosti, športni dnevi, gibanje, medgeneracijsko, prijateljsko, povezovanje.

ENCOURAGING AND DEVELOPING CONNECTING, FRIENDLY AND INTERGENERATIONAL RELATIONSHIPS WITH SPORTS DAYS FOR FIRST-GRADERS

ABSTRACT

Activity days are a mandatory part of the primary school program, aimed at connecting subject areas and upgrading knowledge through practical learning. Special emphasis in the article is on sports days for first-graders, which are designed with the aim of promoting social skills, mutual cooperation and intergenerational bonding. The goals of these sports days are more than physical activity; they include strengthening friendships and friendships and respecting the achievements of others, which is important for the development of children's social and emotional competences.

The article presents key sports days, such as the Mini Olympics, where first-graders from neighboring elementary schools participate with the local community and the Olympic Committee of Slovenia, skill riding with scooters and rollerblades, a treasure hunt in the forest with a local elementary school, and fun sports games that additionally intergenerational they connect students with each other and with the community. Special emphasis is placed on the methodological design of these days, which includes cooperation with the local community and evaluation of performance based on the responses of students, parents and teachers. The results show the positive impact of these activities on strengthening students' interpersonal relationships and self-confidence.

The paper offers innovative approaches to the organization of sports days with a strong emphasis on social and intergenerational relations. The experience of our school can serve as an example of good practice for wider use in other school environments, as it highlights how well-designed sports activities can contribute to the holistic development of children, both physically and socially.

KEYWORDS: primary school education, activity days, sports days, movement, intergenerational, friendly, connecting.

Balgotinšek Turk Metoda

ZDRAV ŽIVLJENJSKI SLOG TUDI S ŠOLSKO SHEMO

POVZETEK

Šolska shema je ukrep skupne kmetijske politike EU, ki otrokom v osnovni šoli in zavodih za vzgojo in izobraževanje otrok in mladostnikov s posebnimi potrebami zagotavlja brezplačen dodatni obrok sadja in zelenjave ter mleka in mlečnih izdelkov. Na I. OŠ Žalec sodelujemo v projektu od leta 2010. V prispevku predstavljamo spremljajoče dejavnosti šolske sheme, ki so zaživele med učenci, starši in učitelji in so prisotne v vsakdanjem življenju šole, so del šolskih projektov ali dnevov dejavnosti. V ukrep Šolske sheme smo vključeni, ker želimo vsem našim učencem zagotoviti podporo k uravnoteženi vsakdanji prehrani in ozaveščati vse deležnike vzgoje in izobraževanja o zdravem življenjskem slogu in pomenu uživanja lokalne hrane. Šolska shema vključuje tudi spremljanje in vrednotenje učinkov sheme. Cilj šolske sheme je povečati vnos svežega sadja in zelenjave in ozaveščati učence o pomenu uživanju svežega sadja, zelenjave ter mlečnih izdelkov. S prispevkom predstavljamo primere dobre prakse, ki jih zvajamo na I. OŠ Žalec.

KLJUČNE BESEDE: projekt šolska shema, sadje in zelenjava, spremljajoče dejavnosti, zdrav življenjski slog.

HEALTHY LIFESTYLE THROUGH SCHOOL SCHEME

ABSTRACT

The School Fruit and Vegetables Scheme or The School Scheme is a strategy of the EU's common agricultural policy, which provides children in primary school and institutions for the education of children and adolescents with special needs a free additional meal of fresh fruit and vegetables, as well as milk and milk products. I. primary school Žalec has been the part of the project since 2010. Accompanying activities of The School Scheme are presented in the paper. They are part of everyday school life among pupils, parents and teachers. Activities are also part of school projects and activity days. We are part of the School Scheme because we are able to provide our pupils support for a balanced diet and raise awareness about healthy life style and the importance of eating local food. The School Scheme also includes monitoring and evaluation of the effects of the scheme. The goal of the School Scheme is to increase the intake of fresh fruit and vegetables. With this contribution I present the examples of good practice that we implement at our school.

KEYWORDS: The School Scheme, fruit and vegetables, accompanying activities, healthy lifestyle.

“ORTOREKSIJA IN BIGOREKSIJA MED GIMNAZIJCJI”

POVZETEK

V zadnjem desetletju so našo družbo preplavili trendi različnih nasvetov, kako zdravo živeti. Gibanje in zdrava prehrana sta za človeka izjemnega pomena, saj pomembno vplivata na zdravje in posledično večjo kakovost življenja. Ko pa enkrat skrb za zdravo prehrano in zdravo telo preraste v obsedenost, lahko to privede do dveh čustvenih motenj, ortoreksije in bigoreksije. Obe, tako kot vsaka motnja hranjenja, človeku onemogočata pristno povezanost z ljudmi, zatreta njegove potenciale in mu kratita kvaliteto vsakodnevnega bivanja. Tudi gimnazijci pri tem niso nobena izjema. V prispevku želimo osvetliti pojavnost omenjene problematike med dijaki, zato smo na šoli izvedli anketiranje. Anketo so izpolnjevali dijaki vseh letnikov (95 % dijakov). Le-ta je pokazala, da skoraj 20 % fantov in 25 % deklet kaže resne motnje, ki se lahko razvijejo oz. so se že razvile v ortoreksijo. Pri fantih tudi bigoreksija ni redkost, saj prekomerno telovadijo, uživajo prehranska dopolnila in so zelo obremenjeni s svojim izgledom. Kar 1/3 anketiranih dijakov telovadi pet in večkrat tedensko, 30 % pa jih uživa tudi nezdrava prehranska dopolnila. Na področju motenj hranjenja sta ortoreksija in bigoreksija med gimnazijci slabo raziskani, zato lahko omenjeni prispevek pripomore k osvetlitvi tega problema med srednješolsko populacijo. Prav tako je na mestu razmislek o preventivnem delovanju šole kot vzgojno-izobraževalne institucije na področju motenj hranjenja. Šola bo skupaj s Centrom za krepitev zdravja, ki deluje v okviru ZD Litija, za dijake pripravila predavanja na omenjeno tematiko.

KLJUČNE BESEDE: zdrava prehrana, obsedenost, ortoreksija, bigoreksija, gimnazijci.

"ORTHOREXIA AND BIGOREXIA AMONG HIGH SCHOOL STUDENTS"

ABSTRACT

In the past decade, our society has been overwhelmed by the trend of different advice on how to live healthily. A healthy diet and exercise are of paramount importance for human beings, as they have a significant impact on health and, consequently, on a better quality of life. However, once the concern for a healthy diet and a healthy body becomes an obsession, it can lead to two emotional disorders, orthorexia and bigorexia. These, like any eating disorder, prevent a person from having a genuine connection with people, suppressing his or her potential and robs him or her of the quality of everyday life. High-school students are no exception. In this article, we want to shed light on the prevalence of this problem among high school students, so we conducted a survey at the school. The survey was completed by pupils from all year groups (95% of pupils) and showed that almost 20 % of boys and 25 % of girls have serious disorders that may develop or have already developed into orthorexia. In boys, bigorexia is not uncommon, as they exercise excessively, take dietary supplements and are very concerned about their appearance. As many as 1/3 of the boys surveyed exercise five or more times a week and 30 % of them take unhealthy dietary supplements. In the field of eating disorders, orthorexia and bigorexia are understudied among high school students, and this article may help to shed some light on this problem. It is also worth reflecting on the preventive action of the school as an educational institution in the field of eating disorders. The school will organise lectures on these topics for students together with the Health Promotion Centre, which is part of the Litija Health Centre.

KEYWORDS: healthy eating, obsession, orthorexia, bigorexia, high-school students.

INKLUZIJA SLEPIH DIJAKOV NA GIMNAZIJI CELJE – CENTER

POVZETEK

Prispevek obravnava inkluzijo slepih dijakov v srednješolsko izobraževanje na primeru Gimnazije Celje – Center, pri čemer se osredotoča na specifične vidike inkluzije, kot so prilagoditev učnih gradiv, fizična dostopnost šolskih prostorov in socialna interakcija med dijaki ter učitelji. Raziskava izhaja iz koncepta inkluzivnega izobraževanja, ki poudarja enakopraven dostop do znanja za dijake s posebnimi potrebami.

V raziskavi je bila uporabljena kvalitativna metodologija, pri čemer so bili izvedeni polstrukturirani intervjuji z dvema slepima dijakoma in sedmimi učitelji. Podatki so bili analizirani s pomočjo vsebinske analize. Rezultati kažejo, da sta dijaka zelo zadovoljna s prilagojenostjo učnih gradiv in podporo učiteljev, kar omogoča njuno enakovredno vključitev v izobraževalni proces. Oba dijaka se počutita sprejeta med sošolci, ki so ozaveščeni o njihovih potrebah. Fizična dostopnost šolskih prostorov je ocenjena kot nadpovprečna, in sicer zlasti zaradi talnih oznak in preproste postavitve prostorov. Učitelji so potrdili uspešnost prilagoditev, vendar so opozorili na potrebo po nadaljnjem strokovnem usposabljanju in izboljšani tehnični opremlitvi.

Zaključki prispevka poudarjajo pomembnost celostnih prilagoditev na vseh ravneh šolskega sistema za uspešno inkluzijo slepih dijakov. Raziskava nudi vpogled v dobre prakse in rešitve z dveh zornih kotov – učiteljev in slepih dijakov. Prispevek ponudi možnosti izboljšav, kot so prostorska opremljenost, prilagojeno podajanje učnih vsebin in pomoč slepemu ob vključitvi v srednješolsko življenje, ki so lahko v pomoč drugim šolam in učiteljem. Z rednim izobraževanjem učiteljev, zlasti o pripravi ustreznih gradiv in izvedbi pouka, in dodatnim delom z razredom, v katerem je slepi dijak, lahko poskrbimo, da se bodo vsi udeleženci srednješolskega izobraževanja slepega otroka počutili dobro in sprejeto.

KLJUČNE BESEDE: inkluzija, slepi dijaki, prilagoditve učnih gradiv, fizična dostopnost, podpora učiteljev.

INCLUSION OF THE VISUALLY IMPAIRED STUDENTS AT GIMNAZIJA CELJE – CENTER

ABSTRACT

The article examines inclusion of visually impaired high school students in secondary education, focusing on the instance of Gimnazija Celje – Center. It focuses on specific aspects of inclusion, such as the adaptation of educational materials, physical accessibility of school facilities, and social interaction between students and teachers. The research is grounded in the concept of inclusive education, which emphasizes equal access to knowledge and support for students with special needs.

The study employed a qualitative methodology, conducting semi-structured interviews with two visually impaired students and seven teachers. The data were analysed using content analysis. The results show that the students are highly satisfied with the adaptation of educational materials and the support from teachers, enabling their equal participation in the educational process. Both students feel accepted by their peers, who are aware of their needs. The physical accessibility of the school facilities is rated above average, especially due to tactile floor markings and the simple layout of the spaces. Teachers confirmed the effectiveness of the adjustments but noted the need for further training and improved technical equipment.

The article's conclusions emphasize the importance of comprehensive adjustments at all levels of the school system for the successful inclusion of visually impaired students. The research provides insights into best practices and solutions from two perspectives – those of the teachers and the visually impaired students. The paper offers suggestions for improvements, such as facility equipment, differentiated instruction of educational content, and support for visually impaired students when integrating into high school life, which can assist other schools and teachers. Through regular teacher training, particularly in the preparation of appropriate materials and lesson delivery, and additional work with the class that includes a visually impaired student, we can ensure that all participants in the education of a visually impaired child feel accepted and comfortable.

KEYWORDS: inclusion, visually impaired students, adaptation of educational materials, physical accessibility, teacher support.

ČAROVNICA LENČKA IN DOBROTE NARAVE

POVZETEK

Zelišča in sadje, bogata z vitamini, minerali in s hranili, igrajo ključno vlogo pri zdravju in dobrem počutju, saj prispevajo k uravnoteženi prehrani. V okviru celoletnega projekta smo se osredotočili na raziskovanje lokalnega sadja in zelišč, pri čemer smo uporabili inovativen pristop z izkustvenim učenjem. Otroci so se skozi aktivnosti, kot so nabiranje, sajenje in uporaba zelišč ter sadja, neposredno povezali z naravo in spoznali pomen zdrave prehrane.

Rezultati projekta so pokazali, da so otroci pridobili znanja o zeliščih in sadju ter se aktivno vključili v pripravo zdravih jedi, kar je povečalo njihovo samozavest in praktične veščine. Ugotovila sem, da je izkustveno učenje pozitivno vplivalo na njihovo razumevanje trajnostnega ravnanja z naravnimi viri.

Pomemben doprinos projekta k pedagoški praksi je predstavitev modela za vključevanje trajnostnih vrednot in zdrave prehrane v vzgojno-izobraževalne procese, kar spodbuja odgovoren odnos do narave in zdravega življenjskega sloga.

KLJUČNE BESEDE: zdrava prehrana, zelišča, sadje, narava, učenje iz izkušenj.

THE WITCH LENČKA AND THE GOODNESS OF NATURE

ABSTRAKT

Herbs and fruits, rich in vitamins, minerals and nutrients play a key role in health and well-being as they contribute to a balanced diet. As part of the year-long project, we focused on exploring local fruits and herbs, using an innovative experiential learning approach. Through activities such as harvesting, planting and using herbs and fruits, the children directly connected with nature and learned the importance of a healthy diet.

The results of the project showed that the children acquired knowledge about herbs and fruits and were actively involved in the preparation of healthy dishes, which increased their self-confidence and practical skills. I found that experiential learning had a positive effect on their understanding of sustainable management of natural resources.

An important contribution of the project to pedagogical practice is the presentation of a model for the integration of sustainable values and healthy nutrition into educational processes, which encourages a responsible attitude towards nature and a healthy lifestyle.

KEYWORDS: healthy diet, herbs, fruit, nature, learning for experience.

POZITIVNI VPLIV PREKINITVENEGA POSTA NA DOBRO POČUTJE IN TELESNO ZMOGLJIVOST UČITELJEV

POVZETEK

Prispevek predstavlja pozitiven vpliv prekinitvenega posta na počutje in telesno zmogljivost učiteljev, ter tako poudarja njegov potencial za izboljšanje pedagoške prakse. V osemtedenskem preizkusu je sodelovalo dvanajst učiteljev (šest moških in šest žensk), razdeljenih v tri enakovredne skupine. Prva skupina je izvajala kombinacijo športnih aktivnosti in posta, druga skupina je bila telesno aktivna brez posta, tretja skupina pa se je postila brez telesne aktivnosti. Učitelji v prvi skupini so poročali o največjih izboljšavah, tako v telesni zmogljivosti in vzdržljivosti kot v mentalni jasnosti in počutju. Opazili so tudi zmanjšanje telesne maščobe, kar lahko prispeva k večji energiji in boljšemu obvladovanju stresnih situacij v šolskem okolju. Tudi druga skupina je dosegla izboljšave v zmogljivosti, vendar so bile psihološke koristi manj izrazite. Tretja skupina je poročala o izgubi telesne teže in izboljšani mentalni osredotočenosti, vendar brez večjih sprememb v telesni pripravljenosti. Rezultati nakazujejo, da kombinacija prekinitvenega posta in telesne aktivnosti omogoča učiteljem večjo fizično pripravljenost in psihološko stabilnost, kar pozitivno vpliva na njihovo poklicno učinkovitost.

KLJUČNE BESEDE: učitelji, dobro počutje, prekinitveni post, športna aktivnost.

POSITIVE IMPACT OF INTERMITTENT FASTING ON WELL-BEING AND PHYSICAL PERFORMANCE OF TEACHERS

ABSTRACT

The paper presents the positive impact of intermittent fasting on teachers' well-being and physical performance, highlighting its potential for improving pedagogical practice. Twelve teachers (six men and six women) participated in an eight-week trial, divided into three equal groups. The first group combined physical activity with fasting, the second group engaged in physical activity without fasting, and the third group practiced fasting without physical activity. Teachers in the first group reported the most significant improvements, both in physical performance and endurance, as well as in mental clarity and overall well-being. They also observed a reduction in body fat, which may contribute to increased energy and better stress management in the school environment. The second group also achieved improvements in physical performance, though psychological benefits were less pronounced. The third group reported weight loss and enhanced mental focus, but without major changes in physical fitness. The results suggest that combining intermittent fasting with physical activity enables teachers to achieve greater physical readiness and psychological stability, positively influencing their professional effectiveness.

KEYWORDS: teachers, well-being, intermittent fasting, activity.

POMEN ŠOLE V NARAVI ; MODEL LETNE ŠOLE V NARAVI S POSODOBLJENIM VREDNOTENJEM MERIL ZNANJA PLAVANJA

POVZETEK

Tema prispevka je predstavitev pomena šol v naravi v slovenskem učnem prostoru.

Začetki šol v naravi segajo v leto 1962. Gre za strnjen večdnevni pedagoški proces.

Namen prispevka je poudariti pomen udeležbe otrok v šoli v naravi, zaradi družbene naravnosti in psiholoških ter vedenjskih težav, ki jih naslavljamo v zadnjih letih. Šola v naravi ima izjemen doprinos k pozitivni samopodobi, oblikovnju posameznika in vrednot v dobi odraščanja.

Model vrednotenja znanja plavanja v šoli v naravi je zadnje spremembe doživel pred dvajsetimi leti. S strani stroke so se pojavile pobude po dopolnitvi, jasnejši razlagi in spremembi nekaterih stopenj. Uporabljena je bila metodologija opazovanja izvajalcev in testirancev. Leta 2016 je bila oblikovana strokovna skupina.

Leta 2018 so bile uvedene novosti v programu Naučimo se plavati, kot enotnemu sistemu poučevanja in nagrajevanja učenja plavanja. V ta namen so v knjižici združili vsebine in nagrade konjičkov in delfinov, programu dodali še naloge iz samoreševanja ter za najuspešnejše naloge za morskega psa. Učenci so dobili diplome, enotne za vse stopnje in nalepko za osvojeno znanje, ki jo sami nalepijo in tako aktivno sledijo svojemu napredku, kar jih pozitivno motivira. Povratne informacije strokovnih izvajalcev so pozitivne.

V svojem prispevku bom govorila o pomenu in modelu šole v naravi z novimi smernicami.

KLJUČNE BESEDE: šola v naravi, skladno razvit otrok, plavanje življenjskega pomena, dodana vrednost v vzgojno-izobraževalnem procesu.

THE IMPORTANCE OF SCHOOL IN NATURE ; MODEL OF A SUMMER SCHOOL IN NATURE WITH AN UPDATED EVALUATION OF SWIMMING PROFICIENCY CRITERIA

ABSTRACT

The topic of the paper is the presentation of the importance of schools in nature in the Slovenian educational space. The beginnings of schools in nature date back to 1962. It is a condensed multi-day pedagogical process. The purpose of the paper is to emphasize the importance of children's participation in school in nature, due to social orientation and psychological and behavioral problems that we have been addressing in recent years. School in nature has an exceptional contribution to positive self-esteem, the formation of an individual and values in the age of growing up. The model of assessing swimming skills at school in nature underwent the last changes twenty years ago. On the part of the profession, there have been initiatives to supplement, clarify and change some stages. A methodology of observation of performers and testers was used. In 2016, an expert group was formed. In 2018, innovations were introduced in the Learn to Swim program, as a unified system of teaching and rewarding swimming learning. To this end, they combined the contents and prizes of horses and dolphins in the booklet, added tasks from self-rescue and for the most successful tasks for the shark. The students received diplomas uniform for all levels and a sticker for the acquired knowledge, which they stick themselves and thus actively follow their progress, which motivates them positively. The feedback from professional contractors is positive. In my paper, I will talk about the importance and model of the school in nature with new guidelines.

KEYWORDS: school in nature, harmoniously developed child, swimming of vital importance, added value in the educational process.

AKTIVNO PRI POUKU

POVZETEK

Gibanje spodbuja razvoj možganov. Ugotovljeno je, da telesna aktivnost izboljšuje kognitivne sposobnosti, vključno z učenjem, spominom in reševanjem problemov. Telesna aktivnost tudi povečuje krvni pretok v možganih, kar prispeva k boljšemu koncentriranju. Namen prispevka je predstaviti naše aktivne ure, kjer smo frontalni pouk spremenili v aktivnega. Gibanje ima toliko pozitivnih vplivov na naše telo, zato smo ga vnesli v pouk, pri katerem sicer ne telovadimo v telovadnici ali na igrišču. Izbrali smo si dan, kjer na urniku nimamo športa. Na ta dan pripravim pri urah matematike, slovenščine, spoznavanja okolja ali glasbene umetnosti dejavnost, kjer so učenci lahko telesno aktivni. Pri tej uri ne sedimo, saj opažam, da je veliko učencev pri klasičnem pouku, kjer je veliko sedenja, nedejavnih, medtem ko morajo pri aktivnem pouku vsi sodelovati in je pomemben doprinos vsakega posameznika. Naloge so oblikovane zelo raziskovalno, eksperimentalno, z veliko konkretnega materiala. Dejavnosti izvajamo skozi igro v sodelovanju s sošolci. Delo poteka po skupinah, kjer so dejavnosti povezane z obravnavano vsebino. Naloge so podane v obliki razrezank, puzzlov, spomina ... Po končani dejavnosti z učenci preverimo njihovo uspešnost, primerjamo rezultate skupinskega dela in se o njih pogovorimo. Za učence je takšno delo nekaj zelo zanimivega, motivacija za naloge je zelo visoka. Delo je opravljeno hitro, ni potrebno večkrat ponavljati navodil, učenci si med seboj zelo pomagajo. Pri nalogah so vsi uspešni. Aktivne ure nam pomagajo, da so učenci za delo bolj zbrani, naloge so bolj opravljene, koncentracija traja dlje. Uspešnost opravljenih nalog se ne pozna samo pri aktivnih urah, ampak tudi pri urah, ki sledijo.

KLJUČNE BESEDE: aktiven učenec, motivacija, delo drugače, gibalna dejavnost, učenje skozi igro.

ACTIVE IN CLASS

ABSTRACT

Movement stimulates brain growth and promotes brain health. It was established, that physical activity improves cognitive abilities, including learning, memory and problem solving. Physical activity also increases blood flow to the brain, which contributes to better concentration. The purpose of this contribution is to represent our active lessons, where the frontal method changes into active. Movement has many positive impacts on our body, therefore we bring it into our lesson, in which we do not exercise in the gym or on the playground.

We choose a day with no PE on the time table. On this day, I prepare activities, where the pupils can be physically active in mathematics, Slovenian, learning about the environment or music. We don't sit.

I have noticed that many pupils are not active in frontal type of lessons, because there is a lot of sitting. While in active lessons everyone has to participate and the contribution of each individual is important. The tasks are designed in a very exploratory, experimental way, with a lot of concrete materials. Activities are carried out through playing and cooperation with classmates. The work takes place in groups, where the activities are related to the discussed content. The tasks are given in the form of jigsaws, puzzles, memory ... When the activity is completed, we check pupils' success, compare and discuss the results of the group work.

This kind of work is very interesting to the pupils, motivation is very high. The work is done quickly, there is no need for repeating the instructions, pupils help each other. They are all very successful. These active lessons help us to ensure that pupils are more focused for work, tasks are completed better, and concentration lasts longer. The success of completed tasks is known not only for the active lessons, but also for the lessons that follow.

KEYWORDS: active pupil, motivation, work differently, motor activity, learning through play.

KAKO FRAKTALNA RISBA PREKO GIBANJA VPLIVA NA TRENUTNO PSIHOFIZIČNO ZDRAVJE UČENCEV

POVZETEK

Ena izmed črtnih tehnik gibanja skozi risbo se imenuje fraktalna risba. V njej se pojavljajo vzorci in oblike, ki so prisotne tudi v naravi in vplivajo na naše misli, izkušnje in občutke. Z večkratnim ustvarjanjem fraktalne risbe učencem s posebnimi potrebami (ADHD, ČVM, avtizem,...) pomagamo ublažiti simptome, omilimo njihove težave. Tehnika učencem omogoča bolj svobodno gibanje roke, zato sta črta in risba, ki jo ustvarjajo z zaprtimi očmi, bolj sproščena.

Prispevek predstavlja primer dobre prakse, ki sem ga izvedla pri pouku neobveznega izbirnega predmeta likovno snovanje, kjer je likovno nalogo izvajalo približno 130 učencev v oddelkih od 4. do 9. razreda. Metode, ki sem jih uporabljala so bile: opazovanje med ustvarjanjem, beleženje razpoloženja učencev, analiziranje inicialne risbe ter pogovor z učenci. Opazila sem, da so se učenci pri ustvarjanju in barvanju fraktalov postopoma umirili in skoncentrirali. Pri analizi črt je ta pri večini učencev postajala bolj odprta, jasna in intenzivna. Prav tako se je stopnjevala tudi uporaba barve od temnejših k svetlejšim.

Risarsko gibalno tehniko sem uporabila kot pomoč učencem pri premagovanju stresa, notranjih stisk in negativnih čustev. Ugotovitve so pokazale, da so se učenci z vedenjskimi in čustvenimi težavami skozi proces risanja sprostil in umirili, čeprav so nekateri prišli k pouku zelo razdraženi, vzkipljivi, nemotivirani. Priporočam, da bi tehniko fraktalne risbe uvrstili v obstoječi učni načrt znotraj predmetov likovna umetnost in likovno snovanje ter tudi kot del terapevtskega programa v šoli.

KLJUČNE BESEDE: fraktalna risba, gibanje, čustva, psihofizično zdravje, črte in barve.

HOW FRACTAL DRAWING AFFECTS THE CURRENT PSYCHOPHYSICAL HEALTH OF STUDENTS THROUGH MOVEMENT

ABSTRACT

One of the line techniques of movement through drawing is called a fractal drawing. It features patterns and shapes that are also present in nature and they influence our thoughts, experiences, and feelings. By repeatedly creating fractal drawings, we help students with special needs (ADHD, emotional and behavioral difficulties, autism, etc.) alleviate symptoms and mitigate their difficulties. The technique allows students to move their hands more freely, making the lines and drawings they create with closed eyes more relaxed.

This contribution presents the example of a good practice that I implemented in the mandatory art design class where the art task was performed by 130 students from grades 4 to 9. The methods I used included observing during the creation process, recording students' moods, analyzing initial drawings, and conversing with students. I noticed that students gradually calmed down and concentrated while creating and coloring fractals. By analyzing the lines, most students' lines became more open, clear, and intense. There was also seen the increasing use of color from darker to lighter shades.

I used this drawing movement technique to help students overcome stress, internal distress, and negative emotions. The findings showed that students with behavioral and emotional issues relaxed and calmed down through the drawing process, even though some of them arrived at class very agitated, explosive, and unmotivated. I recommend incorporating the technique of fractal drawing into the existing curriculum within the subjects of visual arts and art design, as well as a part of a therapeutic program in schools.

KEYWORDS: fractal drawing, movement, emotions, psychophysical health, lines and colors.

DEJAVNOSTI ZA JEZIKOVNI TABOR ANGLEŠKEGA JEZIKA, KI SPODBUJAJO UČENCE K GIBANJU

POVZETEK

S kombiniranjem strukturiranega jezikovnega pouka na jezikovnih taborih z aktivnostmi in igrami na prostem imajo učenci priložnost, da na praktičen in zabaven način vadijo in krepijo svoje jezikovne spretnosti. V tem prispevku bom predstavila dva angleška jezikovna tabora, pri katerih sem sodelovala, in dejavnosti, s katerimi smo učence učili angleščino skozi fizične aktivnosti. Glavni cilj teh dejavnosti je bil krepitev učenčevih slušnih, govornih in komunikacijskih sposobnosti v angleščini. Skupaj z učitelji, ki so pomagali na taborih, smo te dejavnosti ustvarili sami. Pri njihovem nastajanju smo upoštevali, da morajo učence ohraniti fizično aktivne. Dijake je pri večini teh aktivnosti ocenjevala skupina ocenjevalcev, ki je opazovala predvsem njihove komunikacijske sposobnosti in ustvarjalnost. Z opazovanjem smo ugotovili, da je učenje med gibanjem učencem omogočilo večjo komunikativnost, ustvarjalnost, boljše zadrževanje informacij in večjo motivacijo za učenje. Vključiti so se morali tudi v timsko delo, kar jim je pomagalo pri razvoju tekočega govora in krepitvi zaupanja v njihove govorne sposobnosti. Telesne aktivnosti na jezikovnih taborih niso nov koncept, vendar so te dejavnosti inovativne in ponovadi niso del običajnega učenja jezikov. Zato jih je mogoče uporabiti za izboljšanje jezikovnih taborov ali drugih obšolskih dejavnosti. Drugi učitelji jezikov jih lahko uporabljajo med načrtovanjem tovrstnih dogodkov, da bodo učenci med učenjem popolnoma vključeni v proces učenja.

KLJUČNE BESEDE: jezikovni tabor, usvajanje jezika s telesno aktivnostjo, gibanje, pouk angleščine.

ENGLISH LANGUAGE CAMP ACTIVITIES THAT GET STUDENTS MOVING

ABSTRACT

By combining structured language instruction at language camps with outdoor activities and games, students are given the opportunity to practice and strengthen their language skills in a practical and fun way. In this article, I will present two English language camps I have been a part of organising and the activities we used to keep students physically active while learning English. The main goal of these activities was to strengthen the student's listening, speaking and communication skills in English. I, along with the teachers helping at the camps, created these activities ourselves. While creating them, we kept in mind that the activities must keep the students physically active while speaking and communicating. The students were evaluated during most of these activities by a judging panel, which primarily observed their communication skills and creativity. Through observation, we saw that learning while moving allowed the students to be more communicative, creative, retain information better, and increased their motivation to learn. They also had to engage in teamwork, which helped them to develop their fluency and build confidence in their speaking abilities. Physical activities at language camps are not new concepts, but these activities are innovative and are not normally apart of typical language learning. Therefore, they can be used to improve camps or other extracurricular activities. Other language teachers can use them while planning these kinds of events to keep students fully engaged while learning.

KEYWORDS: language camp, language acquisition through physical activity, movement, English lessons.

OB DNEVU SLOVENSKEGA ŠPORTA RAZVIJAMO ZDRAV ŽIVLJENJSKI SLOG

POVZETEK

Slovenci smo športni narod in zavedamo se, da sta redna telesna dejavnost in duševno zdravje najpomembnejši sestavini zdravega življenjskega sloga. Naša država je prepoznala, kako pomemben člen naše družbe je šport in je 18. junija 2020 razglasila 23. september za dan slovenskega športa. Športna zveza Radovljica, Bled, Bohinj in Gorje s pomočjo Osnovne šole Antona Tomaža Linhart Radovljica in množice lokalnih športnih društev dan slovenskega športa vsako leto obeleži z organizacijo športne prireditve v mestnem športnem parku. Učitelji športne vzgoje smo se odločili, da se prireditve vsako leto udeležimo v okviru obveznega izbirnega predmeta šport za sprostitev, ki ga na naši šoli obiskuje okoli 50 učenk in učencev. Prireditve ob dnevu slovenskega športa ima velik potencial, saj ponuja priložnost za dolgoročni razvoj zdravih navad pri učencih ter priložnost, da učence navdušimo za zdrav način življenja, ki bo vplival na njihovo fizično in duševno počutje tudi v prihodnosti. Ob opravljanju nalog in pomoči pri organizaciji dogodka se učenci zabavajo, tkejo medsebojne vezi ter navajajo na sodelovanje in samostojnost. Opazovanje, anketa in pogovor po končani prireditvi so pokazali, da so učenci mnogo bolj motivirani, če svojo primarno potrebo po gibanju zadovoljujejo na dogodku, kjer v ospredju ni tekmovalni vidik, pač pa druženje, zabava in timsko delo. Dodatno motivacijo jim da tudi priložnost, da so soustvarjalci tako velikega dogodka, na katerem sodelujejo kot organizatorji in tekmovalci. Takšen dogodek prispeva k razvoju zdravih navad pri učencih, krepi športni duh in postavlja temelje za dolgoročno aktivno življenje.

KLJUČNE BESEDE: zdrav življenjski slog, dan slovenskega športa, izbirni predmet, soustvarjalci športne prireditve, primarna potreba po gibanju.

WE DEVELOP A HEALTHY LIFESTYLE ON THE SLOVENIAN SPORTS DAY

ABSTRACT

Slovenians are a sporty nation and we are aware that regular physical activity and mental health are the most important components of a healthy lifestyle. Our country recognized how important a part of our society sport is and on June 18, 2020, it declared September 23 the Slovenian Sports Day. The Sports Association of Radovljica, Bled, Bohinj and Gorje, with the help of the primary school of Anton Tomaž Linhart Radovljica and a number of local sports clubs, celebrates Slovenian Sports Day every year by organizing a sports event in the city's sports park. Physical education teachers have decided to participate in the event every year as part of the compulsory elective subject sport for relaxation, which is attended by around 50 students at our school. The Slovenian Sports Day event has great potential, as it offers an opportunity for the long-term development of healthy habits among students and an opportunity to inspire students for a healthy way of life, which will affect their physical and mental well-being in the future as well. While completing tasks and helping to organize the event, the students have fun, build mutual bonds and teach cooperation and independence. Observation, survey and conversation after the event showed that students are much more motivated if they satisfy their primary need for movement at an event where the focus is not on competition, but on socializing, fun and teamwork. The opportunity to be co-creators of such a large event, in which they participate as organizers and competitors, gives them additional motivation. Such an event contributes to the development of healthy habits in students, strengthens sportsmanship and lays the foundations for a long-term active life.

KEYWORDS: healthy lifestyle, Slovenian Sports Day, optional subject, co-creators of the sports event, primary need for movement.

OTROŠKA FOLKLORA – SPODBUDNA IN USTVARJALNA UČNA DEJAVNOST

POVZETEK

Otroško plesno izročilo je pomemben del ljudskega izročila, ki v prepletu z otroško ljudsko igro predstavlja pomemben del kulturne dediščine. Redni in razširjeni program osnovne šole znotraj ciljev ponuja učencem priložnosti za uresničevanje ljudskega izročila, obenem pa spodbuja gibalni razvoj in pozitiven odnos med učenci v spodbudnem ustvarjalnem okolju. Namen prispevka je predstaviti pozitiven vpliv vključevanja otroške ljudske igre, otroškega pevskega in plesnega izročila na zdrav življenjski slog učencev. Medpredmetno povezovanje ciljev, vključevanje različnih metod in oblik dela, omogoča učencem izpostaviti se na njihovem močnem področju (pevskem, plesnem, igralskem, ...) ter jih spodbuja k ustvarjalnosti in poustvarjanju, kar je zelo nujno, saj so motivacija, socialne razlike, gibalne sposobnosti med učenci vse večje. Prilagajanje in upoštevanje različnosti učencev vodi k povezanosti folklorne skupine hkrati pa člane navaja na odgovornost, saj je redna udeležba na vajah in aktivno sodelovanje pogoj za uspešen nastop in posledično dobro počutje vključenih v interesno dejavnost. Izvenšolsko udejstvovanje na prireditvah in na srečanjih otroških folklornih skupin daje povratno informacijo vsem udeležencem učencem in staršem predvsem pozitivno. Mentor pa evalvira koreografijo, plesno dinamiko, odrsko igro, petje in skupaj z učenci načrtuje izboljšave. S folklorno dejavnostjo razvijamo in oblikujemo vrednote in prepričanja učencev o preteklosti in vplivamo na redno telesno dejavnost ter omogočamo socialni stik učencev. Skrb za telesno in duševno zdravje otrok je eden od ciljev, ki mu sledimo v osnovni šoli. Zasedujemo lahko pozitiven vpliv otroške folklore na mladostnike, saj mnogokrat osnovnošolski folkloristi plešejo pri odraslih folklornih skupinah. Pozitivna in navdihujoča izkušnja iz mladosti tako vpliva na višjo kakovost življenja v odrasli dobi.

KLJUČNE BESEDE: kulturna dediščina, ljudsko izročilo, medpredmetno povezovanje, gibalni razvoj, zdrav način življenja.

CHILDREN'S FOLKLORE - A STIMULATING AND CREATIVE LEARNING ACTIVITY

ABSTRACT

The children's dance tradition is an important part of the folk tradition, which together with the children's folk play represents an important part of the cultural heritage. The regular and extended programme of the elementary school within the objectives offers students opportunities to realize the folk tradition, while at the same time it encourages movement development and a positive attitude among students in a stimulating creative environment. The purpose of the paper is to present the positive impact of the inclusion of children's folk dance, children's singing and dancing traditions on the healthy lifestyle of students. The cross-curricular integration of goals, the inclusion of different methods and forms of work, enables students to stand out in their strong areas (singing, dancing, acting...) and encourages them to be creative and recreate, which is very necessary, as motivation, social differences, movement skills among students are getting bigger. Adapting to and accepting the diversity of the students leads to the cohesiveness of the folklore group and at the same time it teaches the members responsibility, since regular attendance in the rehearsals and active participation is a condition for a successful performance and, consequently, the well-being of those involved in the after school club. Extracurricular involvement in events and meetings of children's folklore groups gives feedback to all participants, students and parents, mainly positive. The mentor evaluates the choreography, dance dynamics, stage play, singing and plans improvements together with the students. Through the folklore activity, we develop and shape the students' values and beliefs about the past, influence regular physical activity, and enable social contact for the students. Caring for children's physical and mental health is one of the goals pursued in elementary school.

We can trace the positive influence of children's folklore on young people, as elementary school folklorists often dance with adult folklore groups. A positive and inspiring experience from youth thus influences a higher quality of life in adulthood.

KEYWORDS: cultural heritage, folk tradition, cross-curricular integration, movement development, healthy lifestyle.

POMEN GIBANJA PO DOLGOTRAJNEM SEDENJU ZA RAČUNALNIKOM IN NAČINI RAZGIBAVANJA MED POUKOM

POVZETEK

Dolgotrajno sedenje za računalnikom je postalo neizogiben del vsakdana v šolskem in poklicnem okolju. Še posebej v tehniških šolah, kjer se učenci pogosto ukvarjajo s tehničnim risanjem, 3D modeliranjem in programiranjem, lahko sedeče delo brez ustreznih prekinitev negativno vpliva na njihovo zdravje in dobro počutje. Sedenje brez ustreznih prekinitev povzroča številne težave, kot so bolečine v hrbtenici, zmanjšana prekrvavitev, zmanjšana učna sposobnost in povečano tveganje za kronične bolezni. Namen tega članka je preučiti učinke dolgotrajnega sedenja in pomembnost gibanja za izboljšanje počutja ter predlagati enostavne in učinkovite vaje za razgibavanje, ki jih lahko učitelji vključijo v šolske ure. Članek prav tako raziskuje, kako gibanje pozitivno vpliva na telesno zdravje, izboljšuje kognitivne funkcije in zmanjšuje stres.

KLJUČNE BESEDE: sedenje, gibanje, zdravje, učna učinkovitost, telesna aktivnost.

THE IMPORTANCE OF MOVEMENT AFTER PROLONGED SITTING AT A COMPUTER AND WAYS TO STRETCH DURING CLASS

ABSTRACT

Prolonged sitting at a computer has become an inevitable part of daily life in both educational and professional settings. This is especially true in technical schools, where students often engage in technical drawing, 3D modeling, and programming. Sitting for extended periods without appropriate breaks can negatively impact their health and well-being. Sitting without adequate breaks causes various issues, such as back pain, reduced circulation, decreased learning ability, and increased risk of chronic diseases. The purpose of this article is to examine the effects of prolonged sitting and the importance of movement for enhancing well-being, as well as to suggest simple and effective stretching exercises that teachers can incorporate into classroom sessions. The article also explores how movement positively affects physical health, improves cognitive functions, and reduces stress.

KEYWORDS: sitting, movement, health, learning efficiency, physical activity.

Z NEMŠKIMI NEPRAVILNIMI GLAGOLI DO BOLJŠEGA DUŠEVNEGA ZDRAVJA

POVZETEK

Duševno zdravje omogoča posamezniku udejanjanje njegovih umskih in čustvenih zmožnosti ter najti in izpolniti svojo vlogo v poklicnem, družbenem in zasebnem življenju. V državnem Akcijskem načrtu je navedeno, da moramo učitelji pri snovanju in izvajanju dejavnosti upoštevati vidik duševnega zdravja. Pri pouku nemščine na umetniški gimnaziji likovne smeri imajo dijaki slabo samopodobo zaradi primerjave z znanjem angleščine, hkrati nimajo volje do sprotnega učenja, zaradi česar dobijo slabše ocene, ki jih potem enačijo z lastno vrednostjo. Na koncu se razvijejo odpor do učenja in duševne stiske. Za dijake tega programa je naučiti se celoten seznam nepravilnih nemških glagolov izjemno naporna naloga, zato sem izvedla večdnevni projekt, pri katerem so s seznama nepravilnih glagolov izbrali glagole tako, da so z njimi ustvarili poljubno besedilo. Vse skupaj so ilustrirali in s tem personalizirali ter si na koncu ponosno ogledali svoje projekte. Namen je bil, da smo neprijetno snov, ki bi jo težko usvojili, kar bi še dodatno negativno vplivalo na njihovo samopodobo, združili z risanjem, ki je njihovo močno področje, zaradi česar so lažje uspešno opravili delo in pokazali, kaj znajo. Ugotovili smo, da so s tem razvili pozitiven odnos do učenja, ponos ob gledanju izdelkov je ugodno vplival na duševno zdravje, glagole so si zapomnili, nekateri so se od takrat naprej začeli sproti učiti in postali bolj motivirani, uspešnejši in srečnejši. Duševno zdrav posameznik se rad uči in razvija in bo plodno prispeval v skupnost. S tem konkretnim primerom smo prikazali, kako lahko učitelj ustvarja pogoje za zdrav duševni razvoj.

KLJUČNE BESEDE: duševno zdravje dijakov, samopodoba pri nemščini, personalizacija in ilustracija nepravilnih glagolov, ustvarjalnost, vzpodbudno učno okolje.

WITH GERMAN IRREGULAR VERBS TO BETTER MENTAL HEALTH

ABSTRACT

Mental health enables an individual to realize their intellectual and emotional potential and to find and fulfil their role in professional, social, and private life. The National Action Plan states that teachers must consider the aspect of mental health when designing and implementing activities. In German classes at an art-focused high school with a visual arts curriculum, students often struggle with low self-esteem due to comparisons with their proficiency in English. They also lack the motivation for regular studying, resulting in lower grades, which they then equate with their self-worth. This ultimately leads to a resistance to learning and mental distress. For students in this program, learning the entire list of irregular German verbs is an extremely challenging task. Therefore, I organized a multi-day project where students selected verbs from the list and created any text of their choice with them. They illustrated and personalized their work and proudly reviewed their projects afterward. The aim was to combine a difficult subject, which they would otherwise struggle to master and which could further harm their self-esteem, with drawing—a strong area for them. This approach allowed them to complete the work more easily and showcase their abilities. We found that this approach fostered a positive attitude toward learning. The pride in viewing their work positively impacted their mental health, and they remembered the verbs. Some students even started studying regularly and became more motivated, successful, and happier. A mentally healthy individual enjoys learning and growing and will contribute positively to the community. This specific example demonstrates how a teacher can create conditions for healthy mental development.

KEYWORDS: student mental health, self-esteem in German class, personalization and illustration of irregular verbs, creativity, an encouraging learning environment.

ZDRAVA MAVRIČNA PREHRANA, OČEM VŠEČNA – SADJE

POVZETEK

Sadje je ključen element zdrave, uravnotežene, varovalne prehrane, saj vsebuje veliko hranil; vitaminov, mineralov, prehranskih vlaknin, fitokemičnih snovi ... Uživanje dovolj sadja je ključno za ohranjanje zdravja in dobro počutje vsakega človeka. Namen pričujočega prispevka je predstaviti primer večletne dobre prakse, s katero učence v osnovni šoli na nevsiljiv način navajamo na redno uživanje sadja in obenem učimo in ozaveščamo o pomenu sadja za zdravo prehrano. Učenci ob dejavnostih izvedo o prednostih lokalno pridelanega sadja pred tistim, ki ima za seboj dolge transportne poti. Sadje lokalnega izvora ima namreč višjo hranilno in biološko vrednost, vsebuje manj konzervansov, ima tradicionalen okus in ohranja genetsko pestrost. S kupovanjem hrane lokalnega porekla podpiramo lokalne pridelovalce in panogo ter utrjujemo lokalno samooskrbo. Učencem predstavimo še vpliv na varovanje okolja, saj prevoz hrane pomembno vpliva na povečanje ogljičnega odtisa v ozračju. Učenci vedo, da ljudje uporabljamo kemična sredstva za zatiranje škodljivcev na sadju. Ta sredstva so učinkovita, vendar so lahko škodljiva za naše zdravje. Vsaj del kemičnih sredstev lahko odstranimo, če sadje pred uporabo temeljito operemo s toplo vodo ali olupimo. Če je sadje biološko pridelano, z lupljenjem odstranimo vitamine, ki so v lupini. Učenci spoznajo mavrično paleto različnih vrst sadja. Dejavnosti, ki spodbujajo večje uživanje sadja pri učencih, izvajamo v okviru šolske sheme sadja, pri pouku gospodinjstva in naravoslovja ter med obroki hranjenja v šoli. Na podlagi opazovanja ugotavljamo, da učenci raje in večkrat posegajo po sadju, če jim je stalno na razpolago in vedo, kje ga dobiti. Tako razvijamo zdrave prehranjevalne navade otrok.

KLJUČNE BESEDE: Sadje, zdrava prehrana, ozaveščanje učencev, lokalna pridelava, varovanje okolja.

FRUIT: HEALTHY AND VISUALLY APPEALING RAINBOW NUTRITION

ABSTRACT

Fruit is a key element of a healthy, balanced, and protective diet, as it contains a rich array of nutrients; vitamins, minerals, dietary fibre, phytochemicals, and more. Consuming enough fruit is essential for maintaining health and well-being. The purpose of this article is to present a best practice example that subtly encourages primary school pupils to regularly consume fruit while also educating them and raising awareness about the importance of fruit in a healthy diet. Through activities, pupils learn about the advantages of locally grown fruit over fruit that has travelled long distances. Locally sourced fruit has a higher nutritional and biological value, contains fewer preservatives, has a traditional taste, and helps preserve genetic diversity. By purchasing locally sourced food, we support local producers and local food industry, while strengthening local self-sufficiency. Pupils are also made aware of the environmental impacts, as food transportation significantly contributes to a growing carbon footprint. Pupils also get to know the rainbow palette of different types of fruit. Activities that promote greater fruit consumption among pupils are carried out as part of the school fruit scheme, during home economics and science classes, as well as during school meals. Based on our observation we've found out, that pupils tend to consume fruit more often if it is consistently available and they know where to get it. This helps develop healthy eating habits in children.

KEY WORDS: Fruit, healthy nutrition, raising awareness of pupils, local production, protection of the environment.

POMEN ZDRAVE PREHRANE IN RAZVIJANJE POZITIVNEGA ODNOSA DO HRANE V OSNOVNI ŠOLI

POVZETEK

V šolah preživijo mladostniki večji del dneva. Posledično večino dnevnega vnosa hrane zaužijejo učenci prav s šolskimi obroki. Skrb za zdravo prehranjevanje otrok in mladostnikov v vzgojno-izobraževalnih zavodih je v Sloveniji urejena z veljavnimi predpisi. Šolska prehrana je organizirana tako, da so ponujeni obroki sestavljeni pravilno, da osebje, ki načrtuje in pripravlja šolske obroke, pozna prehranska priporočila in jih pri svojem delu v čim večji meri tudi upošteva. Uravnotežena in kakovostna prehrana s sočasnim načrtnim izvajanjem vzgojno-izobraževalnih dejavnosti postaja eden ključnih elementov sodobne družbe, s katerim lahko učinkovito vplivamo na prehransko oskrbo, prehranjevalne navade, zdravje najmlajših in trajnostni razvoj.

Če se otroci in mladostniki res zavedajo vpliva prehrane na njihovo zdravje in okolje, sprejemajo bolj zdrave in odgovorne odločitve.

Prispevek osvetljuje pomembna vprašanja v povezavi z zdravimi prehranjevalnimi navadami osnovnošolcev in predstavlja primer dobre prakse, kako lahko učitelji dosegamo izboljšave na tem področju. Z opazovanjem prehranjevalnih navad učencev, ozaveščanjem o pomembnosti zdravega prehranjevanja in problematiki zavržene hrane smo izboljšali odnos do hrane, zmanjšali količine odpadne hrane in uresničili slovenski dan brez zavržene hrane.

KLJUČNE BESEDE: prehranske navade, odnos do hrane, zavržena hrana, ozaveščanje učencev.

THE IMPORTANCE OF A HEALTHY DIET AND THE DEVELOPMENT OF A POSITIVE ATTITUDE TOWARDS FOOD IN PRIMARY SCHOOL

ABSTRACT

Adolescents spend most of the day in schools. As a result, most of the daily intake of food is consumed by students with school meals. The care for the healthy eating of children and adolescents in educational institutions is governed by valid regulations in Slovenia. School meals are organized in such a way that the meals offered are prepared correctly, that the staff who plan and prepare school meals know the nutritional recommendations and follow them as much as possible in their work. A balanced and high-quality diet with the simultaneous planned implementation of educational activities is becoming one of the key elements of modern society, with which we can effectively influence food supply, eating habits, the health of the youngest and sustainable development.

If children and adolescents are really aware of the impact of nutrition on their health and the environment, they make healthier and more responsible decisions.

The paper sheds light on important issues related to the healthy eating habits of elementary school students and presents an example of good practice on how teachers can achieve improvements in this area. By observing the eating habits of students, raising awareness of the importance of healthy eating and the problem of wasted food, we improved the attitude towards food, reduced the amount of wasted food and implemented a Slovenian day without wasted food.

KEYWORDS: dietary habits, attitude to food, discarded food, raising awareness among students.

KNJIŽNIČNA INFORMACIJSKA ZNANJA PRI URI ŠPORTA

POVZETEK

V šolskem okolju v zadnjem času ugotavljamo, da ima vedno več otrok povečano telesno težo in slabšo telesno gibljivost. Oboje je posledica sedečega preživljanja časa in uporabe sodobne tehnologije pri šolskem delu in tudi v prostem času. Otroci, ki rastejo in se razvijajo, so še posebej občutljiva skupina in prav zaradi tega bi morali več časa preživeti v gibanju, pri raznih športnih aktivnostih ali druženju z vrstniki na igriščih, na kolesu ali vsaj na sprehodu. Prav tako pa poleg gibalnih sposobnosti opažamo tudi upad branja. Vedno manj učencev posega po knjigah, saj »nimajo časa brati«, ker čas pri uporabi sodobne tehnologije hitro mine. Za branje je potrebna spodobnost koncentracije in vztrajnosti, obe sposobnosti pa sta povezani tudi s športom. Zaradi teh dveh razlogov smo se povezali pri izvajanju ur knjižnično informativnih znanj z urami športa. Odločili smo se za učence osmih razredov, ki so že seznanjeni z uporabo vzajemnega kataloga Cobiss in vsebinami o pomenu zdravega načina življenja. V prispevku predstavljam izvedbo šolske ure knjižnično informacijskega znanja pri uri športa za učence osmega razreda in sodelovanje športnih učiteljev s šolsko knjižnico. S takim načinom dela želimo učence ozavestiti o pomembnosti zdravega načina življenja in hkrati tudi seznaniti s koristno uporabo sodobne tehnologije.

KLJUČNE BESEDE: šport, gibanje, učenci, branje, Cobiss.

LIBRARY INFORMATION SKILLS IN THE SPORTS CLASS

ABSTRACT

In the school environment, we have recently noticed that more and more children have increased body weight and poorer physical mobility. Both are the result of spending time sitting down and the use of modern technology in school work and also in free time. Children who are growing and developing are a particularly sensitive group and this is why they should spend more time in motion in various sports activities or socializing with their peers on the playground, on a bicycle or at least going for a walk. We also notice a decline in reading. Fewer and fewer students reach for books because they "don't have time to read" because time passes quickly when using modern technology. Reading requires a decent amount of concentration and persistence and both skills are also associated with sports. For these two reasons, we have combined the library information skills classes with the sports classes. We decided on eighth-grade students who are already familiar with the use of the Cobiss mutual catalogue and content on the importance of a healthy lifestyle. In the article, I present the implementation of the library information lesson in the sports lesson for eighth-grade students and the cooperation of sports teachers with the school library. With this way of working, we want to make students aware of the importance of a healthy lifestyle and at the same time familiarize them with the useful use of modern technology.

KEYWORDS: sport, movement, students, reading, Cobiss

BIVANJE MALČKOV V GOZDU

POVZETEK

Gozdna pedagogika v predšolskem obdobju je pristop k učenju in vzgoji, ki temelji na preživljanju časa v naravi in aktivnem učenju skozi izkušnje v gozdu. Učenje poteka predvsem skozi izkušnje, raziskovanje in igro na prostem, kjer narava postane učilnica. Ta metoda se osredotoča na razvoj otrokovega celostnega razvoja (fizičnega, čustvenega, socialnega, intelektualnega) skozi raziskovanje narave, igro in ustvarjalne dejavnosti v gozdnem okolju. Gozdna pedagogika poudarja pomembnost stika z naravo za otrokov razvoj in dobro počutje. Namen prispevka je predstaviti aktivno bivanje malčkov v spodbudnem učnem okolju - gozdu. Otroci so pridobili boljšo fizično kondicijo, razvijali so motorične sposobnosti, socialne veščine, krepili so samostojnost in samozavest. Hkrati so razvijali globoko povezanost z naravo, kritično mišljenje ter bili bolj zavestni skozi izkušnje in igro na prostem. Uporabljena je bila metoda kvalitativnega vrednotenja gibanja s sistematičnim opazovanjem in kritično presojo. S prispevkom želim poudariti, kako pomembno je gibanje v naravi za celostni razvoj otrok v predšolskem obdobju, kako lahko narava skozi igro in gibanje prispeva k bolj zdravemu in uravnoteženemu življenju otrok.

KLJUČNE BESEDE: gozdna pedagogika, naravne oblike gibanja, malčki.

TODDLER'S STAY IN THE FOREST

ABSTRACT

Forest pedagogy in the preschool period is an approach to learning and education that is based on spending time in nature and active learning through experiences in the forest. Learning primarily takes place through experiences, exploration, and outdoor play, where nature becomes the classroom. This method focuses on the child's holistic development (physical, emotional, social, intellectual) through nature exploration, play, and creative activities in a forest environment. Forest pedagogy emphasizes the importance of contact with nature for a child's development and well-being.

The purpose of the article is to present the active stay of toddlers in a stimulating learning environment—the forest. The children improved their physical fitness, developed motor skills and social skills, and strengthened their independence and self-confidence. At the same time, they developed a deep connection with nature, critical thinking, and became more aware through experiences and outdoor play. The method of qualitative evaluation of movement was used through systematic observation and critical assessment.

With this article, I aim to highlight the importance of movement in nature for the holistic development of children in the preschool period, and how nature, through play and movement, can contribute to a healthier and more balanced life for children.

KEYWORDS: forest pedagogy, natural forms of movement, toddlers.

Z GIBANJEM DO BOLJŠE DELOVNE VNEME IN ZDRAVJA

POVZETEK

V današnjem času so učenci zelo veliko časa v prisiljenem sedečem položaju, zato je gibanje zanje še toliko bolj pomembno. Priporočljivo je, da bi se gibal eno uro na dan. Učencev športnikov je manj kot polovica, zato se sprašujemo, kako vzpodbuditi tiste učence, ki se v svojem prostem času ne ukvarjajo s športom in se ne gibljejo dovolj (ali se sploh ne gibljejo).

Prav bi bilo, da bi šole vsem učencem omogočile vsaj delček časa, ko bodo vsi naredili nekaj za svoje telo – torej se bodo gibal. Namen prispevka je prikazati konkretne metode, s katerimi na naši šoli spodbujamo gibanje med poukom, in njihov vpliv na zdravje ter večjo koncentracijo učencev. Na šoli namreč že nekaj let v času pouka izvajamo »Minuto za zdravje«, v kar so vključeni vsi učenci šole. Ocena učinkov le-tega je bila izvedena med učenci predmetne stopnje, med najpomembnejšimi sta bili boljša koncentracija in večja delovna vnema. Poleg tega se učenci dvakrat letno preizkusijo v »Športnem izzivu«, ki je tekmovalne narave, vključuje učence predmetne stopnje, prinaša pa pozitivne učinke na zdravje tekmovalcev, saj se učenci na izziv redno pripravljajo in skrbijo za svoje zdravje. Ti učenci imajo zelo dober učni uspeh.

Rezultati anket med učenci in učitelji potrjujejo, da primera iz prakse prispevata k izboljšanju koncentracije in delovne vneme kot tudi boljšemu zdravju, izboljšanemu počutju in sprostitvi. Učitelji, ki »Minuto za zdravje« izvajamo, bomo to obdržali, saj so učenci bistveno bolj zbrani, lažje sledijo učni snovi in – kot protiutež dolgemu sedenju – imajo razgibano telo.

KLJUČNE BESEDE: gibanje, zdravje, koncentracija pri pouku, sprostitev, telesna aktivnost v šolah.

MOVEMENT AS A FACTOR FOR BETTER WORK ZEAL AND HEALTH

ABSTRACT

Nowadays, pupils spend a significant amount of time in a forced sitting position. This is why physical activity should play an important role in their lives. It is recommended that they engage in at least one hour of physical activity per day. Less than half of the pupils are athletes. This fact raises the question of how to encourage those pupils who do not do any sports in their free time and do not exercise enough (or do not exercise at all).

Schools should ensure that all pupils have at least a small amount of time dedicated to doing something beneficial for their bodies – in other words, to engage in movement. The aim of this article is to present concrete methods our school uses to promote physical activity during lessons and their impact on pupils' health and concentration. For several years now, our school has been implementing the "Minute for Health" during classes, in which all pupils participate. The effectiveness of this initiative was evaluated among pupils of the course level, with better concentration and increased work zeal being the most significant outcomes. Additionally, pupils participate twice a year in the "Sports Challenge," a competitive event for pupils of the course level that positively impacts the health of participants, as they regularly prepare for the challenge and take care of their health. These pupils also tend to achieve excellent learning results.

Surveys conducted among pupils and teachers confirm that these practical examples contribute to improved concentration and work engagement, as well as better health, well-being, and relaxation. Teachers who conduct the "Minute for Health" will continue to do so, as pupils are significantly more focused, better able to follow the lesson material, and – as a counterbalance to long periods of sitting – benefit from increased physical activity.

KEYWORDS: movement, health, concentration during lessons, relaxation, physical activity in schools.

IGRA KOT SREDSTVO POVEZOVANJA ODDELKA V ŠOLI S ČUSTVENO IN VEDENJSKO OŠKODOVANIMI UČENCI

POVZETEK

Učno vzgojni proces pri delu s populacijo čustveno in vedenjsko oškodovanih otrok je drugačen kot delo v rednih osnovnošolskih programih. Težko bi trdil, da je delo težje; z vidika čustvenih interakcij pa je nedvomno intenzivnejše. V osnovnem pomenu je definicija igre svobodna aktivnost, ki se odvija v namerno ograjenem času in prostoru, izvaja pa se po natančno določenih pravilih, zato med igro vlada red. Otroci, ki so oškodovani na področju vedenja in čustvovanja, še bolj potrebujejo jasne meje in strukturo. Med igro pridobijo večje število možnosti vedenjskih odzivov na frustracijo, kar jih usmerja tudi pri gradnji medvrstniških odnosov.

Kot učitelj športa se pri svojem delu srečujem z izzivi motivacije in ustrezne pripravljenosti za delo pri učencih. Veliko motivacijsko noto jim daje igra v različnih kombinacijah. Delam s heterogenimi skupinami, v nekaterih oddelkih so učenci mešani celo po spolu. Poleg večjega interesa za delo v oddelku, igra pomembno vpliva tudi na izboljšanje medsebojnih odnosov. V prispevku se bom osredotočil na igro z žogo. Metoda poučevanja bazira na izboljšanju tehničnih sposobnosti pri igri odbojke. Opazovanje enega razreda pri načrtovanju učne ure pokaže, da je motivacija za delo višja pri urah z igro, kot pri urah brez igre, čeprav je cilj obeh učnih ur identičen. Učenci bodo izpolnili kratek vprašalnik, ki bo potrdil tezo večje motiviranosti in izboljšanja medosebnih odnosov.

Prispevek se nanaša na neposredno delo v praksi, zato lahko bistveno vpliva na nadaljnje načrtovanje in realiziranje zastavljenih načrtov. V prispevku bosta konkretno opisani dve učni pripravi. Ena bazira na igri, druga pa uporablja metodične vaje za izboljšanje zgornjega odboja. Učitelji bodo lahko testirali obe možnosti in ugotovili, katera ima boljši učinek na izvedbo učne ure, kar jim bo pomagalo pri načrtovanju vzgojno izobraževalnega procesa.

KLJUČNE BESEDE: šport, igra, motivacija, medvrstniški odnosi, posebne potrebe.

PLAY AS A MEANS OF CONNECTING THE CLASSROOM IN SCHOOL WITH EMOTIONALLY AND BEHAVIORALLY CHALLENGED CHILDREN

ABSTRACT

The educational process when working with emotionally and behaviorally challenged children differs from work in regular primary school programs. I can't say it is necessarily harder, but it is certainly more intense from the standpoint of emotional interactions. The most basic definition of play is a free activity that takes place within a deliberately confined time and space, and is carried out according to precisely defined rules,—this is why order prevails during play. Children who are emotionally and behaviorally disadvantaged are in particular need of clear boundaries and structure. During play, they exhibit a greater variety of behavioral responses to their frustration, which also guides them in building peer relationships.

As a sports teacher, I am faced with challenges related to student motivation and readiness for work. Play in various combinations provides a significant motivational value. I work with heterogeneous groups and in some classes students are even mixed by gender. Besides increasing interest in classroom activities, playing sports greatly improves interpersonal relationships. This paper touches on practical work and can substantially impact future planning and implementation of set goals. In this paper, I focus on ball games, with a teaching method based on improving technical skills in volleyball. Observing one class during lesson planning shows that motivation for work is higher during lessons involving games compared to those without games, even though the objective of both lessons is identical. The students will complete a short questionnaire, which will confirm the hypothesis of higher motivation and improved interpersonal relationships.

The paper relates to direct practical work and can therefore significantly influence the further planning and implementation of set goals. Two lesson plans will be specifically described in the paper: one based on a game and the other using methodical exercises to improve overhead passing. Teachers will be able to test both

approaches and determine which one has a better effect on the execution of the lesson, helping them in planning the educational process.

KEYWORDS: sports, play, peer relationships, motivation, special needs.

KO ZAČNEMO POUK S ŠPORTOM

POVZETEK

Športna aktivnost vpliva na splošno dobro počutje in kakovost življenja učencev in na njihovo delovanje v šolskem okolju, ki je pogosto zelo statično. Pomanjkanje fizične aktivnosti lahko poslabša težave s koncentracijo in pozornostjo, saj telesna dejavnost pomaga pri izboljšanju kognitivnih funkcij in koncentracije. Športne dejavnosti pogosto spodbujajo razvijanje samodiscipline in samokontrole, kar lahko zmanjka pri neaktivnih otrocih. Vse to se še posebej izraža pri učencih s hiperkinetično motnjo, ki za učinkovito učenje in delovanje v šoli potrebujejo dovolj gibanja, da porabijo odvečno energijo, kar pripomore k boljši samokontroli in manjši impulzivnosti.

Namen tega prispevka je s pomočjo primera dobre prakse predstaviti, kako na delo v oddelku vpliva pričetek pouka s predmetom šport. V šolskem letu 2023 / 2024 sem pri poučevanju v 5. razredu osnovne šole izvajal pouk športa prvo uro pouka (7.30 do 8.15). Pri tem sem opazil, da so učenci pri pouku v tem dnevu uspešnejši kot pri dnevih, ko se pouk ni pričel s športom. V prispevku bom predstavil tudi učenca s hiperkinetično motnjo, na katerega je imel ta način dela še posebej ugoden učinek.

Pomemben doprinos prispevka vidim v ozaveščanju učiteljev in sestavljalcev urnikov na pomen gibanja ob pričetku pouka, saj lahko s tem močno pripomoremo k boljšemu in manj stresnemu šolskemu okolju.

KLJUČNE BESEDE: šport, koncentracija, prva ura pouka.

WHEN WE START SCHOOL WITH SPORTS

ABSTRACT

Physical activity influences the overall well-being and quality of life of students, as well as their functioning in a school environment, which is often very static. A lack of physical activity can exacerbate issues with concentration and attention, as physical activity helps improve cognitive functions and focus. Sports activities often promote the development of self-discipline and self-control, which may be lacking in inactive children. This is especially evident in students with hyperkinetic disorder, who need sufficient physical movement to expend excess energy, aiding in better self-control and reduced impulsivity for more effective learning and functioning in school.

The purpose of this article is to present, through a case of good practice, how starting the school day with physical education impacts work in the classroom. During the 2023/2024 school year, I conducted physical education classes in the first period (7:30 to 8:15) in a 5th-grade class. I observed that students were more successful during the school day when it started with physical education compared to days when it did not. In this article, I will also discuss a student with hyperkinetic disorder who particularly benefited from this approach.

I see the important contribution of this article in raising awareness among teachers and schedule planners about the significance of movement at the beginning of the school day, as this can greatly contribute to a better and less stressful school environment.

KEYWORDS: sports, concentration, first period.

IZVAJANJE PROJEKTA ZA IZBOLJŠANJE STORITEV V ZDRAVSTVENEM IN SOCIALNEM VARSTVU

POVZETEK

V prispevku bodo predstavljeni izhodišče in ključni elementi projekta "Bolničar-negovalec 2024–2026", ki ga izvaja podjetje Sofizo d.o.o. Glavna tema prispevka bo analiza potreb po prilagoditvi izobraževalnega sistema tržnim zahtevam in iskanju rešitev za zmanjšanje deficita na področju kadrov v zdravstvu, zlasti pri poklicu bolničar-negovalec. Namen je prikazati, kako lahko tovrstni programi usposabljanja pomembno prispevajo k zapolnitvi vrzeli na trgu dela in hkrati povečajo privlačnost tega poklica, ki je v zadnjih letih postal vse bolj pomemben, a pogosto podcenjen. Osrednja ideja prispevka je pokazati, da je projekt oblikovan tako, da ne zagotavlja le izobraževanja, ampak tudi konkretno prispeva k dvigu kakovosti storitev v zdravstveni in dolgotrajni oskrbi. Poudarek bo na ciljni skupini udeležencev – odraslih z najmanj IV. stopnjo izobrazbe, ki želijo pridobiti potrebne kompetence za opravljanje poklica bolničar-negovalec. Prispevek bo raziskal, kako se teorija in praksa v programu združujeta za zagotavljanje varnega, skrbnega in strokovnega dela v skladu s standardi. Rezultati projekta bodo vključeni v razpravo o tem, kako lahko sistematično in verificirano izvajanje teoretičnega dela prispeva k usposabljanju novih delavcev, pripravljenih na delo v različnih zdravstvenih in oskrbovalnih institucijah. Prispevek bo tako pomembno prispeval k razvoju stroke, zlasti v smislu iskanja rešitev za boljše usposabljanje zdravstvenih delavcev ter izboljšanje kakovosti oskrbe in storitev v dolgotrajni oskrbi.

KLJUČNE BESEDE: Sofizo d.o.o., javni razpis, bolničar-negovalec.

IMPLEMENTATION OF THE PROJECT FOR IMPROVING HEALTHCARE AND SOCIAL CARE SERVICES

ABSTRACT

The central idea of the paper is to show how the project is designed not only to provide education but also to contribute concretely to improving the quality of services in healthcare and long-term care. The emphasis will be on the target group of participants – adults with at least a level IV education, who wish to acquire the necessary competencies to perform the profession of a nursing assistant. The paper will explore how theory and practice are integrated in the program to ensure safe, careful, and professional work in accordance with standards. The project's results will be included in the discussion on how the systematic and verified implementation of the theoretical part can contribute to training new workers, prepared to work in various healthcare and long-term care institutions. Thus, the paper will make an important contribution to the development of the profession, particularly in terms of finding solutions for better training of healthcare workers and improving the quality of care and services in long-term care.

KEYWORDS: Sofizo d.o.o., public tender, nurse-caregiver.

O DUŠEVNEM ZDRAVJU SKOZI RADIJSKE NOVINARSKE DELAVNICE

POVZETEK

Namen prispevka je predstaviti, kako lahko radijske novinarske delavnice in sodelovanje učencev v radijski oddaji prispevajo k ozaveščanju učencev o pomenu duševnega zdravja v šolskem okolju in nasploh. Radijske novinarske delavnice na I. osnovni šoli Celje v sodelovanju z Radiem Slovenija v šol. letu 2023/2024 so bile izvedene z namenom spodbujati razmišljanje o duševnem zdravju. Gost, ki so ga učenci intervjuvali, je bil priznan psihoterapevt Luka Agrež. V sklopu priprav na delavnice, ki so potekale na šoli, in radijsko oddajo Hudo! na Prvem programu Radia Slovenija so učenci skozi proces novinarskega raziskovanja preučevali različne vidike duševnega zdravja, kot so stres, anksioznost, samopodoba in obvladovanje čustev. Pod vodstvom mentorice so raziskovali različne vire in se učili, kako analizirati pridobljene informacije, postavljati prava vprašanja, ki bi odprla poglobljeno razpravo o duševnem zdravju, in nenazadnje izraziti svoje ugotovitve. Novinarske delavnice so bile sestavljene iz več delov: temeljite večtedenske priprave pri pouku izbirnih predmetov vzgoja za medije – tisk, televizija in šolsko novinarstvo, snemanja anket in intervjujev na šoli, obdelave posnetkov in nastopa učencev v radijski oddaji v živo. Sodelovanje s psihoterapevtom je bilo ključnega pomena, saj je učencem omogočilo poglobljeno razumevanje te tematike s strokovnega vidika. Skozi raziskovanje so učenci razvili večjo empatijo do sebe in drugih, izboljšali sposobnost obvladovanja stresa in bolje razumeli, kako pomembno je iskati pomoč, ko jo potrebujejo. Učenci so povedali, da se po izvedbi delavnic počutijo bolj opolnomočene pri pogovoru o duševnem zdravju, prav tako so opazili izboljšanje pri obvladovanju stresa. Nastop učencev na temo duševnega zdravja v radijski oddaji je pozitivno prispeval k ozaveščanju o tej temi, saj je oddaja, ki jo posluša več tisoč mladih poslušalcev širom Slovenije, poslušalcem ponudila strokovno podprte informacije, obenem pa tudi osebne izkušnje mladih in njihove poglede na duševno zdravje.

KLJUČNE BESEDE: radijske novinarske delavnice, radijska oddaja, učenci, duševno zdravje, psihoterapevt.

RADIO JOURNALISM WORKSHOPS ON MENTAL HEALTH

ABSTRACT

The paper presents how radio journalism workshops and student participation in a radio show contribute to raising students' awareness about the importance of mental health in the school environment and in general. Radio journalism workshops at I. osnovna šola Celje (Celje First Primary School) in cooperation with Radio Slovenia were carried out in the school year 2023/2024 to encourage students to think about mental health. The guest interviewed by the students was renowned psychotherapist Luka Agrež. As part of the preparations for the workshops at school and the radio show Hudo! on the First Program of Radio Slovenia, students studied various aspects of mental health, such as stress, anxiety, self-esteem and managing emotions through the process of journalistic research. Under the guidance of their mentor, they researched various sources and learned how to analyse information, ask the right questions that would open an in-depth discussion on mental health and last but not least, present their findings. The journalism workshops consisted of several parts: thorough preparation lasting several weeks in the elective school subjects of media education – press, television and school journalism, recording surveys and interviews at school, processing the recordings and the students' appearance on a live radio show. Cooperating with a psychotherapist was crucial, as they were able to gain a complete understanding of this topic from a professional perspective. Through research, students developed greater empathy for themselves and others, improved their ability to manage stress and understood the importance of seeking help. The students said that after the workshops they felt more empowered to talk about mental health and they also noticed an improvement in managing stress. Their performance on the topic of mental health in a radio show contributed positively to raising awareness of this issue, as the show, which is listened to by several thousand young listeners

across Slovenia, offered professionally supported information as well as personal experiences of young people and their views on mental health.

KEYWORDS: radio journalism workshops, radio show, students, mental health, psychotherapist.

CELOSTNI PRISTOP K REZILIENTNOSTI UČITELJEV: POMEN PREHRANE, GIBANJA IN ZDRAVJA V IZZIVIH LETA 2024

POVZETEK

V prispevku predstavljamo načrt oziroma smernice, s pomočjo katerih bi lahko šole načrtno krepile rezilientnost učiteljev. Osnovni namen prispevka je preveriti vzročne povezave med prehrano, gibanjem in psihosocialnim zdravjem s poudarkom na rezilientnosti učiteljev. Metodološko smo pregledali številne raziskave in ugotavljali, kako se omenjeni koncepti povezujejo. V teoretičnih izhodiščih so predstavljeni rezultati raziskav, ki proučujejo psihosocialne vidike zdravja in dobrega počutja učiteljev, vlogo prehrane in gibanja na psihofizično odpornost in obvladovanje stresa pri učiteljih. Nato se osredotočimo na celostni pristop h krepitvi rezilientnosti učiteljev. Nekoliko natančneje so predstavljene praktične intervencije za izboljšanje zdravja in odpornosti učiteljev. Zanimajo nas tudi izzivi za učitelje v letu 2024 pri doseganju omenjene rezilientnosti. Naše ugotovitve pri pregledu različnih raziskav potrjujejo pomembno vlogo celostnega pristopa k načrtni krepitvi rezilientnosti učiteljev. Prispevek prinaša strokovni doprinos z oblikovanjem konkretnih smernic za izobraževalne ustanove, ki želijo podpreti svoje učitelje pri ohranjanju zdravja in odpornosti, kar je ključno za dolgoročno kakovost izobraževalnega procesa.

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

A HOLISTIC APPROACH TO TEACHER RESILIENCE: THE IMPORTANCE OF NUTRITION, EXERCISE AND HEALTH IN THE CHALLENGES OF 2024

ABSTRACT

In this paper, we present a plan or guidelines with the help of which schools could systematically strengthen the resilience of teachers. The basic purpose of the paper is to check the causal links between diet, exercise and psychosocial health with an emphasis on the resilience of teachers. Methodologically, we reviewed numerous studies and determined how the mentioned concepts are connected. The theoretical starting points present the results of research that examines the psychosocial aspects of teachers' health and well-being, the role of nutrition and exercise on psychophysical resistance and stress management in teachers. Then we focus on a holistic approach to strengthening teacher resilience. In a little more detail, practical interventions to improve the health and resilience of teachers are presented. We are also interested in the challenges for teachers in 2024 in achieving the aforementioned resilience. Our findings in the review of various researches confirm the important role of a holistic approach to the planned strengthening of teachers' resilience. The contribution brings professional input by creating concrete guidelines for educational institutions that want to support their teachers in maintaining health and resilience, which is key to the long-term quality of the educational process.

KEYWORDS: nutrition, exercise, health, resilience, teachers.

Jerončič Tratnik Tatjana

SKRINJA IZZIVOV - DIDAKTIČNI PRIPOMOČEK PRI SPOZNAVANJU TRAVNIKA ZA OTROKE Z MOTNJO V DUŠEVNEM RAZVOJU

POVZETEK

Odrasli kot tudi otroci ne najdemo več dovolj časa za bivanje v naravi, raziskovanje le-te, spoznavanje živali, rastlin, naravnih pojavov in zakonitosti. Ljudje se od narave vedno bolj oddaljujemo, čeprav se zavedamo, kako pomembno je bivanje v njej in z njo. V Centru za izobraževanje, rehabilitacijo in usposabljanje Vipava vemo, da pouk izven učilnice pozitivno vpliva na učenje in zdravje otrok, zato si prizadevamo, da otrokom z motnjo v duševnem razvoju čim bolj približamo različna naravna okolja. Skrinja izzivov je učinkovit didaktični pripomoček za aktivno spoznavanje travnika in učenje na prostem. S skrinjo izzivov želimo ustvarjati zanimive učne izkušnje, ki so prilagojene potrebam in sposobnostim otrok z motnjo v duševnem razvoju. V skrinji je nabor izkustvenih dejavnosti, ki s pomočjo opazovanja, primerjanja in eksperimentiranja vodijo k spoznavanju travnika. Preko senzornih spodbud in prilagojenih načinov učenja otroci usvajajo, širijo in utrjujejo znanje ter se gibajo in družijo v naravi. Skrinja vsebuje navodila za izvedbo posameznega izziva, didaktičen material ter pripomočke za radostno raziskovanje. Učitelju omogoča posredovati učne vsebine o travniku tako, da otroci in učenci dosežejo optimalen napredek. Potreben čas, natančnost in samostojnost pri izvedbi izziva opredelijo uspešnost opravljene naloge. Rezultati uporabe učnega pripomočka spodbujajo hitrejša in uspešnejša učenja v primerjavi s poukom v učilnici. Pripomoček je primeren za različne starostne skupine in učna okolja. Učenje v naravi, raziskovanje rastlin ter živali na travniku prispeva k bogatejši učni izkušnji. Ta otrokom ne prinaša le znanja, ampak jih bogati s ključnimi življenjskimi veščinami, ki so pomembne za njihov vsestranski razvoj.

KLJUČNE BESEDE: skrinja izzivov, učenje v naravi, travnik, motnja v duševnem razvoju.

THE CHALLENGE CHEST - A DIDACTIC TOOL FOR EXPLORING MEADOWS FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES

ABSTRACT

People no longer find enough time to spend in nature, explore it, and study animals, plants, natural phenomena, and their laws. We are distancing ourselves from nature, even though we know the importance of living in harmony with it. At the Center for Education, Rehabilitation, and Training in Vipava, we understand that outdoor learning positively impacts children's education and health. Therefore, we strive to bring natural environments closer to children with developmental disabilities. The Challenge Chest is an effective didactic tool for actively exploring meadows. With it, we aim to create engaging learning experiences customized to the needs of children with developmental disabilities. Inside the chest, there is a collection of experiential activities that guide understanding of the meadow through observation, comparison, and experimentation. Through sensory stimulation and adapted learning methods, children acquire and expand their knowledge while active in nature. The chest includes instructions, didactic materials, and tools for exploration. It enables teachers to deliver educational content in a way that allows students to achieve optimal progress. The time required, precision, and independence in completing the challenge define the success of the task. Using this educational tool encourages faster and more successful learning compared to classroom lessons. The tool is suitable for various age groups and learning environments. Learning in nature and exploring plants and animals provide children not only with knowledge but also essential life skills, important for their overall development.

KEYWORDS: Challenge Chest, outdoor learning, meadow, developmental disability.

UTRDIMO ZNANJE Z GIBALNIMI NALOGAMI

POVZETEK

Učenje je proces, pri katerem pridobivamo neke nove informacije, ki smo jih kasneje sposobni uporabiti v novih situacijah. Med sodobne načine vzgojno-izobraževalnega dela štejemo medpredmetno poučevanje. Takšno poučevanje temelji na povezovanju med večjimi predmetnimi področji. Vse pogosteje pa učitelji to metodo vključujemo tudi v redno vzgojno-izobraževalno delo. Namen prispevka je poudariti pomembnost gibalnih dejavnosti, ki pripomorejo k boljšemu razumevanju obravnavanih vsebin. Prav tako pa je namen pokazati, da otroci skozi igro in gibanje razvijajo svoje umske sposobnosti. V prispevku bom predstavila nekaj gibalnih iger, ki jih uporabljam pri urah športa in so namenjeni utrjevanju matematičnih vsebin. Gre za različne gibalne igre, pri katerih učenci prve triade s posebnimi potrebami utrjujejo znanje orientacije v prostoru in na telesu, like, barve, seštevanje in odštevanj, zaporedja, dele celote ter tudi poštevanko. Dejavnosti so se izkazale kot učinkovite, saj učenci s posebnimi potrebami potrebujejo več konkretnih ponazoril. Moj prispevek poroča o boljšem razumevanje matematičnih vsebin, večji gibalni aktivnosti otrok, ter boljši motiviranosti za delo. Učenci pri omenjenih dejavnostih radi sodelujejo, pri delu so sproščeni, po končanih dejavnostih pa je razumevanje obravnavanega boljše.

KLJUČNE BESEDE: medpredmetno povezovanje, gibalne igre, gibanje, matematika, otroci s posebnimi potrebami.

LET'S CONFIDENCE KNOWLEDGE WITH MOVEMENT TASKS

ABSTRACT

Learning is a process in which we acquire some new information that we can later use in new situations. Among the modern ways of educational work, we consider cross-curricular teaching. Such teaching is based on the integration between major subject areas. More and more often, teachers also include this method in regular educational work. The purpose of the article is to emphasize the importance of movement activities that contribute to a better understanding of the discussed content. It is also intended to show that children develop their mental abilities through play and movement. In the paper, I will present some of the motion games I use in sports classes and are intended to consolidate mathematical contents. These are different motion games in which students of the first triad with special needs consolidate the knowledge of orientation in space and on the body, shapes, colors, addition and subtraction, sequences, parts of the whole, and also multiplication. The activities have proven to be effective, as students with special needs need more concrete illustrations and examples. My article presents how movement activities contribute to a better understanding of maths, improved physical skills of children, and better motivation for work. Pupils want to participate in these activities, they are relaxed at their work, and after completing their activities, the understanding of the subject is better.

KEYWORDS: cross-curricular integration, motion games, motion, mathematics, kids with special needs.

KAKO POMEMBEN JE ZAJTRK PRED PRAKTIČNIM POUKOM

POVZETEK

Pogosto se današnji mladini poraja vprašanje, zakaj bi zajtrkovali. Stroka je glede tega jasna. Zavedati se je potrebno, da mora naše telo v celotnem procesu predelave hrane le-to obdelati, predelati in oplemenititi ter porabiti veliko dobrih in slabih hranil, ki jih naše telo potrebuje za »normalno« delovanje.

V strokovnem prispevku sem predstavil, kako pomembno je, da dijaki pred praktičnim poukom zaužijejo zajtrk in si zanj vzamejo vsaj 15 minut časa. S pomočjo ankete sem ugotovil, zakaj je zajtrk pomemben obrok vsak dan. Vedeti moramo, da naše telo med spanjem deluje povsem drugače kot v času polni aktivnosti, zato je za ta preskok poleg »budilke« pomemben tudi prvi obrok v dnevu, ki se imenuje zajtrk.

Ugotovitve in spoznanja raziskave so podrobneje predstavljene v celotnem članku in zaključku. Vsi prehrabeni obroki so sicer zelo pomembni, a ravno zajtrk je najpomembnejši, s čimer se je strinjala tudi večina anketiranih.

KLJUČNE BESEDE: zajtrk, praktični pouk, mladina, hranila, človeško telo, čas.

HOW IMPORTANT IS BREAKFAST BEFORE PRACTICAL LESSONS?

ABSTRACT

On many occasions, teenagers ask why they should have a breakfast. Experts are giving us clear recommendations regarding this. We need to acknowledge that in order to keep our body to function properly, we need to provide enough food, which is then digested and converted to the energy we need.

In this article, I will present how positive and important is that students take at least 15 minutes of their time for a quality breakfast, especially before practical lessons in school. For this purpose, I collected answers through the survey and thematic conversations. With this data, I have concluded that breakfast really is the most important meal of the day. We need to understand that our body works very differently during sleep, compared to fully active day. To properly break the body's sleeping cycle, breakfast is one of the key steps.

With this research, I gained some important findings, which I am going to present to you in the rest of this article. One of the findings is that every meal is important, but breakfast really is the most important meal of the day. With this finding agree most of the surveyed people.

KEYWORDS: breakfast, practical lessons, teenagers, nutrients, human body, time.

Z BAL-A-VIS-X DO BOLJŠE POZORNOSTI

POVZETEK

Ena izmed osnovnih otrokovih potreb je potreba po gibanju, ki je pomembna za celostni razvoj otroka. Vemo, da je telesni, čustveni, socialni in kognitivni razvoj odvisen od gibalnih aktivnosti. Z gibanjem si otrok oblikuje samozavest, delovne navade, ustvarjalnost, pozornost in pridobiva nadzor nad samim seboj. Dejstvo je, da otrok za uspešno učenje potrebuje usmerjeno pozornost in koncentracijo. Večina učencev, ki obiskuje nižji izobrazbeni standard, ima težave s pozornostjo, zato učitelji iščemo načine, kako jih spodbuditi k zavedanju njihovega telesa, da bi bili zmožni usmeriti svojo pozornost. Namen pričujočega prispevka je predstaviti metodo Bal-A-Vis-X, ki preko gibanja omogoča trening pozornosti, zaznavanja lastnega miselnega toka in občutkov ter zmanjšuje otrokovo impulzivnost. S pomočjo metode Bal-A-Vis-X, ki sem jo izvedla v petem razredu osnovne šole s prilagojenim programom, so učenci trenirali svojo pozornost, sodelovali s sošolci in se učili delati v tišini. Doprinos članka v stroki je v tem, da poudarja Bal-A-Vis-X kot metodo, ki preko gibanja usmerja in razvija otrokovo pozornost, koncentracijo in s tem omogoča boljše učno delo.

KLJUČNE BESEDE: gibanje, pozornost, hiperaktivnost, Bal-A-Vis-X.

BETTER ATTENTION WITH BAL-A-VIS-X

ABSTRACT

One of the basic needs of a child is the need for movement, which is important for the overall development of the child. We know that physical, emotional, social and cognitive development depends on movement activities. Through movement child develops self-confidence, work habits, creativity, attention and gains self-control. Fact is that children need focused attention and concentration for successful learning. Most students who attend a lower educational standard have attention problems, so we (teachers) are looking for ways to make them aware of their bodies so that they are able to direct their attention. The purpose of this paper is to present Bal-A-Vis-X, which enables training of attention, perception of one's own thought flow and feelings, reduction of impulsivity through movement. With the help of the Bal-A-Vis-X program, which I did with my fifth graders, the students trained their attention, cooperated with their classmates and learned to work in silence.

The contribution of the article in the profession is that it emphasizes Bal-A-Vis-X as a method that directs and develops the child's attention and concentration through movement and thus enables better learning.

KEYWORDS: movement, attention, hyperactivity, Bal-A-Vis-X.

VLOGA UČITELJA PRI OBLIKOVANJU ZDRAVE SAMOPODOBE DIJAKOV V SVETU SOCIALNIH OMREŽIJ

POVZETEK

Samopodoba dijakov je pomemben dejavnik pri njihovem razvoju in v sodobnem digitalnem svetu socialna omrežja igrajo ključno vlogo pri oblikovanju le te. Raziskave kažejo, da pogostejša uporaba socialnih omrežij lahko negativno vpliva na samopodobo dijakov. Zastavili smo si dve hipotezi, in sicer v prvi trdimo, da socialna omrežja spodbujajo primerjanje z idealiziranimi predstavami o telesni podobi in življenjskem slogu, kar vodi v nižjo samopodobo. Mladostniki pogosto primerjajo svoj videz, dosežke in način življenja z drugimi uporabniki, kar lahko sproži občutke nezadostnosti, manjvrednosti in nizke samozavesti. Kljub tem izzivom lahko učitelji igrajo pomembno vlogo pri zmanjševanju teh negativnih vplivov. V hipotezi dve poudarjamo, da učiteljevo ozaveščanje in izobraževanje dijakov o kritični rabi socialnih omrežij prispeva k zmanjšanju negativnih učinkov. Z razpravami o medijski pismenosti in zavedanju o nerealnih standardih, ki jih socialna omrežja pogosto prikazujejo, lahko učitelji pomagajo dijakom razviti bolj zdravo samopodobo. S pomočjo delavnic smo naučili spodbudili dijake k zdravemu odnosu do socialnih omrežij, jih naučili kritičnega razmišljanja, razlikovanja med resničnimi in neresničnimi izjavami, nadzorovanja digitalnih sledi in predvsem kako razviti pozitivno in stabilno samopodobo v digitalni dobi.

KLJUČNE BESEDE: Samopodoba, socialna omrežja, digitalna sled.

THE ROLE OF TEACHERS IN SHAPING HEALTHY STUDENT SELF-ESTEEM IN THE AGE OF SOCIAL MEDIA

ABSTRACT

Student self-esteem is a crucial factor in their development, and in today's digital world, social media plays a key role in shaping it. Research indicates that frequent use of social media can negatively impact student self-esteem. We have proposed two hypotheses to explore this issue. The first hypothesis suggests that social media encourages comparison with idealized representations of physical appearance and lifestyle, which leads to lower self-esteem. Adolescents often compare their appearance, achievements, and lifestyle with other users, which can trigger feelings of inadequacy, inferiority, and low self-confidence. Despite these challenges, teachers can play a significant role in mitigating these negative effects. In the second hypothesis, we emphasize that teacher awareness and education on the critical use of social media contribute to reducing these negative impacts. By engaging in discussions about media literacy and raising awareness of the unrealistic standards often portrayed on social media, teachers can help students develop a healthier self-image. Through workshops, we have encouraged students to adopt a balanced relationship with social media, taught them critical thinking skills, how to distinguish between real and false information, how to manage their digital footprint, and most importantly, how to cultivate positive and stable self-esteem in the digital age.

KEYWORDS: Self-esteem, Social Media, Digital Footprint.

URAVNOTEŽENA ZDRAVA PREHRANA V SREDNJIH ŠOLAH

POVZETEK

Prehrana otrok in mladostnikov v vzgojno-izobraževalnih zavodih ima v Sloveniji posebno mesto, saj je organizacijsko in zakonodajno dobro urejena, kjer je vključen tako izobraževalni, kot zdravstveni vidik šolske prehrane. V dnevno prehrano je potrebno vključiti čim več raznovrstnih živil posameznih hranilnih snovi, ki telesu zagotavljajo energijo, gradnjo in obnovo celic, ter zaščitno pred boleznimi. Namen tega prispevka je raziskati, v kakšni meri dijaki našega Šolskega centra zaužijejo uravnoteženo prehrano, ki jo pripravljamo v lastni šolski kuhinji in jih vključiti pri sestavi jedilnikov, da bi bilo zadovoljstvo boljše in bi hkrati s tem zmanjšali količino odpadne hrane. Z nekaj mesečnim spremljanjem in sodelovanjem dijakov, ki smo jih izbrali, smo tako izboljšali pestrost jedilnikov in s tem zadovoljstvo dijakov, ki koristijo šolsko prehrano. Pripomogli smo, da se je zadovoljstvo izboljšalo, sodelovanje dijakov pa je pripomoglo k zmanjšanju odpadne hrane in boljšemu poznavanju uravnotežene zdrave prehrane v srednji šoli.

KLJUČNE BESEDE: dijaki, obrok, jedilnik, prehrana.

BALANCED HEALTHY DIET OF SECONDARY SCHOOL

ABSTRACT

Nutrition for children and adolescents in educational institutions holds a special place in Slovenia, as it is structured both organisationally and legislatively, encompassing both educational and health aspects of school meals. It's essential to include a variety of foods rich in essential nutrients in daily meals, providing the body with energy, supporting cellular repair and growth, and protecting against diseases. The purpose of this article is to explore the extent to which students of School Centre Šentjur consume a balanced diet prepared in our own school kitchen. At the same time we wanted to involve students in the process of menu planning to improve their overall satisfaction and reduce the amount of food waste. Through several months of monitoring and collaborating with selected students, we improved the variety of menus and, consequently, the satisfaction of students utilising the school meals. This approach contributed to higher satisfaction of students, while their participation helped reduce food waste and promote a better understanding of balanced, nutritious diet in secondary schools.

KEYWORDS: high school students, meal, school menu, diet.

PRAVLJIČNA JOGA V VRTCU

POVZETEK

Pravljíčna joga je igra in vadba za otroke, ki upoštevava vsa jogijska načela. Med vadbo so otroci osredotočeni na položaje - asane, na dihanje in na občutje v telesu. V našem vse bolj stresnem in glasnem okolju otrokom pomaga, da se sprostijo, zberejo in umirijo. Z izvajanjem joge se izboljšujejo gibalne sposobnosti, obvladovanje čustev, krepi se njihova samozavest, izboljša se koncentracija in ustvarjalnost. Predvsem pa je pomembno, da je joga nežna, ne tekmovalna oblika vadbe, v kateri otroci uživajo. V vrtcu se sprostitvenim dejavnostim, kot so joga, pravljíčna joga in meditacija ne posvečamo v veliki meri. Sprostitvene dejavnosti vključujejo domišljijo, gibanje in svet čutil, zato je prav, da jih vnašamo v pedagoško delo v vrtcu. Namen prispevka je predstaviti učinke joge za otroke, ki jih le-ta, ob rednem izvajanju, prinaša posamezniku in skupini.

KLJUČNE BESEDE: pravljíčna joga, sproščanje, gibanje, dihalne tehnike.

FAIRY YOGA IN KINDERGARTEN

ABSTRACT

Fairy Yoga is a game and exercise for children that takes into account all the principles of yoga. During the exercise, the children are focused on positions - asanas, on breathing and on the feeling in the body. In our increasingly stressful and loud environment, it helps children to relax, collect and calm down. Practicing yoga improves movement skills, control of emotions, boosts self-confidence, improves concentration and creativity. Above all, it is important that yoga is a gentle, non-competitive form of exercise that children enjoy. In kindergarten, relaxation activities such as yoga, fairy yoga and meditation are not devoted to a large extent. Relaxation activities include imagination, movement and the world of the senses, so it is right to introduce them into the pedagogical work in kindergarten. The purpose of the article is to present the effects of yoga for children, which, when practiced regularly, it brings to the individual and the group.

KEYWORDS: fairy yoga, relaxation, movement, breathing techniques.

RAZVOJ DELA Z UČENCI S SLADKORNO BOLEZNIJO NA RAVNI RAZREDNEGA POUKA: NAPREDEK V TEHNOLOGIJI IN PRISTOPU

POVZETEK

Strokovni prispevek o obravnavi učencev s sladkorno boleznijo v osnovnih šolah bo s prepletom pridobljenega teoretičnega znanja in ugotovitev iz prakse obravnaval napredek v pristopu dela na ravni razrednega pouka. Od mojega prvega srečanja s sladkorno boleznijo v razredu do danes je modernizacija tako tehnologije kot pristopa omogočila relativno nemoten učni proces. Namen strokovnega prispevka je izpostaviti primere dobre prakse in napredek v zadnjih sedmih letih ter izpostaviti možnosti za dodatno olajšanje procesa dela tako učencev kot učiteljev. Ugotavljam, da sta v primerjavi s prvim srečanjem s sladkorno boleznijo v razredu pomoč učitelju s spremljevalci ter napredek v tehnologiji za merjenje vsebnosti sladkorja v krvi omogočila manj motenj v učnem procesu. K lažjemu in učinkovitejšemu spoprijemanju z boleznijo je pripomogel napredek na več področjih šolskega okolja – od dela v učilnici in pripravi hrane v kuhinji do sodelovanja s starši obolenih otrok. Stokovni prispevek želi z znanjem, pridobljenim skozi leta poučevanja sladkornih bolnikov, predstaviti prakso, ki olajša učni proces, in izpostaviti možnosti dodatne pomoči učiteljem za učinkovitejše spopadanje s sladkorno boleznijo na ravni razrednega pouka.

KLJUČNE BESEDE: sladkorna bolezen, spopadanje s sladkorno boleznijo v šoli, napredek pri delu z učenci s sladkorno boleznijo, vloga staršev pri sistemskem napredku v osnovnih šolah.

WORKING WITH CHILDREN WITH DIABETES AGED 6 TO 12: ADVANCES IN TECHNOLOGY AND APPROACH

ABSTRACT

My professional contribution to treatment of children with diabetes in primary schools intertwined with theoretical as well as practical knowledge deals with the progress in the teaching approach at a primary school level. Since my first encounter with the disease in my class, the modernization of technology has enabled a relatively undisturbed teaching process. The purpose of my work is to expose examples of good practice, the progress that has been achieved in the last seven years, and the possibility to make the teachers' as well as students' job easier. I have found out that the help of teacher assistants and the progress in technology of blood sugar meters have enabled better learning abilities, compared to those when I first dealt with a child suffering from this disease. The progress in different areas of school environment such as teaching process, food preparation in the school kitchen, cooperation with parents of children with diabetes has helped all the participants to cope with the disease easier and more efficiently. Using the knowledge, acquired throughout years of teaching children with diabetes, I want to introduce practice, which makes the learning process easier and show possibilities for the teachers to get some additional assistance to deal with diabetic children aged 6 to 12 more efficiently.

KEY WORDS: diabetes, managing diabetes in school, progress in working with students with diabetes, parents's role in driving systemic change in primary schools.

GIBANJE KOT SREDSTVO ZA UČENJE NEMŠČINE PRI UČENCIH 2. VZGOJNO-IZOBRAŽEVALNEGA OBDOBJA

POVZETEK

V drugem vzgojno-izobraževalnem obdobju so učenci še posebej dovzetni za multisenzorične metode, pri katerih gibanje spodbuja boljše pomnjenje, razumevanje in osredotočenost. Uvajanje telesnih aktivnosti v ure nemščine omogoča bolj dinamično in zanimivo učenje, ki spodbuja tako jezikovne kot motorične spretnosti. Gibanje učence motivira in zmanjšuje stres, kar vodi k učinkovitejšemu učenju. Tak pristop poleg boljših jezikovnih rezultatov krepi tudi socialne veščine in splošno dobro počutje učencev.

V prispevku bom predstavila nekaj gibalnih dejavnosti, ki jih redno vključujem v pouk nemščine pri učencih drugega izobraževalnega obdobja, in so se izkazale za zelo učinkovite pri hitrejšem, bolj spontanem in učinkovitejšem pomnjenju snovi, hkrati pa so pouk naredile aktiven, dinamičen, zabaven in otrokom prijazen.

Pri oblikovanju nabora gibalnih dejavnosti sem izhajala predvsem iz načel FIT pedagogike, ki temelji na spoznanju, da gibanje spodbuja kognitivne procese in pomaga pri boljši osredotočenosti, pomnjenju in razumevanju snovi. Na podlagi proučevanja omenjenih načel in tudi drugih pristopov h kvalitetnejšemu učenju tujih jezikov in večletne prakse uvajanja gibanja v pouk nemščine sem razvila tudi nekaj svojih gibalnih dejavnosti, ki jih želim deliti v prispevku in tako doprinesti k še kvalitetnejšemu pouku nemščine.

KLJUČNE BESEDE: pouk nemščine, 2. vzgojno-izobraževalno obdobje, gibalne dejavnosti, pozitivni učinki gibanja na učenje nemščine.

TEACHING GERMAN THROUGH MOVEMENT ACTIVITIES WITH PUPILS IN THE SECOND EDUCATIONAL PERIOD

ABSTRACT

In the second educational period, pupils are particularly susceptible to multisensory methods, in which movement activities promote better memorization, comprehension and focus. Introducing physical activity at German lessons enables more dynamic and engaging learning that simulates both language and motor skills. Movement motivates pupils and reduces stress, resulting in more effective learning. In addition to improved language outcomes, this approach also enhances pupils' social skills and overall well-being.

This article presents some of the physical activities that are regularly included at German lessons for pupils of the second educational period, and which have proven to be very effective at faster, more spontaneous and more efficient memorization of the subject matter. At the same time, lessons are more active, dynamic, fun and pupil-friendly.

When designing a set of movement activities, the principles of the FIT pedagogy were taken as foundation. FIT pedagogy is based on the fact that movement stimulates cognitive processes and helps at better focus, memorization and understanding of subject matter. Based on the study of these principles and other approaches to better foreign language learning, and many years of practice of introducing movement into German teaching, so author's own movement activities have been developed. They have been shared in the paper and thus contribute to even better German teaching and learning.

KEYWORDS: German lessons, second educational period, movement activities, positive influence of movement on learning German.

SODOBNO KMETOVANJE V OSNOVNI ŠOLI

POVZETEK

S prispevkom želim spodbuditi osnovne šole predvsem k temu, da bi se izbirni predmet sodobnega kmetijstva v šolah čimbolj uveljavil. Ugotavljam namreč, da so osnovnošolske generacije slabo ozaveščene o vsebinah, ki so vezane na kmetijstvo. Ne zavedajo se, kaj prinaša danes kmetijstvo v sodobni družbi, kako poteka sonaravno kmetovanje in kako lahko pridelamo zdravo prehrano. Cilji programa in dejavnosti so, da učenci spoznajo pomen kmetijstva z vidika proizvodne, družbeno-gospodarske in okoljske funkcije, spoznajo različne kmetije po dejavnostih, primerjajo poklic kmeta s sedanostjo, vrednotijo aktualne probleme kmetijstva v Sloveniji, ocenijo pomen naravne in kulturne dediščine za razvoj turizma in drugih dopolnilnih dejavnosti na kmetiji, spoznajo pravilno ravnanje in rokovanje z živili, se zavedajo lokalne in trajnostne oskrbe, tudi z vidika gospodarskega razvoja podeželja. Po Sloveniji je malo šol, kjer učenci izberejo izbirni predmet sodobno kmetijstvo, na naši šoli ga zaporedno izvajamo že sedmo leto. Zato so učinki vidni predvsem v tem, da se učenci pogosto vpisujejo na Biotehniško šolo v Maribor, Srednjo šolo za gostinstvo in turizem Maribor in se po koncu poklicnega izobraževanja odločajo, da ostanejo na kmetiji ali pa poklicno opravljajo dejavnosti v primarnem sektorju; kot so: agrarni ekonomist, agrarni inženir, strokovnjak za predelavo jagodičevja, strokovnjak za semenarstvo, za varstvo rastlin in zootehnik. Kar je pa zelo pomembno, danes ti mladi ozaveščajo okoliške prebivalce o naučenih vsebinah sodobnega kmetovanja, o zdravi pridelani hrani in o trajnostnem ravnanju v domačem in širšem okolju.

KLJUČNE BESEDE: sodobno kmetijstvo, ozaveščenost, zdrava prehrana, preživetje na kmetiji.

MODERN FARMING IN PRIMARY SCHOOL

ABSTRACT

With contribution, I want to encourage primary schools, above all, to ensure that this subject is established in schools as much as possible. Namely, I find that the elementary school generations are poorly aware of the content related to agriculture. They are not aware of what agriculture brings today in modern society, how organic farming works and how we can produce healthy food. The goals of the program and activities are for students to understand the importance of agriculture from the point of view of production, socio-economic and environmental functions, learn about different farms by activity, compare the profession of a farmer with the present, evaluate the current problems of agriculture in Slovenia, assess the importance of natural and cultural heritage for tourism development and other complementary activities on the farm, to learn about the correct handling of food, to be aware of local and sustainable supply, also from the point of view of rural economic development. There are few schools in Slovenia where students choose the optional subject of modern agriculture, but at our school we have been offering it for the seventh year in a row. Therefore the effects can be seen primarily in the fact that students often enroll at the Biotechnical School in Maribor, Secondary School of Hospitality and Tourism Maribor and after completing their occupational education they decide to stay on the farm or work professionally in the primary sector such as: agricultural economist, agricultural engineer, berry processing specialist, seed breeding, plant protection specialist and zootechnician. What is very important today is that these young people are raising awareness among the surrounding residents about the learned contents of modern farming, about healthy produced food and about sustainable behavior in the local and wider environment.

KEYWORDS: modern agriculture, awareness, healthy diet, survival on the farm.

VZGOJA ZA TELESNO IN DUŠEVNO ZDRAVJE OTROK V 1. VZGOJNO-IZOBRAŽEVALNEM OBDOBJU OSNOVNE ŠOLE

POVZETEK

Na telesno in duševno zdravje posameznika vpliva dednost, zunanje okolje in lastna aktivnost. Za telesno zdravje otrok odrasli skrbimo tako, da jih navajamo, spodbujamo in dajemo zgled zdravega prehranjevanja, osebne higijene, zadostnega časa spanja in vsakodnevnega gibanja na svežem zraku. Posebno skrb pa v zadnjih letih namenjamo tudi duševnemu zdravju. Otrokom z različnimi aktivnostmi pomagamo premagovati stres v šoli in družini, napor ob učenju in učnih težavah, učimo jih socialnih veščin za izgrajevanje čim bolj kakovostnih in trajnih medosebnih odnosov z vrstniki ter pomagamo poiskati take strategije, ki jim bodo ob kriznih situacijah v življenju pomagale obstati na nogah in vztrajati naprej z optimizmom in zavedanjem, da jim lahko uspe kljub težavam. V svojem prispevku predstavljam aktivnosti, ki jih v šoli v 2. in 3. razredu izvajamo v okviru rednega pouka, športnih dni, interesnih dejavnosti, različnih projektov, pa tudi ob sodelovanju šolske svetovalne službe in različnih zunanjih izvajalcev. Vse te aktivnosti pomembno vplivajo na ohranjanje telesnega in duševnega zdravja otrok v osnovni šoli.

KLJUČNE BESEDE: telesno in duševno zdravje, otroci, telesna aktivnost, vzgoja in izobraževanje.

EDUCATION FOR THE PHYSICAL AND MENTAL HEALTH OF CHILDREN IN THE 1ST EDUCATIONAL PERIOD OF PRIMARY SCHOOL

ABSTRACT

An individual's physical and mental health is influenced by heredity, the external environment and one's own activity. Adults take care of the physical health of children by teaching, encouraging and setting an example of healthy eating, personal hygiene, sufficient sleep time and daily exercise in the fresh air. In recent years, we have also paid special attention to mental health. Through various activities, we help children overcome stress at school and in the family, the effort of learning and learning difficulties, we teach them social skills to build the highest possible quality and lasting interpersonal relationships with their peers, and we help them find strategies that will help them survive in critical situations in life on their feet and persevere forward with optimism and the awareness that they can succeed despite the difficulties. In my contribution, I present these activities that are carried out in the school in the 2nd and 3rd grades as part of regular lessons, sports days, interesting activities, various projects, as well as with the participation of the school advisory service and various external contractors. All these activities have a significant impact on maintaining the physical and mental health of children in primary school.

KEYWORDS: physical and mental health, children, physical activity, upbringing and education.

UPORABA IGRIFIKACIJE KOT MOTIVACIJSKE STRATEGIJE PRI POUKU ŠPORTNE VZGOJE V OBDOBJU ADOLESCENCE

POVZETEK

Metode poučevanja, ki se uporabljajo pri pouku športne vzgoje, ne vplivajo le na tehnično in taktično učenje, temveč tudi na psihološke in socialne razsežnosti, kot so motivacija, užitek in angažiranost. V obdobju adolescence se opazno zmanjšata motivacija in aktivna udeležba dijakov, zaradi česar je bistveno, da se dijaki pri športni vadbi zabavajo, saj bo to povečalo njihovo angažiranost za izbrano aktivnost. Zato so dobrodošle nove metode, kot je igrifikacija, ki lahko spodbuja učno motivacijo in uspešnost vadečih. Z uporabo igrifikacije, ki jo smatramo za nekonvencionalno metodo poučevanja športne vzgoje, smo želeli povečati intrinzično motivacijo za telesno aktivnost. Dijaki drugega in tretjega letnika so v obdobju dveh mesecev pri pouku športne vzgoje uporabljali mobilno aplikacijo, s pomočjo katere je vadba moči temeljila na konceptih igrifikacije (nagrajevanje, določanje nivojev težavnosti, spremljanje napredka, ipd.). Namen je bil predvsem vzpodbuditi motiviranost pri izvajanju vaj za povečanje telesne moči. Opažanja, ki so sledila implementaciji metode, so vzpodbudna, saj kažejo v smeri povečane angažiranosti in motivacije dijakov za izvajanje vaj moči, s čimer smatramo, da smo z izbrano metodo dosegli pričakovane cilje. Uporaba igrifikacije lahko predstavlja doprinos k pouku športne vzgoje kot dodatno sredstvo za povečanje motivacije dijakov pri težjih aktivnostih, ki zahtevajo višji nivo motivacije.

KLJUČNE BESEDE: adolescence, igrifikacija, metode poučevanja, motivacija, športna vzgoja.

USING GAMIFICATION AS A MOTIVATIONAL STRATEGY IN ADOLESCENT PHYSICAL EDUCATION

ABSTRACT

The teaching methods used in physical education affect not only technical and tactical learning, but also psychological and social dimensions such as motivation, enjoyment and engagement. During adolescence, there is a significant decrease in motivation and active participation of students, which makes it essential that students have fun during sport practice, as this will increase their engagement in the chosen activity. Therefore, new methods such as gamification are welcome and can promote learning motivation and performance of participants. By using gamification, which is considered an unconventional method of teaching physical education, we aimed to increase intrinsic motivation for physical activity. Second and third year students used a mobile application in physical education classes over a period of two months to practice strength training based on gamification concepts (rewarding, setting difficulty levels, monitoring progress, etc.). The main aim was to encourage motivation to perform strength-building exercises. The observations that followed the implementation of the method are encouraging, as they point in the direction of increased engagement and motivation of the students to perform strength exercises, and thus we consider that the chosen method has achieved the expected goals. The use of gamification can be a complement to the physical education lessons as an additional means to increase students' motivation in more difficult activities that require a higher level of motivation.

KEYWORDS: adolescence, gamification, motivation, physical education, teaching methods.

PREHRANJEVALNE NAVADE ZAPOSLENIH NA GIMNAZIJI FRANCA MIKLOŠIČA LJUTOMER

POVZETEK

Zdrav način prehranjevanja je ključen steber za ohranjanje zdravega življenjskega sloga. Prehranjevanje zaposlenih je pomemben vidik, ki lahko močno vpliva na zdravje, produktivnost in splošno zadovoljstvo na delovnem mestu. Zavodi lahko zaposlenim ponudijo različne možnosti za izboljšanje prehranjevanja in ustvarijo okolje, ki spodbuja zdrave prehranjevalne navade. Prispevek predstavlja pregled prehranjevalnih navad zaposlenih na Gimnaziji Franca Miklošiča v Ljutomeru, kot tudi vpogled v njihovo prehransko ozaveščenost in odločanje pri izbiri hrane. Podatke sem pridobila z metodo anketnega vprašalnika. Vključenih je bilo 51 zaposlenih. Rezultati ankete odražajo, da ima večina zaposlenih malico v zavodu in so z njo zadovoljni. Večina jih izbira zdravo hrano, dostop do nje jim je pomemben. Zavod spodbuja zdrave prehranjevalne navade z različnimi delavnicami in predavanji. Zaposleni kljub dobri ozaveščenosti izkazujejo željo po tovrstnem izobraževanju. Čeprav so zaposleni na splošno zadovoljni je bila identificirana pobuda za izboljšanje ponudbe hrane v zavodu in jedilnice, kar predstavlja velik izziv v prihodnje.

KLJUČNE BESEDE: prehranjevalne navade, zdrava prehrana, zaposleni, šola.

EATING HABITS OF EMPLOYEES AT THE HIGHSCHOOL FRANC MIKLOŠIČ LJUTOMER

ABSTRACT

A healthy diet is a crucial pillar for maintaining a healthy lifestyle. Employee nutrition is an important aspect that can significantly impact health, productivity, and overall job satisfaction. Institutions can offer employees various options to improve their eating habits and create an environment that encourages healthy dietary practices. This article provides an overview of the eating habits of employees at the Highschool Franc Miklošič in Ljutomer, as well as insight into their nutritional awareness and decision-making when choosing food. The data was collected using a questionnaire method. A total of 51 employees were included. The survey results reflect that most employees have lunch at work and are satisfied with it. The majority choose healthy food, and access to it is important to them. The institution promotes healthy eating habits through various workshops and lectures. Despite good awareness, employees still express a desire for this type of education. Although the employees are generally satisfied, there was an identified initiative to improve the food offerings at the institution, as well as the dining room for employees, which will present a challenge in the future.

KEYWORDS: eating habits, healthy nutrition, employees, school.

ŠOLSKA PREHRANA UČENCEV 3. TRIADE OŠ HUDINJA

POVZETEK

Hrana nas spremlja vse življenje, zato ni dvoma, da ji je potrebno posvetiti veliko pozornosti. Vendar v današnjem hitrem tempu življenja starši doma ne kuhajo več veliko, zato vsi, tudi otroci, pogosteje posegajo po hitro pripravljene hrani. Tako se postavi vprašanje, kje oz. kdo naj odraščajoče otroke podučijo o zdravi prehrani in jim le-to tudi ponudi. Odgovor je povsem enostaven – »ŠOLA« v najširšem pomenu. Namen raziskave v pričujočem članku je, da ugotovim, koliko učenci posegajo po zdravih obrokih v primerjavi z bolj nezdravimi.

Učenci v šoli preživijo številne dopoldneve in v tem času bi morali zaužiti že tri obroke – zajtrk, malico in kosilo, zato menim, da jim je potrebno ponuditi kakovostne obroke, hkrati pa jih navajati, da se ustrezno prehranjujejo tudi v prostem času. Prispevek predstavlja primer šolskega jedilnika, statistično spremljanje malicanja učencev v določenem obdobju in rezultate anketnega vprašalnika, ki ga je reševalo 150 otrok 3. triade. Sestavljen je bil iz 5 vprašanj o zadovoljstvu in željah glede malice in kosil.

Učenci na naši šoli so načeloma zadovoljni s pripravljenimi obroki, vendar imajo raje npr. hot dog ipd., pomembno se mi zdi, da jih navajamo, da hrano vsaj poskusijo. Pri tem imamo pomembno vlogo tudi učitelji, ki bi lahko malicali in kósili skupaj z otroki, saj smo njihov zgled. Ko učenci vidijo, da je obrok »dober« za učitelja, je verjetno tudi zanje. Primer dobre prakse bi lahko predstavili tudi kateri od okoliških šol.

KLJUČNE BESEDE: prehranske navade, III. triada, malica, kosilo, zdravje.

SCHOOL DIET FOR THE THIRD TRIAD STUDENTS AT HUDINJA ELEMENTARY SCHOOL

ABSTRACT

Food accompanies us throughout our lives, so there is no doubt that it deserves a lot of attention. However, in today's fast-paced lifestyle, parents no longer cook at home as often as they used to. This is the reason why more people, including children, increasingly turn to fast-prepared food. This raises the question of where or who should teach growing children about healthy diets and nutrition and provide healthy food to them. The answer is quite simple – "SCHOOL" in the broadest sense. The purpose of the research in this article is to find out how much children reach for healthy meals compared to more unhealthy ones.

Students spend a large part of the day at school, and during this time, they should consume three meals – breakfast, a snack, and lunch. Therefore, I believe it is necessary to offer them quality meals while also encouraging them to eat properly in their free time. This article presents an example of a school menu, statistical monitoring of children snacking during a certain period and the results of a survey which was completed by 150 children on the third triad (grades 7, 8 and 9). It consisted of 5 questions about satisfaction and preferences regarding snacks and lunches.

Students at our school are in general satisfied with the prepared meals, but they prefer e. g. hot dogs etc. I think it is important to encourage them to at least try the food. Teachers play a significant role in this matter. Teachers and pupils could eat snacks and lunch together, since teachers are pupils' role models. When they see that the meal is good for the teacher, it is likely good for them too. An example of good practice could also be presented by one of the surrounding schools.

KEYWORDS: eating habits, third triad, snack, lunch, health.

ODNOS OTROK IN MLADOSTNIKOV V STROKOVNEM CENTRU MLADINSKI DOM MARIBOR DO UŽIVANJA ENERGIJSKIH PIJAČ

POVZETEK

V zadnjih letih je uporaba energijskih pijač med otroki in mladostniki postala vse bolj razširjena. V vzgojnih zavodih in mladinskih domovih se v največji meri srečujemo z otroki in mladostniki, ki imajo čustveno vedenjske težave. To so posebej ranljiva skupina, pri katerih lahko uživanje energijskih pijač, dodatno zaplete obstoječe izzive. Moje raziskovalno vprašanje je bilo vezano na raziskovanje odnosa med otroki z čustveno vedenjskimi težavami in uporabo energijskih pijač. Osredotočila sem se na razumevanje, zakaj se otroci in mladostniki odločajo za uživanje teh pijač. Kot glavno metodo raziskovanja sem uporabila anketo, da bi pridobila vpogled v odnose otrok z čustveno vedenjskimi težavami do energijskih pijač. Anketna metoda je omogočila neposreden stik z mnenji in izkušnjami mladostnikov. V raziskavo je bilo vključenih 80 otrok in mladostnikov, starih od 9 do 19 let. Od tega 37 fantov in 43 deklet. 14 otrok in mladostnikov (17,50 %) je bilo starih do 13 let, ostalih 66 anketiranih (82, 50 %) je bilo starih od 14 do 19 let. Z pomočjo ankete sem med drugim ugotovila, da kar 61,25 % od anketiranih mladostnikov uživa energijske pijače in da jih več kot 30 % uživa dnevno. 21,73 % otrok je kot vzrok uživanja navedlo lažje spoprijemanje s stresom. Iz tega lahko sklepamo, da mladi potrebujejo podporo pri razvijanju zdravih načinov soočanja s stresom in čustvenimi izzivi, v ta namen sem podala tudi nekaj strategij.

KLJUČNE BESEDE: otroci s čustveno vedenjskimi težavami, energijske pijače, učinki stimulansov.

ATTITUDES OF CHILDREN AND ADOLESCENTS AT THE PROFESSIONAL CENTER MLADINSKI DOM MARIBOR TOWARDS THE CONSUMPTION OF ENERGY DRINKS

ABSTRACT

In recent years, the use of energy drinks among children and adolescents has become increasingly widespread. In educational institutions and youth hostels, we are mostly dealing with children and adolescents who have emotional and behavioural problems. They are a particularly vulnerable group for whom the consumption of energy drinks can further complicate existing challenges. My research question was related to exploring the relationship between children with emotional-behavioural problems and the use of energy drinks. I focused on understanding why children and adolescents choose to consume these drinks. I used a survey as the main research method to gain insight into the attitudes of children with emotional behavioural problems towards energy drinks. The survey method allowed direct contact with adolescents' opinions and experiences. The survey involved 80 children and adolescents aged between 9 and 19 years. Of these, 37 were boys and 43 were girls. 14 children and adolescents (17.50%) were aged up to 13 years, the remaining 66 respondents (82, 50%) were aged 14-19 years. Through the survey, I found that 61.25% of the adolescents surveyed consume energy drinks and more than 30% consume them daily. 36.73% of the adolescents reported feeling more energetic and coping with stress as the reason for their consumption. This suggests that young people need support in developing healthy ways of coping with stress and emotional challenges in order to prevent the overuse of stimulants such as energy drinks.

KEYWORDS: children with emotional-behavioural problems, energy drinks, effects of stimulants.

IZBOLJŠANJE ZDRAVEGA ŽIVLJENJSKEGA SLOGA ŠOLARJEV IN ZAPOSLENIH NA ŠOLI

POVZETEK

Šola (tako, kot vrtec) je idealen prostor za promocijo zdravja tako med učenci, kakor tudi med njihovimi starši, učitelji ter ostalimi zaposlenimi. Predstavila bom svoj doprinos k temu oziroma dejavnosti, ki jih izvajam na področju zdrave prehrane, kulture prehranjevanja, duševnega zdravja in gibanja. Namen tega je ozaveščanje učencev ter delavcev šole o pomenu zdravega življenjskega sloga, za kvaliteto življenja tako v obdobju odraščanja, kot tudi v odrasli dobi in starosti. Med drugim, sem v okviru projekta Zdrave šole, kot vodja in aktivna članica slednjega na naši šoli, izvedla delavnico v treh oddelkih sedmega razreda v okviru naravoslovnega dne. Delavnica je trajala dve šolski uri. Na delavnici sem združila gibanje, tehnike sproščanja, čuječnost, prehrano in gibalno igro, s katero krepimo tudi koncentracijo, pozornost ter medosebne odnose. Vsako leto v oddelkih drugega razreda izvajam delavnice na temo kulture prehranjevanja in v oddelkih petega razreda predstavim šolsko prehrano s poudarkom na uravnoteženi prehrani (obe delavnici izvedem v trajanju dveh ur). Rezultati se kažejo v sprejetju polnovrednih testenin, polnovrednega kruha ter izboljšanju splošnega odnosa do hrane pri šolskih obrokih hrane. V okviru promocije zdravja na delovnem mestu pa za kuharsko in čistilno osebje izvedem delavnice na temo duševnega zdravja, vaj za zdravo hrbtenico ter priporočil za dvigovanje bremen. Z izvajanjem tovrstnih aktivnosti lahko pripomoremo k izboljšanju splošnega odnosa do zdravja udeležencev. Nekaterih se vsebina dotakne že med poslušanjem, nekateri pa se bodo slišane morda spomnili v prihodnosti.

KLJUČNE BESEDE: duševno zdravje, čuječnost, zdrava prehrana, kultura prehranjevanja, gibanje.

IMPROVING THE HEALTHY LIFESTYLE OF SCHOOL STUDENTS AND SCHOOL STAFF

ABSTRACT

A school (like a kindergarten) is an ideal place for health promotion among students, their parents, teachers, and other employees. I will present my contribution to this or the activities I carry out in the fields of healthy nutrition, eating culture, mental health, and exercise. The purpose of this is to raise awareness among students and school staff about the importance of a healthy lifestyle, for the quality of life both in the period of growing up, as well as in adulthood and old age. Among other things, as part of the Schools for Health project, as a leader and active member of the latter at our school, I held a workshop in three sections of the seventh grade as part of a science day. The workshop lasted two school hours. At the workshop, I combined movement, relaxation techniques, mindfulness, nutrition, and movement play, strengthening concentration, attention, and interpersonal relationships. Every year I hold workshops in second-class departments on the topic of eating culture and in the fifth-grade departments I present school meals with an emphasis on balanced nutrition (both workshops last two hours). The results are shown in the adoption of wholemeal pasta, and wholemeal bread and an improvement in the general attitude towards food in school meals. As part of promoting health in the workplace, I conduct workshops for the cooking and cleaning staff on mental health, exercises for a healthy spine, and recommendations for lifting loads. By carrying out such activities, we can help to improve the general attitude towards the health of the participants. Some people are touched by the content while listening, while some may remember what they heard in the future.

KEYWORDS: mental health, mindfulness, healthy diet, eating culture, exercise.

UJETA V VIRTUALNEM SVETU

POVZETEK

Naša šola je gostila terapevta Miho Kramlija, vodjo ambulante za zdravljenje nekemičnih zasvojenosti v Novi Gorici. Zaskrbljujoč je podatek, da je v Sloveniji okoli 10 % otrok in mladostnikov zasvojenih z elektronskimi napravami (kot so mobilni telefoni, računalniki, itd.). Mnogi kažejo resne težave z nadzorom njihove uporabe.

V prispevku obravnavam študijo primera učenke z odločbo o usmeritvi, ki se zateka v virtualni svet in izkazuje simptome zasvojenosti z igranjem mobilnih iger. Podatke sem pridobila s pomočjo metode opazovanja njenega vedenja v šoli in doma, osebnega intervjuja, dnevnika uporabe digitalne tehnologije in testa zasvojenosti z mobilnimi igrami. Analiza rezultatov je pokazala visoko stopnjo tvegane rabe digitalne tehnologije. Šola je skupaj s starši pripravila ukrepe pomoči, ki so omilili njene težave. Učenka je potrebovala varno, spodbudno in empatično okolje, kjer je lahko izrazila svoja čustva in spregovorila o stiskah, ki jih doživlja zaradi ločitve staršev. Svoje obveznosti in prosti čas je začela načrtovati z oblikovanjem domačega urnika. Omejila je čas pred zasloni in poskrbela za dovolj spanja. V tedensko rutino je ponovno vključila treninge jahanja. S podporo staršev in pravočasno vključitvijo šole je uspešno zaključila 6. razred. V letošnjem šolskem letu, ko obiskuje 7. razred, je področje uporabe tehnologije vključeno v njen individualizirani program. Rezultati študije kažejo, da ne smemo podcenjevati nevarnosti nekemičnih zasvojenosti in moramo posvetiti več pozornosti ozaveščanju otrok in mladostnikov o tej temi. Zasvojeno vedenje lahko odraža prikrito stisko mladostnika, zato je ključno pravočasno prepoznavanje tovrstnih simptomov in strokovna obravnava.

KLJUČNE BESEDE: zasvojenost, elektronske naprave, pametni telefon, mobilne igre.

TRAPPED IN THE VIRTUAL WORLD

ABSTRACT

Our school hosted therapist Miha Kramli, head of the clinic for non-chemical addictions in Nova Gorica. The fact that approximately 10 % children and adolescents in Slovenia are addicted to electronic devices (such as mobile phones, computers, etc.) is concerning. Many show serious problems in controlling their use of these devices. In this article, I present a case study of a student with a special needs directive who retreated into the virtual world, exhibiting symptoms of addiction to mobile gaming. The data was gathered using various methods: observation of her behavior at school and at home, a personal interview, a digital technology usage diary, and a mobile gaming addiction test. The analysis of the results revealed a high level of risky digital technology use. The school, together with her parents, implemented support measures that alleviated her difficulties. The student needed a safe, supportive, and empathetic environment where she could express her feelings and talk about her struggles with her parents' divorce. She started planning her responsibilities and free time by creating a home schedule, limiting her screen time, and ensuring sufficient sleep. Horseback riding training was also reintroduced into her weekly routine. With the support of her parents and timely involvement from the school, she successfully completed the 6th grade. This school year, as she attends 7th grade, technology usage is now included in her individualized program. The results of the study show that we must not underestimate the dangers of non-chemical addictions and should pay even more attention to educating children and adolescents on this topic. Addictive behavior can often reflect hidden distress in young people, which is why early identification of such symptoms and professional treatment are essential.

KEYWORDS: addiction, electronic devices, smartphone, mobile games.

GIBALNE ZGODBE ZA ZDRAVJE IN MOTIVACIJO V ŠOLI

POVZETEK

Učitelji v procesu poučevanja opažamo pomanjkanje motivacije ter upad gibalnih sposobnosti pri učencih. Namen pričujočega prispevka je predstaviti gibalne zgodbe ter elemente gibanja, ki pozitivno vplivajo na motivacijo učencev, hkrati pa z njimi zadovoljimo potrebo učencev po gibanju. V svoj pouk vključujem gibalne zgodbe, gibalne povedi in gibalne elemente. Ugotovila sem, da gibalne zgodbe omogočajo učencem spoznavati zmožnosti svojega telesa in svoje gibalne sposobnosti na način, ki ne spodbuja tekmovalnosti. To sem dosegla z metodo opazovanja ter beleženja rezultatov ob izvajanju dejavnosti, ki so primerne za otroke nižjih razredov. Gibalne zgodbe zahtevajo, da učenec sledi zgodbi in gibanju hkrati, kar zahteva usmerjanje in vzdrževanje pozornosti ter spominskih funkcij, to pa prispeva k izboljšanju kognitivnih funkcij. Prišla sem do spoznanja, da sem z gibalnimi zgodbami v učni proces vpletla tudi učenčevo izražanje čustev in občutkov ter jim jih s tem pomagala bolje razumeti in obvladovati. To pa je področje, kateremu v šolskem prostoru še zmeraj posvečamo premalo pozornosti. Gibalne zgodbe so dejavnost, ki vključuje funkcionalno, kvantitativno ter kvalitativno vrsto gibanja in so s tega vidika v praksi za učitelja zelo uporabne.

KLJUČNE BESEDE: gibalne zgodbe, motivacija, gibanje, gibalne sposobnosti, izražanje čustev.

MOVEMENT STORIES FOR HEALTH AND MOTIVATION IN SCHOOL

ABSTRACT

In the teaching process, teachers notice that pupils feel a lack of motivation. They also notice a decline of their motor skills. The purpose of this paper is to present movement stories and elements of movement that positively influence the motivation of students, while satisfying the need for movement at the same time. Depending on the need, I include movement stories, movement sentences or just movement elements. I've found that movement stories allow students to learn about their body's capabilities and their motor skills in a way that doesn't encourage competition. I achieved this by observing and recording the results of activities that are appropriate for children in lower grades. Movement stories require the learner to follow the story and movement at the same time, that requires attention and memory, which in turn contributes to improved cognitive function. I realized that through movement stories, I also incorporated the pupil's expression of feelings and feelings into the learning process, thereby I helped to understand them and manage them more. This is an area that we still do not pay enough attention in school. Movement stories are an activity that involves a functional, quantitative and qualitative type of movement, and from this point of view they are very useful in practice for the teacher.

KEY WORDS: movement stories, motivation, movement, motor skills, expression of emotions.

PRVI V SLOVENIJI SMO V PROGRAM MEPI VPELJALI SEDMOŠOLCE

POVZETEK

Mednarodno priznanje za mlade (v nadaljevanju MEPI) je program, ki spodbuja celostni razvoj mladih skozi različne izzive na področjih prostovoljstva, športa, različnih veščin in odprav. Namenjen je mladim med 14. in 24. letom starosti. Mladi se lahko vključijo v program kadarkoli med svojim šolanjem in napredujejo po stopnjah glede na izpolnjevanje nalog in izzivov, ki si jih sami zastavijo v sodelovanju z mentorji.

Na naši šoli smo v program MEPI vstopili pred nekaj leti. Po izobraževanju učiteljev smo začeli delati z osmošolci in devetošolci ter kmalu ugotovili, da v dveh letih učence težko kvalitetno pripravimo na končni izziv – odpravo. Ustanovili smo krožek MEPI pripravljavnica za sedmošolce, ki zdaj teče četrti krog. Ta poteza se je izkazala za odlično, saj smo s tem navdušili in začeli izobraževati mlajše učence, ki jih v osmem in devetem razredu dobimo polno pripravljene za delo. V tej fazi so učenci še igrivi, ter pustolovsko naravnani. Namen prispevka je predstaviti, kako poteka krožek Mepi na naši šoli ter zakaj je tak model vključevanja ključen za večje število otrok, ki kvalitetno preživljajo prosti čas na svežem zraku ter so bolj povezani z naravo in v gibanju. Program Mepi z razširitvijo v sedmi razred prinaša velik doprinos stroki v izobraževalnem procesu, saj zajema celostni razvoj učenca, ga motivira, razvija njegove veščine, ter vključuje raznolikost, samostojnost in socialno odgovornost.

KLJUČNE BESEDE: gibanje v naravi, pridobivanje novih veščin, prostovoljstvo, šport.

THE FIRST TO INCLUDE 7TH GRADE STUDENTS IN THE MEPI PROGRAMME

ABSTRACT

The Duke of Edinburgh's International Award (MEPI in Slovenian) is the programme that promotes the holistic development of young people through challenges in the areas of volunteering, sports, various skills and expeditions. It is aimed at young people between the ages of 14 and 24. Participants can join the programme at any point in their schooling and progress through the different levels based on completing tasks and challenges they set themselves in collaboration with their mentors.

Our school joined the MEPI programme a few years ago. After teacher training we began our work with 8th and 9th graders, but we soon realised that it was difficult to adequately prepare them for the final challenge – the expedition – in only two years. Therefore, we started an extracurricular activity called MEPI Prep for 7th graders, which is now in its fourth cycle. This initiative has proven to be successful as it has inspired and engaged younger students who are fully prepared for work in 8th and 9th grades. At this stage they are still playful and their enthusiasm for nature is both genuine and adventurous. The purpose of this article is to present how the MEPI operates at our school and why this model of inclusion is crucial for a larger number of children who spend their free time in a quality way, outdoors and connected with nature, engaged in physical activity. The MEPI programme, with its expansion to the 7th grade, brings significant benefits to the educational process as it encompasses holistic development of students, motivates them, develops their skills and incorporates diversity, independence and social responsibility.

KEY WORDS: outdoor activities, skills acquisition, volunteering, sports.

ZDRAVI PRED TABLO, ZDRAVI V KLOPEH?

POVZETEK

Članek obravnava povezavo med zdravjem strokovnih delavcev in njihovim vplivom na duševno zdravje učencev. Avtorica skozi narativni pregled literature in ugotovitve, ki temeljijo na delovnih izkušnjah, raziskuje, kako dobro telesno in duševno zdravje strokovnih delavcev v šolah vpliva na ustvarjanje pozitivnega učnega okolja in na vedenje učencev. Prispevek poudarja pomen zdrave prehrane, gibanja in duševnega zdravja za dobrobit strokovnih delavcev in učencev ter obravnava preventivne ukrepe, ki lahko šolam pomagajo v skrbi za zdravje osebja. Zdravi strokovni delavci so lahko pozitiven zgled, s katerim spodbujajo učence k zdravim navadam in boljšemu počutju; iz raziskav namreč izhajajo povezave med npr. psihološko stabilnostjo strokovnih delavcev ter boljšim čustvenim in socialnim razvojem učencev, izgorelostjo oz. čustveno izčrpanostjo strokovnih delavcev in manjšim številom interakcij z učenci, stresom strokovnih delavcev in vedenjskimi težavami učencev ipd. Prispevek predlaga strategije, kot so promocija telesne dejavnosti, skrb za mentalno dobrobit strokovnih delavcev in programi za spodbujanje zdravega življenjskega sloga, ki lahko prispevajo k zdravemu in podpornemu učnemu okolju.

KLJUČNE BESEDE: duševno zdravje, strokovni delavci, učenci, gibanje, preventivni ukrepi.

HEALTHY AT THE BOARD, HEALTHY IN THE DESKS?

ABSTRACT

The article examines the connection between the health of professional school staff and its impact on students' mental health. Through a narrative literature review and insights drawn from professional experience, the author explores how the physical and mental well-being of school professionals contributes to fostering a positive learning environment and influencing student behavior. The paper emphasizes the importance of healthy nutrition, physical activity, and mental well-being for both staff and students and discusses preventive measures schools can adopt to support staff health. Healthy professionals can serve as positive role models, encouraging students toward healthy habits and improved well-being. Research shows connections between factors such as the psychological stability of school staff and students' emotional and social development, professional burnout or emotional exhaustion and fewer teacher-student interactions, and staff stress with increased behavioral issues among students. The article suggests strategies, including promoting physical activity, supporting staff mental well-being, and implementing healthy lifestyle programs, that can contribute to a healthy and supportive learning environment.

KEYWORDS: mental health, educational professionals, students, exercise, preventive measures.

AKTIVNOST UČENCEV PREDMETNE STOPNJE OŠ PETROVČE MED GIBALNIM ODMOROM

POVZETEK

Že kar nekaj let se v šolah po Sloveniji učitelji zavzemamo za to, da bi učenci čim manj časa preživeli v sedečem položaju. Na Osnovni šoli Petrovče smo že pred desetletjem uvedli dvajset-minutne odmore, ki smo jih poimenovali rekreativni odmori. Ti odmori so postali nekoliko bolj strukturirani leta 2018, ko je šola vstopila v poskusni projekt Razširjenega programa. Takrat smo rekreativne odmore preimenovali v gibalne odmore. Zaradi epidemije covid-19 in z njo povezanih omejitev, so bili leta 2020 ti odmori deležni popolne reorganizacije. Od tedaj se izvajajo na zunanjih športnih površinah, kamor vsak oddelek pospremi posamezen učitelj. Ob opazovanju učencev med gibalnimi odmori sem opazila, da vsi niso enako aktivni. Nekateri učenci se v času gibalnega odmora družijo z vrstniki ali pa si vzamejo čas zase. Vsem pa je skupno to, da za kratek čas zamenjajo okolje. Gibalni odmor je odmor od šolskega dela in želela sem raziskati kaj je tisto, kar je učencem najbolj všeč pri minutah za gibanje in kako bi si želeli še na druge načine zapolniti ta čas. Anketirala sem štiri oddelke učencev od 6. do 9. razreda (80 učencev). Tako deklice kot dečki, so kot najbolj pozitivni stvari izpostavili druženje s prijatelji in svež zrak. Večina dečkov (23 učencev) med gibalnim odmorom najraje igra nogomet, večina deklic (34 učencev) pa se najraje sprehaja. Na podlagi njihovih odgovorov, želja in razmišljanj bomo lahko gibalne odmore prilagodili, še bolj približali učencem in se trudili izboljšati uspešnost in zadovoljstvo otrok v šoli.

KLJUČNE BESEDE: gibalni odmori, druženje, telesno in duševno zdravje otrok.

STUDENTS' ACTIVITY AT PETROVČE PRIMARY SCHOOL DURING ACTIVE BREAKS

ABSTRACT

For several years now, teachers in schools across Slovenia have been advocating that pupils spend as little time as possible sitting. A decade ago, we introduced twenty-minute breaks at Primary School Petrovče, which we named "recreational breaks". These breaks became more structured in 2018 when the school entered a pilot project of the Extended Program. At that time, we renamed recreational breaks into active breaks. Due to the covid epidemic and various restrictions, these breaks underwent a complete reorganization in 2020. Since then, they have been carried out on outdoor sports surfaces, where each class is accompanied by an individual teacher. By observing students during active breaks, we noticed that not everyone was equally active. Some pupils socialise with their peers or take time for themselves. What they all have in common, however, is that they change the environment for a short time. A active break is a break from schoolwork and we wanted to explore what it is that pupils like most about it and how they would like to fill that time with other activities. We surveyed eighty pupils from grades 6 to 9. Both, girls and boys highlighted socializing with friends and fresh air as two of the most positive things about the breaks. The majority of boys (23 pupils) prefer to play football, while the majority of girls (34 pupils) prefer to take walks. Based on their answers, wishes and thoughts, we will be able to adjust the breaks and try to improve the success and satisfaction of children at our school.

KEYWORDS: active breaks, socializing, children's physical and mental health.

Markelj Kosmač Nataša

Z GIBANJEM DO ZNANJA IN BOLJ SPROŠČENEGA UČENJA

POVZETEK

Vse pogosteje slišimo, da je v šoli preveč sedenja in premalo gibanja. Pozabljamo, da je gibanje otrokova primarna potreba in da je 45 minut sedenja za marsikoga velik zalogaj. Zato sama v pouk vključujem čim več gibanja. Gibanje vključujem z dvema namenoma. Bodisi, da se s pomočjo gibanja učimo (štafetne igre pri MAT, SLO; orientacija; prostorsko oblikovanje ...), ali pa da nam gibanje predstavlja aktivni odmor med poukom (gibalne naloge med utrjevanjem, aktivni odmor med uro, vaje za pokončno držo...). Učencem gibanje med poukom omogočim takrat, ko ugotovim, da jim je padla koncentracija, da že predolgo sedijo, da ne sodelujejo in so pasivni... Ugotovila sem, da po izvedbi aktivnosti lažje nadaljujejo z delom in so bolj motivirani za delo. Če nam vreme dopušča, se poslužujemo tudi učilnice na prostem ali šolskega vrta, kjer lahko izvedemo katerokoli uro pouka na svežem zraku (branje z razumevanjem, domače branje, reševanje učnega lista, matematična tombola...). S tem ko sem v pouk uvajala vse več gibanja, sem ugotovila, da se je povečala učna motivacija, hkrati pa so učenci lažje osvojili snov (v primerjavi z učenci iz paralelk, ki tega niso bili deležni). Učenci so si želeli še več aktivnosti in so spraševali po njih. Namen prispevka je predstaviti aktivnosti, ki sem jih preizkusila v praksi in so uporabne pri vseh predmetih, v vseh razredih.

KLJUČNE BESEDE: znanje, gibanje, aktivni odmor, učilnica na prostem.

WITH THE MOVEMENT TOWARDS KNOWLEDGE AND MORE RELAXED LEARNING

ABSTRACT

More and more often we hear that there is too much sitting and not enough movement at school. We forget that movement is a child's primary need and that 45 minutes of sitting is a big deal for many people. That's why I include as much movement as possible in my lessons. I include movement for two purposes. Either that we learn with the help of movement (relay games at MATHS, SLOVENE; orientation; spatial design...), or that movement represents an active break during lessons (movement tasks during consolidation, active break during class, exercises for upright posture...). I allow the students to move during the lesson when I realize that their concentration has dropped, that they have been sitting for too long, that they are not participating and are passive... I have found out that after carrying out the activity, it is easier for them to continue their work and they are more motivated to work. If the weather permits, we also use the outdoor classroom or the school garden, where we can have any lesson in the fresh air (reading with comprehension, homework, solving a textbook, math raffle...). By introducing more and more movement into the lessons, I realized that learning motivation increased, and at the same time, the students mastered the material more easily (compared to students from parallel schools who did not receive this). The students wanted more activities and asked for them. The purpose of the paper is to present activities that I have tested in practice and that are useful in all subjects, in all classes.

KEYWORDS: knowledge, movement, active break, outdoor classroom.

HITRA PREHRANA MED SREDNJEŠOLCI: IZZIVI IN REŠITVE

POVZETEK

Danes je hitra prehrana dostopna na vsakem koraku, kar predstavlja velik izziv za mladostnike. Vsakodnevno se soočajo z dilemo, ali izbrati uravnotežen obrok ali se prepustiti skušnjavi hitre prehrane. S prispevkom želim ugotoviti vpliv hitre prehrane na prehranjevalne navade in zdravje dijakov ter predlagati rešitve za izboljšanje teh navad. Uravnotežena prehrana je ključnega pomena za optimalno rast, razvoj in splošno zdravje mladostnikov. Hitro prehranjevanje pa je povezano z različnimi zdravstvenimi težavami, kot so debelost, srčne bolezni in diabetes. Med več kot 130 dijakov od 1. do 4. letnika srednjega strokovnega izobraževanja na TŠC Maribor sem izvedla anketo in analizirala pogostost uživanja hitre prehrane, razloge za njeno izbiro ter zavedanje o vplivu na zdravje. Vključila sem tudi dejavnike, kot so starost, mesto uživanja ter povezanost med prehrano in telesno težo. Rezultati ankete nakazujejo, da večina dijakov uživa hitro prehrano 2–3 krat mesečno, kar pomeni, da je ta vrsta hrane stalnica v njihovih prehranjevalnih vzorcih, pri čemer je glavni razlog okus. Zanimiv je rezultat, da 31 % dijakov, ki večkrat tedensko uživajo hitro prehrano, zaznava povečano telesno težo. Navkljub zavedanju o negativnih posledicah na zdravje, le-ta pogosto ne vpliva na njihove prehranske izbire. V prispevku so predstavljene aktivnosti, ki bi lahko pomagale dijakom izboljšati njihove prehranske navade ter povečale njihovo ozaveščenost o koristih uravnotežene prehrane, kar prispeva tudi k boljšemu počutju in večji produktivnosti v šoli. Ključni za uspeh so: izobraževanje o prehrani, uvajanje inovativnih šolskih aktivnosti, izboljšanje šolskih menijev, promocija vode, zdravstvene aplikacije za dijake in vključevanje staršev.

KLJUČNE BESEDE: uravnotežena prehrana, hitra prehrana, mladostniki, zdravstvene posledice, aktivnosti.

FAST FOOD AMONG HIGH SCHOOL STUDENTS: CHALLENGES AND SOLUTIONS

ABSTRACT

Today, fast food is available at every turn, which poses a great challenge for young people. Every day they face the dilemma of whether to choose a balanced meal or give in to the temptation of fast food. With this contribution, I want to find out the impact of fast food on the eating habits and health of students and propose solutions to improve these habits. A balanced diet is crucial for optimal growth, development and overall health of adolescents. Fast food is linked to various health problems such as obesity, heart disease and diabetes. I conducted a survey among more than 130 students from the 1st to the 4th year of secondary professional education at TŠC Maribor and analysed the frequency of consumption of fast food, the reasons for its choice and the awareness of the impact on health. I also included factors such as age, place of consumption and the relationship between diet and body weight. The results of the survey indicate that most students eat fast food 2-3 times a month, which means that this type of food is a constant in their eating patterns, with the main reason being taste. An interesting result is that 31% of students who eat fast food several times a week notice increased body weight. Despite being aware of the negative health consequences, this often does not influence their dietary choices. The article presents activities that could help students improve their eating habits and increase their awareness of the benefits of a balanced diet, which also contributes to better well-being and greater productivity at school. Key to success are: nutrition education, introduction of innovative school activities, improvement of school menus, promotion of water, health applications for students and involvement of parents.

KEYWORDS: balanced diet, fast food, adolescents, health consequences, activities.

MENS SANA IN CORPORE SANO – ZDRAV DUH V ZDRAVEM TELESU PRI POUKU GLASBENE UMETNOSTI V OSNOVNI ŠOLI

POVZETEK

Pri pouku glasbe v osnovni šoli, ki je predmet sam v svojem bistvu tudi vzgojno naravnana, je odnos do zdravja telesa in duha pomemben. Pregovor v naslovu navaja na misel, da je v sredozemskem bazenu antike, še kako veljala pozornost procesov v človeku, ki se je »videla«. V glasbeni dejavnosti in v glasbenem poučevanju se srečajo multiple inteligence, ki so izražene v »avditivnem svetu« zaznave in pomembno prispevajo k celostnemu pristopu zdravega poučevanja.

Namen pričujočega prispevka je predstaviti pomembnost soodvisnosti telesnega in duhovnega skozi svet glasbe, tako pri zdravju, kakor pri dobrem počutju učencev v vzgoji in izobraževanju. V raziskavo so bili vključeni učenci od 5. do 9. razreda osnovne šole, skupno 80 učencev. Raziskavo smo spremljali z metodo opazovanja in sprotne pisnega dokumentiranja ob zaključku vsake ure. Na podlagi tega smo predstavili pomen ozaveščenega dihanja, naravnega diha in diha kot enega od osnovnih gradnikov zdravega počutja. Dih je ključen seveda tudi pri samem bivanju skupnosti živih ljudi.

Pri pouku glasbene umetnosti smo z učenci začeli ure z mirnim, sproščenim dihanjem, kar je pripeljalo do usklajenosti duha in telesa. Z dobrim dihom so učenci sprejemali v telo na eni strani več kisika, samo miselno dejavnost pa so preusmerili na telesno dejavnost. Posledično so učenci sproščeno, bolj zbrano in z naravno držo izvajali in poustvarjali glasbo. Veččutno spoznavanje glasbe je pripeljalo do spoznanja vseh, kako pomembno je sodelovanje telesa in duha pri ubranem petju in igrivem vživljanju v glasbo.

KLJUČNE BESEDE: glasba, naravno dihanje, osnovna šola, zdravje, veččutno učenje.

MENS SANA AND CORPORE SANO – A HEALTHY MIND IN A HEALTHY BODY

ABSTRACT

When teaching music in primary school, where the subject is also educational, the attitude to the health of the body and mind is important. The proverb in the title refers to the idea that in the Mediterranean basin of antiquity, attention was paid to the processes in man who “seen himself”. In music activity and music teaching, multiple intelligences meet, which are expressed in the “auditive world” of perception and contribute significantly to a holistic approach to healthy teaching.

The purpose of this paper is to present the importance of the interdependence of the physical and spiritual through the world of music, both in the health and well-

being of students in education and upbringing. Based on this, we present the importance of conscious breathing, natural breathing and breathing as one of the basic building blocks of well-being. Breath is also essential in the very existence of a community of living people.

In music art classes, we started classes with calm, relaxed breathing, which led to harmony of mind and body. With good breath, the students received more oxygen into the body on the one hand, and only mental activity was re-directed to physical activity. As a result, students performed and recreated music in a relaxed, more focused and natural posture.

KEYWORDS: music, natural breathing, primary school, health, multisensory learning.

»POVEZANI OB GIBANJU IN DRUŽENJU - SREČNI, ZDRAVI VSI«

POVZETEK

Z namenom spodbude pozitivnega vpliva medgeneracijskega sodelovanja in zdravega načina življenja smo se v skupini Žabice odločili za izvedbo projekta Medgeneracijsko povezovanje z gibanjem, ki naj bi dodatno povezal institucijo in družine. Starši so idejo pozitivno sprejeli in skupaj smo oblikovali dejavnosti, ki vse udeležene bogatijo in pomagajo ohranjati staro tradicijo, zdravje, obenem pa nas dodobra povezujejo. Zavedamo se, da so bili časi, ko so stari starši in starši naših otrok otroštvo uživali v brezskrbni igri z največkrat naravnimi in domišljjsko izdelanimi igračkami ter ob igri s sredstvi, najdenimi v trenutnem prostoru po trenutnem navdihu, zelo drugačni od današnjih, ko nas v veliki meri spremljata moderna tehnologija in materializem. Želeli smo, da delček prvega občutja tudi otroci. S starimi starši smo izvajali gibalne igre njihovega otroštva v telovadnici športnega centra Ribnica, na srečanju s starši pa smo se igrali igre iz otroštva staršev. Tako sta starejši generaciji prek ljudskega izročila otrokom predali kar nekaj iger, ki se jih še vedno radi igrajo v vrtcu. Skupaj z otroki smo ugotovili, da so se določene gibalne igre, ki smo jih spoznali, ponavljale, saj so se prenesle iz roda v rod. Za prijeten zaključek projekta smo se podali na Pohod treh generacij, ki je vključeval tudi druženje in kosanje piknik (vključeni stari starši, starši in otroci). Ob uporabljeni metodi opazovanja smo ugotovili, da je doprinos načrtovanih oblik povezovanja med institucijo in družinami čustveno in osebno povezal vse udeležence. Otroci so ob povezovanju, igri in učenju privzeli pomembne interakcijske stile, okrepili socialne stike in ob aktivnem vključevanju družine krepili svojo samopodobo ter se celostno razvijali.

KLJUČNE BESEDE: zdravje, medgeneracijsko povezovanje, gibanje, razvoj.

» CONNECTED THROUGH MOVEMENT AND SOCIALIZING – ALL HAPPY AND HEALTHY «

ABSTRACT:

In order to encourage the positive effects of intergenerational co-operation and a healthy lifestyle, we have decided to carry out a project at group level. Intergenerational integration combined with movement activities in the Žabice kindergarten group will additionally connect the institution with families. The parents have supported the presented idea with positive feedback and we have planned activities that can enrich everyone involved, help us to preserve our traditions and our health and at the same time connect us. Long gone are the days when our children's grandparents and parents enjoyed their childhood in carefree play, mostly playing with ingeniously crafted toys made from natural materials, using resources they found in their environment. This is very different from today's world, where we are largely surrounded by modern technology and consumerism. That is why we wanted the children in our group to experience a part of their grandparents' and parents' childhood. The movement games of the grandparents were played in the gym of the Ribnica sports centre, while the childhood games of the parents were presented to the children in a group meeting. Through our folk tradition, grandparents and parents were able to pass on a whole range of games to the children. These are still the games they like to play in kindergarten today. Overall, we realised that certain movement games that we had learned were repeated, as they are passed on from generation to generation. As a nice conclusion to our project, we went on a three-generation walk. This included a chestnut picnic and a social get-together between grandparents, parents and the children. We found through observation that the contribution of the planned forms of bonding between the institution and the families was connectedness between the participants on an emotional and personal level. Through bonding, playing and learning, the children learnt important interaction styles and strengthened their social bonds. The active involvement of the family helped the children to strengthen their self-image and develop holistically.

KEYWORDS: health, intergenerational integration, movement, development.

ŠOLSKI PLESI SPODBUJAJO GIBANJE, GRADIJO ODGOVORNOST IN DOBRE ODNOSE

POVZETEK

Ples je del učnega načrta v osnovni šoli in je pomemben element, ki prispeva k celostnemu razvoju otrok. V šolskem kurikulumu je pogosto del športa, glasbene vzgoje, dnevov dejavnosti ali izbirnih predmetov. Organizacija šolskega plesa kot družabne aktivnosti je zabaven in zdrav način, da učenci vključijo gibanje v preživljanje prostega časa.

Namen pričujočega prispevka je predstaviti primer dobre prakse večernih šolskih plesov na osnovni šoli, cilj opravljene ankete pa je bil ugotoviti, kako razširjeni so po Sloveniji. Ta neformalna oblika druženja zahteva sistematičen pristop, dobro organizacijo, dobršno mero medsebojnega zaupanja in dobrega mentorja. Na predmetni stopnji za organizacijo poskrbijo devetošolci, ki pripravijo prostor, glasbo, hrano in pijačo, poskrbijo za ustrezno reklamo, varnost, čiščenje, prodajo. V dogodek se aktivno vključijo vsi učenci, izkažejo se razni talenti, krepi se podjetnost, izboljšajo se medsebojni odnosi, vse skupaj pa ustvari boljšo klimo v razredu, kar so v analizi izpostavili tudi učenci sami. Z opazovanjem vedenja, spremljanjem učencev pri vključevanju v organizacijo je bil razviden njihov napredek pri odgovornosti in samostojnosti. Cilj razvijanja kreativnosti je bil dosežen z uporabo metode šestih klobukov razmišljanja.

Večerni šolski plesi imajo številne pozitivne učinke; od socialnega in čustvenega razvoja do fizične aktivnosti in krepitve šolskih skupnosti. So dragocena priložnost, da se učenci povežejo med seboj, izrazijo svojo ustvarjalnost in se hkrati zabavajo na zdrav in aktiven način. Organizacija dogodka je v vzgojno-izobraževalnem procesu doprinos h krepitvi dobrih odnosov med vsemi udeleženci tega procesa: učenci – učitelji – starši.

KLJUČNE BESEDE: ples, odnosi, odgovornost, aktivno preživljanje prostega časa.

SCHOOL DANCE PROMOTES MOVEMENT, RESPONSIBILITY AND GOOD RELATIONSHIPS

ABSTRACT

Dance is part of the primary school curriculum and is an important element that contributes to children's holistic development. In the school curriculum, it is often part of sports, music education, activity days or elective subjects. Organised school dances as a social activity are a fun and healthy way for pupils to integrate movement into their leisure time.

The aim of this paper is to present an example of good practice of evening school dances in a primary school, and the aim of the survey was to find out how widespread they are in Slovenia. This informal form of socialising requires a systematic approach, good organisation, a good degree of mutual trust and a good mentor. At the lower secondary school level, the organisation is taken care of by the ninth-graders, who prepare the venue, the music, the food and drink, make sure that there is adequate publicity, security, cleaning, sales. All students are actively involved in the event, different talents are showcased, entrepreneurship is strengthened, interpersonal relations are improved and the classroom climate is improved, as also pointed out by the students themselves in the analysis. By observing the behavior, monitoring the pupils' involvement in the organisation, their progress in responsibility and independence was evident. The objective of developing creativity was achieved by applying the six hats of reflection method.

Evening school dances have many positive effects, from social and emotional development to physical activity and strengthening school communities. They are a valuable opportunity for pupils to connect with each other, express their creativity and have fun in a healthy and active way. In the educational process, the organisation of an event contributes to the strengthening of good relations between all participants in the process: pupils - teachers - parents.

KEYWORDS: dance, relationships, responsibility, active leisure.

Z GIBANJEM, IGRO IN DEJAVNOSTMI V NARAVI DO INTELEKTUALNEGA IN GIBALNEGA RAZVOJA OTROK

POVZETEK

V zadnjem času so se pojavila številna nova spoznanja, ki se nanašajo na razvoj otrok. Znanstvena odkritja na področjih nevroznanosti, nevrofiziologije, kognitivne psihologije, kineziologije in sodobne pediatrije razkrivajo nove vidike razvoja otrokovih potencialov. Predšolsko obdobje je za razvoj možganov ključno. Do sedmega leta starosti so otroški možgani primarno senzorični procesor, ki sprejema številne informacije prek dejavnosti in naravnih oblik gibanja, kot so plazenje, lazenje, skakanje, plezanje, hoja in tek. V preteklosti so omenjene veščine otroci pridobivali prek proste igre ter bivanja v naravi. Nove tehnologije, tempo življenja ter ponudba igrač sodobnega časa otrokom ne omogočajo igre, izzivov in izkušenj, kot jih lahko izkusijo v naravi. Zaradi tega je v vrtcu ključno zavedanje pomembnosti gibanja in igre otrok v naravi.

V skupini Ribice sledimo sodobnim smernicam, ki poudarjajo pomen igre in gibanja v naravi. V prispevku bom predstavila dejavnosti, ki jih izvajamo v naravi namesto v igralnici. S skupino redno hodimo v gozd, na travnik ali igrišče, kjer izvajamo dejavnosti in uresničujemo cilje z različnih področij kurikula. V prispevku bom predstavila dejavnosti s področja matematike, umetnosti, gibanja in proste igre v naravi. Z metodo opazovanja sem spremljala napredek otrok ter samo počutje ob izvajanju dejavnosti in doseganju ciljev. Opazila sem, da so ob različnih dejavnostih imeli večjo motivacijo predvsem zaradi izvajanja dejavnosti v povezavi z gibanjem v naravi. Hitreje in bolj doživeto so dosegali zastavljene cilje, bili so bolj kreativni, zato se to kaže kot zelo učinkovit pristop pri celostnem razvoju predšolskega otroka. V predšolskem obdobju je smiselno stremeti k bolj pogosti organizaciji in izvedbi najrazličnejših dejavnosti v naravi.

KLJUČNE BESEDE: otrok, igra, gibanje, razvoj, narava.

INTELLECTUAL AND MOVEMENT DEVELOPMENT ISLANDS WITH MOVEMENT, PLAY AND ACTIVITIES IN NATURE

ABSTRACT

In recent years, many new findings have emerged concerning children's development. Scientific discoveries in the fields of neuroscience, neurophysiology, cognitive psychology, kinesiology and modern paediatrics are shedding light on new aspects of children's potential development. The pre-school period is crucial for brain development. By the age of seven, the child's brain is primarily a sensory processor, receiving a wide range of information through activities and natural forms of movement such as crawling, creeping, jumping, climbing, walking and running. Children used to acquire these skills through free play and time spent in nature. New technologies, the pace of life and the variety of toys available in modern times do not allow children to engage in play, challenges and experiences in the same way as they can in nature. For this reason, in pre-school awareness of the importance of children's movement and play in nature is of key importance.

In the *Ribice* group, we follow modern guidelines that highlight the importance of play and movement in nature. In this article, I present the activities that we do in nature rather than in the playroom. Our group regularly goes to the forest, the meadow or the playground to do activities and achieve learning objectives from different areas of the curriculum. In this article I present activities in the areas of mathematics, art, movement, nature and free outdoor play. I used the observation method to monitor the children's progress and their well-being when performing activities and achieving goals. I noticed that they were more motivated during various activities, mainly because of the activities in connection with movement in nature. They achieved the set goals faster and more experienced, were more creative, which is why this appears to be a very effective approach in the holistic development of a preschool child. In the preschool period, it makes sense to strive for more frequent organization and implementation of the most diverse activities in nature.

KEY WORDS: child, play, movement, development, nature.

OZAVEŠČANJE DIJAKOV S PROGRAMIRANJEM APLIKACIJ ZA BOLJ ZDRAV NAČIN ŽIVLJENJA

POVZETEK

V strokovnem prispevku smo v prvem delu raziskali digitalna orodja in aplikacije, ki lahko ljudem pomagajo k bolj zdravemu načinu življenja. Ugotovili smo, da lahko omenjene aplikacije, ki omogočajo spremljanje telesnih aktivnosti in prehrane, prispevajo k spremembam vedenja tako mladih kot starejših na področju bolj zdravega življenjskega sloga. Večina aplikacij s sprotnim obveščanjem uporabnikov o njihovih navadah in vsakdanjih opravkih lahko posameznike motivira k pozitivnim spremembam in doseganju zdravstvenih ciljev. Vendar pa lahko prekomerno zanašanje na tehnologijo prinese tudi slabosti. Ugotovili smo, da te aplikacije lahko zbirajo več podatkov, kot je potrebno, in jih potencialno delijo s tretjimi osebami brez soglasja uporabnikov. V prispevku smo predstavili tudi nekaj aktualnih aplikacij, ki se trenutno najbolj uporabljajo v Google Play knjižnici. Pri analizi smo ugotovili, da je teh aplikacij, ki spremljajo naše aktivnosti, veliko. V nadaljevanju prispevka smo z dijaki mehatronike s pomočjo analiz razvili aplikacije, ki analizirajo naš vsakdanjik in nas opozarjajo, ali smo naredili dovolj korakov, kakšen imamo srčni utrip in podobno. Cilj izdelave teh programov je bil ozaveščati dijake o zdravem načinu življenja in jih poučiti, kaj lahko sami storijo za bolj zdravo življenje. Dijaki so največ spoznanj pridobili pri analizi drugih aplikacij ter pri analizi priporočenih dnevni količin gibanja, zaužitja vode, hrane ipd. S pridobljenimi informacijami in prikazanimi primeri prispevamo k stroki, saj krepimo zavedanje o tem, da lahko učitelji v svoje načrte vključimo različne vsebine, jih povežemo z realnim življenjem in tako krepimo zavedanje mladih o bolj zdravem življenju.

KLJUČNE BESEDE: aplikacije, programiranje, izobraževanje, zdravo življenje.

RAISING STUDENTS' AWARENESS OF A HEALTHIER LIFESTYLE THROUGH APPLICATION PROGRAMMING

ABSTRACT

In the first part of our paper, we explored digital tools and applications that can help people lead a healthier lifestyle. We found that these applications, which allow users to monitor physical activities and nutrition, can contribute to behavior changes among both young and older individuals in adopting a healthier lifestyle. Most of these applications, by providing real-time notifications to users about their habits and daily routines, can motivate individuals to make positive changes and achieve health goals. However, excessive reliance on technology can also bring disadvantages. We found that these applications may collect more data than necessary and potentially share it with third parties without user consent. In the paper, we also presented some popular applications currently most used in the Google Play library. During our analysis, we found that there are numerous such applications that track our activities. In the continuation of the paper, we worked with mechatronics students to develop applications that analyze our daily lives and notify us if we have taken enough steps, what our heart rate is, and so on. The aim of creating these programs was to raise awareness among students about healthy living and to educate them on what they can do to lead a healthier life. The students gained the most insights from analyzing other applications and examining recommended daily amounts of exercise, water intake, food, etc. By sharing the acquired information and examples, we contribute to the field by reinforcing the understanding that teachers can include various content in their lesson plans, link it with real-life experiences, and thereby increase young people's awareness of a healthier lifestyle.

KEYWORDS: applications, programming, healthy living, education.

GIBALNA UČINKOVITOST PRI UČENCIH OŠ BELTINCI

POVZETEK

V prispevku predstavljam, kako je z gibalno učinkovitostjo pri učencih osnovne šole Beltinci, konkretno pri učenkah in učencih od 7. do 9. razreda. S primerjalno analizo želim ugotoviti, kakšne so razlike med učenci, ki so športno aktivni oz. so vključeni v organizirano športno vadbo, in tistimi, ki ne trenirajo v športnih klubih. Vzorec analize zajema 72 učenek in 104 učence, ki so stari od 11 do 14 let. Ti so izpolnili kratko anketo, kjer so odgovarjali, če so športno aktivni v klubih in koliko časa na dan porabijo za športne aktivnosti. Rezultate ankete sem primerjal z rezultati iz testiranja za športnovzgojni karton. Zbrane podatke sem statistično obdelal in ugotovil, da so razlike med učenci, ki so vključeni v treniranje v športnih klubih, in tistimi, ki niso, pri indeksu telesne zmogljivosti, izredno velike. Rezultati pri meritvah za športnovzgojni karton kažejo na zaskrbljujoč upad telesnih zmogljivosti otrok in mladostnikov vse od začetkov epidemioloških omejitev tako v celotni Sloveniji kot tudi na OŠ Beltinci. V šolah bi zato morali športni pedagogi dati večji poudarek na športni aktivnosti učencev, ki niso vključeni v športne klube, država pa sprejeti nekatere ukrepe, s katerimi bi ublažila upadanje telesnih zmogljivosti.

KLJUČNE BESEDE: gibalna učinkovitost, športna aktivnost, testiranje, anketa.

MOTOR PERFORMANCE OF BELTINCI PRIMARY SCHOOL STUDENTS

ABSTRACT

In my article I am presenting a motor performance of the students from the seventh to the ninth class of Beltinci Primary School. Through a comparative analysis, I want to find out what the differences are between the students, who are active in sport or are involved in organized sport training, and those who do not train in sport clubs. The analysis sample includes 72 female students and 104 male students aged 11 to 14, who filled out a short survey, where they answered if they were physically active in clubs and how much time they spent a day on sport activities. I compared the results of the survey with the results which we obtained at school. I processed the collected data statistically and found out that the differences in physical performance between the students, who train in sport clubs and those who do not, are extremely large. The results of the measurements at the PE lessons show an alarming decline in the physical capacities of children and adolescents since the beginning of the epidemiological restrictions both in the whole Slovenia and at Beltinci primary school. The PE teachers should therefore put greater emphasis on physical activities of the students, who are not involved in sport clubs, and the state should take some measures to prevent the decline in physical abilities.

KLJUČNE BESEDE: motor performance, sport activity, testing, survey.

Ogorevac Ahačič Katja

POMEN GIBALNE AKTIVNOSTI OTROK MED 2,5 IN 8. LETOM STAROSTI IN PREDSTAVITEV VADBENE KNJIŽICE

POVZETEK

V uvodu je opisan pomen gibalne aktivnosti otrok med 2,5 in 8. letom starosti. Kaj pridobijo z redno gibalno aktivnostjo. Predstavljen je pomen gibalnih sposobnosti (moč, vzdržljivost, skladnost gibanja, ravnotežje, hitrost, gibljivost in natančnost). V nadaljevanju bo predstavljena anketa, s pomočjo katere smo spremljali koristi in pozitivne odzive staršev in otrok na vadbeno knjižico športnega društva Sonček. V glavnem delu so predstavljeni športni programi in gibalne naloge po sklopih glede na športni program. V zaključku je ugotovljeno, da omenjena vadbeno knjižico služi kot motivacija za otroke in starše. Na ta način spremljajo gibalni razvoj svojih otrok in doseganje standardov osvojenih gibalnih nalog. Menim, da vadbeno knjižico predstavlja pomembno strokovno podlago vsem učiteljem, ki poučujejo v športnih društvih. Naša zasnova programa zagotovo predstavlja spodbudo za dejavnejši življenjski slog otrok in je prava pot do najpomembnejšega cilja, to je vseživljenjske gibalne dejavnosti.

KLJUČNE BESEDE: šport, aktivnost, otroci, gibanje.

THE IMPORTANCE OF PHYSICAL ACTIVITY FOR CHILDREN AGED 2.5 TO 8 YEARS AND PRESENTATION OF THE EXERCISE BOOKLET

ABSTRACT

The introduction describes the importance of physical activity for children between 2.5 and 8 years of age. What they gain from regular physical activity. The importance of movement skills (strength, endurance, coordination of movement, balance, speed, agility and precision) is presented. In the following, a survey will be presented, with the help of which we monitored the benefits and positive reactions of parents and children to the exercise booklet of the Sonček sports club. In the main part, sports programs and exercise tasks are presented in sections according to the sports program. In conclusion, it is established that the exercise booklet mentioned serves as motivation for children and parents. In this way, they monitor the movement development of their children and the achievement of the standards of the acquired movement tasks. I believe that the training booklet represents an important professional basis for all teachers who teach in sports clubs. Our design of the program certainly represents an incentive for a more active lifestyle for children and is the right way to the most important goal, which is lifelong physical activity.

KEYWORDS: sport, activity, children, movement.

PREDSTAVITEV POMENA LOKALNO IN EKOLOŠKO PRIDELANE HRANE PREDŠOLSKIM OTROKOM (4-5 LET)

POVZETEK

Vzgojitelji imamo pomembno vlogo pri oblikovanju stališč, vrednot in navad predšolskih otrok. Nanje vplivamo z zgledom, organizacijo dnevne rutine in drugimi elementi prikritega kurikuluma kot tudi z načrtovanimi dejavnostmi. Prehranjevalne navade otrok so tako preplet posnemanja odraslih in aktivnega učenja. V sodobni družbi se zavedamo, da prehranjevalne navade ljudi vplivajo ne samo na zdravje, ampak tudi na okoljsko problematiko, zato je smiselno, da dejavnosti s področja prehrane vzgojitelji prepletamo z vzgojo za trajnostni razvoj. V prispevku bomo predstavili dejavnosti, s katerimi smo v oddelku 4-5 let starih otrok raziskovali pomen lokalno in ekološko pridelane hrane. Naš izziv je bil, kako kompleksno tematiko obravnavati na otrokom razumljiv način, pri čemer smo izhajali iz njihovih raziskovalnih vprašanj in predznanj. Izbrali smo metodo projektnega učenja, ki je vključevala tudi učenje preko gibanja, ogled videoposnetkov in fotografij, eksperiment ter dejavnosti po metodi pouka na prostem – obdelovanje ekološkega vrta in raziskovanje vrtnega ekosistema ter obiske lokalne kmetije, trgovine, tržnice in vrtnarije. Ob zaključni ustni evalvaciji smo ugotovili, da vsi otroci znajo naštetih vsaj eno prednost lokalne in ekološke hrane, dve tretjini pa dve ali več. Pomen lokalno in ekološko pridelane hrane poudarjajo tudi nove Smernice za prehranjevanje v vzgojno-varstvenih zavodih (2024), ki načrtovane dejavnosti s področja prehrane v šole in vrtce vpeljujejo še bolj sistematično. Iz pregleda literature in lastnih izkušenj lahko sklepamo, da so vsebine trajnostne prehrane predvsem v vrtcih redko zastopane, zato lahko opisane dejavnosti služijo kot primer dobre prakse.

KLJUČNE BESEDE: ekološka hrana, lokalna hrana, prehranjevalne navade, vzgoja za trajnostni razvoj, zgodnje otroštvo.

INTRODUCTION TO THE IMPORTANCE OF LOCALLY AND ORGANICALLY GROWN FOOD FOR PRESCHOOL CHILDREN (AGES 4-5)

ABSTRACT

Educators play a key role in shaping the attitudes, values, and habits of preschool children through example, daily routines, and planned activities. Children's eating habits are influenced by both imitating adults and active learning. Given the modern awareness that dietary habits affect not only health but also environmental issues, it's important for educators to integrate food-related activities with education for sustainable development. This article presents activities conducted with 4-5-year-old children to explore the importance of locally and organically produced food. The challenge was to explain this complex topic in a child-friendly way, using their research questions and prior knowledge. We employed project-based learning, which included movement, videos, photos, experiments, and outdoor activities like cultivating an organic garden, exploring the ecosystem, and visiting a local farm, store, market, and nursery. In the final evaluation, all children could name at least one benefit of local and organic food, with two-thirds naming two or more. The new *Guidelines for Nutrition in Educational Institutions* (2024) further emphasize the importance of incorporating these topics into schools and kindergartens. From both literature review and experience, it is evident that sustainable nutrition is rarely addressed in kindergartens, making these activities an example of good practice.

KEYWORDS: early childhood, eating habits, education for sustainable development, local food, organic food.

GIBANJE V ŠOLI ZA CELOSTNI RAZVOJ UČENCEV

POVZETEK

Vključevanje redne telesne aktivnosti v šoli je ključno za zdrav razvoj učencev, saj spodbuja oblikovanje dolgoročne navade rednega gibanja, ki bo postala del njihovega vsakdana. V prispevku bom predstavila pomen organizacije pouka in podaljšanega bivanja, ki vključuje čim več gibalnih dejavnosti. Z redno telesno aktivnostjo pozitivno vplivamo na zdravje učencev ter prispevamo k uspešnejšemu učnemu procesu. Kot učiteljica podaljšanega bivanja, pri sprostivnih dejavnostih poleg plezanja po igralih in iger z žogo, uvajam tudi igre, ki temeljijo na razvedrilu in druženju. Njihov namen je izboljšati fizično in psihično kondicijo učencev. Učenci se pogosto igrajo igre, kot so gnilo jajce, črni mož in druge. Sama aktivno sodelujem pri teh igrah in s tem jim predstavljam zgled, kar prispeva k sproščenemu in pozitivnemu odnosu med učiteljem in učenci. Pozitiven učinek te prakse se kaže pri učnih urah, ki sledijo sprostivni dejavnosti. Učenci so pri pisanju domačih nalog umirjeni, strpnejši in bolj osredotočeni na delo. Opazila sem, da je pri nalogah manj napak. Doprinos tega prispevka k stroki je poudarjanje pomembnosti samozavedanja učiteljev, da šola predstavlja ključno okolje za zagotavljanje zadostnega gibanja za krepitev zdravja otrok. Obstoječa praksa, kjer so se učenci med sprostivnimi dejavnostmi prosto igrali, se lahko izboljša z načrtovanimi gibalnimi aktivnostmi, kar prispeva k večji telesni zmogljivosti učencev ter pozitivno vpliva na njihovo duševno in socialno zdravje. Vse to vodi k izboljšanju vzgojno izobraževalnega procesa, saj se ob redni telesni aktivnosti izboljšajo tudi kognitivne sposobnosti učencev. Pri načrtovanju učnih ur redno vključujem gibalne dejavnosti, saj opažam pozitivne učinke na učencih, kar prispeva k njihovemu celostnemu razvoju. V prispevku zanesljivost ugotovitev podkrepim s primerjalno analizo. Predstavim tudi ugotovitve in opažanja, ki sem jih pridobila z zbiranjem podatkov in s sprotnim beleženjem vedenja učencev.

KLJUČNE BESEDE: telesna aktivnost, zdravje, igre, kognitivne sposobnosti, sprostivne dejavnosti, podaljšano bivanje, vpliv na učenje.

MOVEMENT IN SCHOOL FOR HOLISTIC STUDENT DEVELOPMENT SUMMARY

ABSTRACT

Incorporating regular physical activity in school is crucial for the healthy development of students, as it promotes the formation of a long-term habit of regular movement, which will become part of their everyday lives. This article presents the importance of organizing classes and daily extension that include as many physical activities as possible. Regular physical activity positively affects students' health and contributes to a more successful learning process. As a daily extension teacher, I introduce relaxation activities that, in addition to climbing on playground equipment and ball games, also include games based on entertainment and socializing. Their purpose is to improve the physical and mental condition of students. Students often play games like "Rotten Egg," "Black Man," and others. I actively participate in these games, setting an example, which contributes to a relaxed and positive relationship between the teacher and students. The positive impact of this practice is evident in the lessons that follow the relaxation activities. Students are calmer, more patient, and more focused on tasks when doing homework. I have observed fewer mistakes in their tasks. The contribution of this article to the field emphasizes the importance of teacher self-awareness, recognizing that school is a key environment for ensuring sufficient movement to promote children's health. The existing practice, where students played freely during relaxation activities, can be enhanced with planned physical activities, contributing to students' greater physical ability and positively impacting their mental and social health. All this leads to an improved educational process, as regular physical activity also improves students' cognitive abilities. I regularly incorporate physical activities into lesson planning, as I observe positive effects on students, contributing to their holistic development. In the paper, I support the reliability of the findings with a comparative analysis. I also present the findings of the observations that I obtained by collecting data and by recording the students' behavior in real time.

KEYWORDS: physical activity, health, games, cognitive abilities, relaxation activities, extended stay, impact on learning.

GIBANJE – ŽIVLJENSKI SLOG ALI NOČNA MORA MLADOSTNIKA

POVZETEK

V današnjem hitrem tempu življenja, ko je čas pogosto omejen, postaja skrb za zdravje vse bolj pomembna. Ključna komponenta zdravega življenjskega sloga je gibanje, ki prinaša številne pozitivne učinke na fizično, duševno in čustveno počutje posameznika. Redna telesna aktivnost ni zgolj fizična potreba, ampak tudi način za vzpostavljanje ravnovesja v življenju.

V svojem prispevku bom prikazala gibalne navade naših dijakov, njihov odnos do telesne aktivnosti in možnosti, kako lahko šola le te vzpodbuja. Ker pa se sama dosti srečujem z dijaki s posebnimi potrebami in pri njih je telesna aktivnost dostikrat pogojena z njihovimi specifičnimi psihofizičnimi sposobnostmi, sem se dotaknila tudi tega področja. Pomembno pa je, da aktivnosti prilagojene posamezniku in njegovim potrebam. S pomočjo Arnesovega spletnega orodja IKA, ki je namenjeno izdelavi spletnih anket, sem dijake povprašala o njihovem načinu življenja, o vplivu družine in šole na njihovo telesno aktivnost in o pomenu le te na zdravje in dobro počutje. Rezultate sem analizirala in prikazala v grafih s pomočjo Microsoftovega orodja Excel. Iz njih je razvidno, da naši dijaki vedo, kako pomemben je zdrav način življenja in da ima gibanje pri tem veliko vlogo.

Gibanje je ključnega pomena za ohranjanje telesnega in duševnega zdravja. Skozi različne oblike telesne dejavnosti lahko vsak posameznik najde svoj način za izboljšanje kakovosti življenja. Srednje šole imajo izjemno pomembno vlogo pri spodbujanju gibanja med mladostniki in ugotovila sem, da se pri naših dijakih to prepozna. Tudi vzpodbujanje dijakov s posebnimi potrebami prinaša zelene rezultate, saj telesne aktivnosti dijakov vplivajo tudi na lažje vključevanje v šolsko okolje in boljše rezultate v šoli.

KLJUČNE BESEDE: gibanje, zdravje, dobro počutje, šola, posebne potrebe.

MOVEMENT – A LIFESTYLE OR A TEENAGER'S NIGHTMARE

ABSTRACT

In today's fast-paced world, where time is often limited, taking care of one's health is becoming increasingly important. A key component of a healthy lifestyle is movement, which brings numerous positive effects on an individual's physical, mental, and emotional well-being. Regular physical activity is not just a physical necessity but also a way to achieve balance in life.

In my article, I will showcase the exercise habits of our students, their attitude towards physical activity, and the ways schools can promote it. Since I frequently work with students with special needs, where physical activity is often conditioned by their specific psychophysical abilities, I have also addressed this area. It is crucial that activities are tailored to the individual and their needs. Using Arnes IKA online tool, designed for creating surveys, I asked students about their lifestyle, the influence of family and school on their physical activity, and its importance for health and well-being. I analyzed the results and presented them in graphs using Microsoft's Excel tool. They show that our students understand the importance of a healthy lifestyle and recognize the significant role that physical activity plays in it.

Movement is crucial for maintaining both physical and mental health. Through various forms of physical activity, each individual can find their own way to improve their quality of life. High schools play a very important role in promoting physical activity among adolescents, and I have observed that this is recognized among our students. Encouraging students with special needs also brings desired results, as their physical activities contribute to easier integration into the school environment and improved academic performance.

KEYWORDS: movement, health, well-being, school, special needs.

MEPI KOT PRIMER USVAJANJA ZDRAVIH ŽIVLJENJSKIH NAVAD

POVZETEK

V prispevku je predstavljeno, kako program MEPI spodbuja mlade k aktivnemu in zdravemu življenjskemu slogu. Oblikovanje zdravih življenjskih navad pri mladih je izjemno pomembno, saj lahko te dolgoročno vplivajo na njihovo fizično, duševno in socialno zdravje. Namen prispevka je predstaviti primere dobrih praks, ki smo jih dosegli v desetih letih izvajanja tega programa na Gimnaziji Celje – Center. Na področju športa si dijaki zastavijo cilj, ki ga postopno dosegajo z vsaj eno uro telesne dejavnosti tedensko. Po vsaki dejavnosti vnesejo kratko poročilo v spletni dnevnik, mentor pa ob zaključku dejavnosti na posameznem področju na podlagi opažanj poda opisno oceno. S tetovrstnimi dejavnostmi so dijaki opazno izboljšali rezultate v vesi v zgibi, teku na 600 m in 10 km, času vzpona na hrib ... V okviru pripravljanih treningov z vzponi na hribe krepijo svojo kondicijo in vzdržljivost, na MEPI vikendih pa se učijo o pomenu zdrave prehrane in pripravi energijsko bogatih, uravnoveženih obrokov. Dijaki, ki sodelujejo v programu, pridobijo ključne veščine za zdrav življenjski slog. Program izboljšuje telesno pripravljenost, spodbuja načrtovanje uravnoveženih jedilnikov in ozavešča o pomenu zdrave prehrane. Dijaki se naučijo postavljanja realnih ciljev, kar krepi njihovo samodisciplino, vztrajnost in osebnostno rast. Skupinske dejavnosti kot so odprave in treningi, razvijajo veščine sodelovanja in timskega dela. Program celostno združuje telesno dejavnost, prehransko vzgojo in osebnostni razvoj, kar povečuje motivacijo dijakov ter prenos zdravih navad v vsakdanje življenje tudi po zaključku programa.

KLJUČNE BESEDE: MEPI, zdrava prehrana, jedilnik, športne aktivnosti, zdrav življenjski slog.

MEPI AS AN EXAMPLE OF ADOPTING HEALTHY LIFESTYLE HABITS

ABSTRACT

This article explains how MEPI encourages young people to lead active and healthy lifestyles. Creating healthy lifestyle habits in young people is extremely important, as these can have a long-term impact on their physical, mental and social health. The aim of this article is to present examples of good practices achieved during the ten years of implementation of this programme at the Gymnasium Celje – Center. In the area of sport, students set themselves a goal, which they gradually achieve by doing at least one hour of physical activity a week. After each session they enter a short report into the online record book and at the end the mentor provides a narrative evaluation based on observations. Through these activities, the students have improved their results in the pull-ups, 600 m and 10 km run, hill climb times ... In the preparation sessions, they build up their fitness and endurance by climbing hills, and at the MEPI weekends they learn about the importance of healthy eating and preparing energy-dense, balanced meals. Students participating in the programme acquire key skills for a healthy lifestyle. The programme improves physical fitness, promotes balanced menu planning and raises awareness about the importance of healthy eating. Students learn to set realistic goals, which strengthens their self-discipline, perseverance and personal growth. Group activities such as expeditions and training sessions develop cooperation and teamwork skills. The programme increases students' motivation and the transfer of healthy habits into everyday life after the programme.

KEYWORDS: MEPI, healthy eating, menu, sports activities, healthy lifestyle.

NAŠA ŠOLA – ZDRAVA ŠOLA

POVZETEK

V današnjem času smo vsi, tako odrasli kot učenci, podvrženi hitremu tempu življenja, kar vpliva na zdravje vseh. OŠ III Murska Sobota kot vzgojno-izobraževalna ustanova deluje ne le izobraževalno, ampak tudi vzgojno, predvsem z vzgledom in dejavnostmi, ki doprinesejo k zdravemu načinu življenja ter razmišljanju v tej smeri. S tem namenom smo vključeni v Slovensko mrežo zdravih šol.

Predstavila bom načrtovane dejavnosti, s pomočjo katerih smo obeležili 30 let obstoja Zdrave šole. Dejavnosti so potekale v sklopu naravoslovnega dne pod imenom Naša šola – zdrava šola. Izbor posameznih predavanj in delavnic je bil načrtovan ter prilagojen razvojni stopnji učencev. Namen je bil, da so učenci vključeni v dejavnosti z različnih področij: gibalno, sprostitveno ter izobraževalno. Izvedba je bila v obliki predavanj z aktivnimi delavnicami: Če ne veš – vprašaj, pomen spanja, znakovni jezik in pokončna drža. Nadalje so bile sprostitvene dejavnosti: tehnike sproščanja, joga za otroke, fit dejavnosti, glasbena in gibalne delavnice, kot so ples, gibalna pravljica, dodgeball ter nordijska hoja. Kot praktični prikaz z izobraževalno vsebino so bili predstavljeni prva pomoč, reševalno vozilo, gasilci in vojska. Dejavnosti so izvajali zunanji sodelavci in učitelji v razredih, športni dvorani ter na dvorišču.

Po izvedbi je potekala evalvacija naravoslovnega dne preko elevacijskega vprašalnika, ki so ga učenci rešili pri razrednih urah. Ocenili so, da je bila izvedba zanimiva, dejavnosti in vsebine pestre ter podane na drugačen način. Naš namen je bil, da učence s pomočjo izvedenih dejavnosti ozaveščamo o zdravem načinu življenja in tako pridobijo nova znanja, ki jih lahko koristno uporabijo v vsakdanjem življenju.

KLJUČNE BESEDE: Zdrava šola, zdrav način življenja, zdravstvena vzgoja, preventivne dejavnosti.

OUR SCHOOL-HEALTHY SCHOOL

ABSTRACT

Nowadays people, students and adults, are submitted to a fast pace of life which influences also on our health. Our Primary school III Murska Sobota, as an educational establishment, attempts to set an example for a healthy lifestyle with different activities we implement throughout the whole school year. Therefore, we have been a part of Slovenian network of healthy schools for nine years, the goals of which we try to follow on daily basis.

I am going to present the activities and workshops which we have carried out to mark the 30th anniversary of "Healthy School" project. The mentioned activities were the main part of the science day titled "Our school-healthy school".

The selection of lectures and workshops was carefully planned and adapted to each students' level. The purpose was for students to take part in activities taken from various educational and relaxational fields. Some of them were carried out in the form of lecture, yet some as workshops where students took an active part. Those were: "If you do not know-ask", the importance of sleep, sign language and healthy posture. Further followed the relaxation techniques, yoga for children, FIT methods, music workshop, dancing, fairy-tale with movement, dodgeball and Nordic walking. As a practical example presented to the students was how to provide First Aid, they had the chance to see ambulance vehicle inside as well as talk to the firefighters and soldiers. Some activities were carried out by external associates and some by our teachers in classrooms, gym and playground.

After Science Day the evaluation followed. Students were given a questionnaire to fill in and give their opinion. They assessed the science day as interesting, exciting, different and versatile.

The whole purpose of our science day was to raise awareness among our students of leading a healthy way of life and use this newly learned knowledge in their everyday lives

KEY WORDS: Healthy school, , healthy way of life, health education, preventive activities.

ALI IMATA LAHKO POUK SLOVENŠČINE IN GIBANJE KAJ SKUPNEGA?

POVZETEK

Gibanje je za vse zelo pomembno, saj prispeva k celostnemu razvoju na več ravneh. Menim, da je pomembno, da se šolarji, ki jih poučujem, gibajo tudi med poukom slovenščine, saj pri večini predmetov sedijo in popoldne se le redki športno aktivni. Namen tega prispevka je torej predstaviti, kako sem se lotila vključevanja različnih načinov gibanja v pouk, s ciljem da ga popestrim za učence, da si lažje zapomnijo vsebine in ga naredim zanimivejšega tistim, ki težko zdržijo 45 minut sede. Predstavila bom igre, npr. lov na samostalnike in glagole, najdi par, oblikujmo besede s svojimi telesi, pantomima književnih besedil in druge, ki sem jih uporabila za motivacijo, ponavljanje vsebin ali spoznavanje novih pojmov. Čeprav vse aktivnosti, ki jih bom predstavila, niso nove, in sem jih prilagodila za svoje učence, menim, da lahko dajo idejo tudi drugim učiteljem, ki jih uporabijo pri svojem pouku, učenci pa s tem pridobijo dodatno motivacijo in si določene stvari še boljše zapomnijo. Učenci, ki so torej pri pouku pasivni in težko zdržijo celotno šolsko uro sede, še posebej pa čisto na miru, s pomočjo takšnih gibalnih iger, ki so povezane s snovjo, postanejo aktivnejši in si snov boljše zapomnijo, kar lahko trdim zaradi tega, ker sem njihov napredek formativno spremljala. Tako vključevanje gibanja v pouk slovenščine ima številne dolgoročne koristi, ki vplivajo na splošno dobro počutje učencev in posledično tudi na učne dosežke. Zaključim lahko, da so učenci bolj zbrani in zaradi tega si snov boljše zapomnijo, so bolj ustvarjalni in motivirani za delo.

KLJUČNE BESEDE: gibanje, pouk, slovenščina, gibalne aktivnosti.

CAN SLOVENIAN LANGUAGE LESSONS AND MOVEMENT HAVE ANYTHING IN COMMON?

ABSTRACT

Movement is extremely important, as it contributes to the wholesome development of individuals. I believe that pupils should also be physically active during lessons at school, as otherwise they remain in the sitting position for too long and only some are physically active in the afternoon. The goal of this paper is to discuss, how different ways of movement during lessons can make lessons more interesting, engaging and thus more effective for the pupils who have a hard time sitting for 45 minutes. Thus, I present different games, among these the hunt for nouns and verbs, finding pairs, shaping words with bodies, literary texts pantomime, which were use as motivation, in the revision phase or the phase of acquiring new knowledge. Although all the activities discussed are not new and were adapted to the needs of my pupils, they can be used by other teachers and can spark ideas, how teachers can motivate their pupils and help them remember content even better. The pupils that are passive at lessons and have a hard time sitting still, can get more active and remember more of the content, if such physical games connected to the content are used. This claim is based on formative assessment at my lessons. Including movement into Slovenian lessons has long-term benefits that have a good influence on learner welfare and thus also on learning results. To conclude, pupils are more focused and thus can remember the content better, they are more creative and motivated for work.

KEYWORDS: movement, lessons, Slovenian language, physical activities.

UVEDBA RAZŠIRJENEGA PROGRAMA S POUĐARKOM NA GIBANJU NA OSNOVNI ŠOLI LOVRENC NA POHORJU

POVZETEK

Gibanje je izjemnega pomena za otroke in mladostnike. Vpliva namreč na telesno zdravje in duševno počutje. Pomembno je, da otroke v zgodnji mladosti navadimo na zdrav življenjski slog, ki pomembno vpliva na zdravje v kasnejših življenjskih obdobjih. Cilj prispevka je poudariti pomen gibanja za otroke in mladostnike ter, kako lahko periferna šola, kljub omejenim zunanjim možnostim, učencem ponudi kvalitetne priložnosti za gibanje. S pomočjo pregledovanja različnih virov (Letni delovni načrti šole, Zaključno poročilo šole, Analiza Rapa 2023/24 in načrtovanje za šolsko leto 2024/25) bom predstavila večino dejavnosti na šoli, ki so povezane z gibanjem. Poudarila bom pomen vpeljave razširjenega programa, ki učencem omogoča dodatne ure športne vadbe in poskušala razbiti pomisleke, ki jim imajo mnogi učitelji z vpeljavo razširjenega programa v OŠ. Le-ta omogoča veliko možnosti za različne gibalne dejavnosti, kljub temu, da je šola oddaljena od večjih mestnih središč, kjer je ponujeno veliko organizirane vadbe. Dejavnosti so redno obiskovane, kar kaže na velik interes učencev in zadovoljstvo z vsebinami. Ali razširjen program vpliva na izboljšanje psihofizičnega stanja učencev, bi bilo potrebno daljše časovno obdobje opazovanja. To nameravamo storiti v prihodnjih letih. Prispevek ponuja podlago za širšo implementacijo razširjenega programa na druge šole, skuša premagati odpore do sprememb in pomaga pri oblikovanju pozitivnega odnosa do inovacij v šolstvu.

KLJUČNE BESEDE: razširjen program, gibanje, športne aktivnosti.

INTRODUCTION OF AN EXTENDED PROGRAM WITH AN EMPHASIS ON MOVEMENT AT LOVRENC PRIMARY SCHOOL IN POHORJE

ABSTRACT

Movement is extremely important for children and adolescents. It affects physical health and mental well-being. It is important to accustom children to a healthy lifestyle at an early age, which has a significant impact on health in later periods of life. The aim of the paper is to emphasize the importance of movement for children and young people and how a peripheral school, despite limited external opportunities, can offer students quality opportunities for movement. With the help of reviewing various sources I will present most of the activities at the school that are related to the movement. I will emphasize the importance of introducing an extended program that allows students additional hours of sports practice and try to dispel the concerns that many teachers have with the introduction of an extended program in primary schools. It provides many opportunities for various physical activities, despite the fact that the school is far from major city centers, where many organized exercises are offered. The activities are regularly attended, which shows the great interest of the students and their satisfaction with the content. Whether the extended program affects the improvement of the psychophysical condition of the students would require a longer period of observation. We intend to do this in the coming years. The contribution provides a basis for a wider implementation of the expanded program to other schools, tries to overcome resistance to changes and helps to form a positive attitude towards innovations in education.

KEYWORDS: Extended program, movement, sports activities.

OZAVEŠČANJE POMENA ZDRAVJA V ZGODNJEM OBDOBJU ŠOLANJA

POVZETEK

Zdravje je osrednja vrednota, ki nedvomno vpliva na vse vidike našega življenja. Temelji dolgoročnega zdravja posameznika se začnejo oblikovati že v najzgodnejših letih življenja. Ozaveščanje ima pomembno vlogo pri preprečevanju različnih zdravstvenih težav, ki lahko vplivajo na življenje posameznika, zato je izjemnega pomena, da se začne že najmlajše ozaveščati, kaj lahko storijo sami za svoje zdravje. Učenci v zgodnjem obdobju šolanja jemljejo zelo resno besede učitelja in upoštevajo njegovo mnenje, zato dajemo velik poudarek razumevanju skrbi za svoje zdravje že 1. razredu. Namen prispevka je predstaviti določene aktivnosti, preko katerih prvošolci ozaveščajo pomembnost zdravega prehranjevanja ter pitja zadostne količine vode, pomembnost higiene, pomembnost sprostite in počitka ter pomembnost telesne aktivnosti. Gre za dejavnosti, ki jih sistematično vključujemo v naš vsakdan in tako preraščajo v navade. Posebno pozornost namenjamo gibanju, ki ni le vsakodnevna aktivnost, temveč se izvaja večkrat na dan in po potrebi. Gibamo se vsak dan po malici, ko imamo rekreativni odmor, med učnimi urami si privoščimo tek v naravi, kadar upade pozornost in koncentracija za delo se poslužujemo gibalnih minutk. Telesna aktivnost spodbudno vpliva na delovanje možganov. Po aktivnosti, pa čeprav gre le za nekaj minut gibanja, učenci lažje in bolj zbrano sodelujejo pri pouku. Gibalni odklopi učencem povrnejo energijo in zbranost, da učinkoviteje speljemo učni proces vse do zadnje ure pouka. Vsi ti dejavniki so ključni za zdravje, zato si prizadevamo gojiti pri učencih pozitiven odnos do slednjega. S tem krepimo zdrav življenjski slog ter privzgapamo odgovornost za lastne navade, kar vodi v dolgoročno dobro počutje.

KLJUČNE BESEDE: zdravje, ozaveščanje, prehrana, telesna aktivnost.

AWARENESS OF THE IMPORTANCE OF HEALTH IN EARLY EDUCATION

ABSTRACT

Health is a core value that undoubtedly affects all aspects of our lives. The foundations of an individual's long-term health begin to form in the earliest years of life. Awareness plays an important role in preventing various health issues that can impact a person's life, which is why it is crucial to educate the youngest about what they can do for their own health. Students in the early stages of schooling take their teachers' words very seriously and consider their opinions, which is why we emphasize the understanding of health care from the 1st grade. The purpose of this article is to present certain activities through which first graders learn about the importance of healthy eating, drinking sufficient amounts of water, maintaining hygiene, the significance of relaxation and rest, and the importance of physical activity. These activities are systematically integrated into our daily routine, becoming habits. We pay special attention to movement, which is not only a daily activity but is also performed multiple times a day as needed. We engage in physical activity every day after snack time, during recreational breaks, and we take nature runs during lessons when attention and concentration wane, using movement breaks to refocus. Physical activity positively influences brain function. After engaging in even just a few minutes of movement, students are more focused and engaged in their lessons. These movement breaks restore students' energy and concentration, allowing us to effectively carry out the learning process until the last class. All these factors are essential for our health, so we strive to foster a positive attitude towards them among our students. By doing so, we promote a healthy lifestyle and instill a sense of responsibility for their own habits, leading to long-term well-being.

KEYWORDS: health, awareness, nutrition, physical activity.

Ropoša Januš Renata

GIBALNE IGRE PRI POUKU NEMŠČINE

POVZETEK

Že nekaj let se učitelji nemščine soočamo z upadom motivacije za učenje tega tujega jezika. Nemščina pri mladih ni več v trendu, saj jo vse bolj izpodriva angleščina kot glavni jezik na spletu. Učitelji nemščine smo zato prisiljeni iskati metode in načine poučevanja, s katerimi bi učence motivirali za učenje in s katerimi bi jim omogočili čim bolj spontano usvajanje tujega jezika. Spodbudno učno okolje je za ohranitev nemščine v naših šolah ključnega pomena. Gibalne igre so po mojih izkušnjah najbolj učinkovita metoda za doseganje spontanega usvajanja znanja in pozitivnega učnega okolja.

Namen pričujočega prispevka je predstaviti raznolike gibalne igre v različnih fazah učnega procesa in vpliv njihove uporabe v praksi. Vključimo jih lahko v uvodno motivacijo, v obravnavanje nove učne snovi in v fazo utrjevanja in ponavljanja. V prispevku bom opisala nekaj primerov v različnih fazah. S pomočjo slikovnega gradiva bom prikazala vzdušje v razredu med učnim procesom. Na podlagi primerov iz prakse bo razvidno, da so učenci skozi gibanje in igro bolj motivirani za delo, saj se z njo zadovolji notranja otrokova potreba po gibanju in delovanju. Pozitivno vzdušje, ki s tem nastane v učilnici, pa omogoča lažje pomnjenje novega besedišča in besednih zvez. Učni proces poteka bolj razgibano in raznovrstno. Učitelj in učenci so pri pouku bolj sproščeni.

Opisane igre učiteljem služijo kot izhodišča, po potrebi jih lahko prilagodijo in dopolnijo. Na koncu velja opomniti, da mora biti njihova uporaba smiselna glede na učne cilje. Igra naj služi kot pot do cilja in ne cilj sam.

KLJUČNE BESEDE: igra, gibanje, nemščina, spodbudno učno okolje.

MOVEMENT GAMES IN GERMAN LESSONS

ABSTRACT

For years, teachers of the German language have been noticing the decline in interest and motivation regarding learning this »secondary« language. German is not as popular among the youth as it once was, likely due to the dominance of English on the web. Consequently teachers are forced to seek methods of teaching which motivate students and gradually familiarize them with the language. The encouraging environment of such classrooms is now crucial in order to keep the language in our schools. In my experience physical games have been the most effective method for maintaining a positive environment and facilitating gradual acquisition of the language.

This post will present various movement games applicable at different phases of the learning process and their practical uses. It will also detail out the effectiveness of said games in motivating students and their correlation with a child's natural desire for movement, physical activity and playfulness. The positive attitude fostered by this teaching method, helps students to remember new concepts. The flexibility and diversity of these activities also bring comfort and familiarity for both teachers and students.

The described games serve as inspirations and can be altered or upgraded. Nevertheless the use of games in classrooms should be appropriate to the active learning goals. They serve as a means to achieve a goal, not as the goal itself.

KEYWORDS: games, movement, German, encouraging learning environment.

PSIHIČNO ZDRAVJE OTROKA S SELEKTIVNIM MUTIZMOM

POVZETEK

V prispevku bom predstavila nekaj teoretičnih spoznanj o selektivnem mutizmu. Namen pričujočega prispevka je predstaviti, kako z inovativnimi strategijami pomagati učencem s selektivnim mutizmom ter graditi njihovo samopodobo.

Selektivni mutizem je redka motnja, ki se večinoma pojavlja v ranem otroštvu. Otroci s selektivnim mutizmom lahko govorijo in govor tudi razumejo, vendar so v določenih socialnih situacijah preprosto tiho in ne govorijo. Selektivni mutizem negativno vpliva na življenje otroka in družinsko dinamiko. Izjemnega pomena sta zgodnja detekcija in ustrezna obravnava.

Deklica, ki jo bom predstavila, obiskuje prilagojen program osnovne šole z enakovrednim izobrazbenim standardom za otroke z govorno-jezikovnimi motnjami. Trenutno je v osmem razredu, poučevala sem jo v prvem, drugem in tretjem razredu. Deklica je deležna pomoči različnih terapevtov že od predšolskega obdobja. V proces smo bili vključeni vsi, ki smo z deklico kakorkoli povezani – starši, zunanji sodelavci, šola ... Zavedali smo se, da so pri odpravljanju težav ključnega pomena potrpežljivost, postopnost in vztrajnost. S skupnim prizadevanjem in z veliko mero inovativnih pristopov smo dosegli, da je deklica v slabih treh mesecih spregovorila s sošolci in z menoj. V vsej tej zgodbi sem kot razredničarka z veliko mero sproščenega vzdušja, pozitivne naravnosti in s humorjem dosegla, da je deklica premagala ovire in našla pot iz tišine.

KLJUČNE BESEDE: Selektivni mutizem, inovativni pristopi, zgodnja detekcija.

MENTAL HEALTH OF A CHILD WITH SELECTIVE MUTISM

ABSTRACT

This article presents some theoretical findings about selective mutism. The purpose of this paper is to present how innovative strategies can be used to help students with selective mutism and build their self-esteem.

Selective mutism is a rare disorder that usually occurs in early childhood. Children with selective mutism are able to both speak and understand the speech, but in certain social situations they are simply quiet and don't speak at all. Selective mutism not only has a negative impact on the child's life and the family dynamics. Early detection and appropriate treatment of selective mutism are essential for the best progress.

The girl presented in the article is a pupil at the customised primary school with equivalent educational standards for children with speech-language disorders. She is currently in the eighth grade, and I taught her in the first, second, and third grades. Since preschool, the girl has been treated by different therapists. Her parents, the school team, therapists from other institutions and others have all taken part in the process of helping the girl. We were all aware of the fact that the key to the progress is a patient, gradual and persistent approach. Throughout this story, as a classroom teacher, with a great deal of relaxed atmosphere, positive attitude and humor, I managed to get the girl to overcome obstacles and find a way out of silence.

KEYWORDS: selective mutism, innovative approaches, early detection.

VARNO S SKIROJEM

POVZETEK:

Vsebina prispevka obravnava problematiko varne vožnje s skirojem pri otrocih razredne stopnje, s posebnim poudarkom na nošenju zaščitne čelade, tehnični brezhibnosti skirojev in poznavanju osnovnih prometnih pravil. Učenci naše šole opravljajo kolesarski izpit v petem razredu, zato četrtošolci še nimajo dovolj znanja o varni vožnji s skirojem in o prometnih pravilih. Pri tej starosti je otrok že tako zrel, da se ga da naučiti varno voziti skiro. Namen prispevka je predstaviti, na kakšen način lahko devetletnike naučiš novih veščin pri vožnji s skirojem in razvijaš njihove motorične sposobnosti. V okviru tedna mobilnosti sem pripravila teoretični in praktični del pouka, kjer so otroci skozi različne dejavnosti pridobili znanja o pravilni in varni uporabi skiroja. V teoretičnem delu so spoznali prometna pravila, v praktičnem so otroci razvijali svoje sposobnosti na poligonu. V obeh delih je bil velik poudarek na varnosti in trajnostnem razvoju. Pridobljena znanja smo vrednotili z metodami opazovanja, kvizi ter preizkusi vožnje, s katerimi smo preverjali usvojene veščine in otrokovo razumevanje. Rezultati kažejo, da je večina otrok po izvedbi aktivnosti izboljšala svoje znanje o prometnih pravilih. Otroci so začeli bolj dosledno nositi zaščitne čelade. Na poligonih so naloge premagovali odločneje, natančneje zavijali in ustavljali. Več kot osemdeset odstotkov otrok je na poti v šolo vozilo varneje, pri vožnji so bili bolj samozavestni. To je primer dobre prakse, ki se ga bo v bodoče uvrstilo med redne ure poučevanja na razredni stopnji. Takšen pristop bi lahko s pomočjo prometnih strokovnjakov razširili tudi na druge osnovne šole po vsej državi.

KLJUČNE BESEDE: gibanje, prometna varnost, čelada, skiro, trajnostni razvoj.

SAFE WITH SKIRO

ABSTRACT

The article addresses the issue of safe scooter riding among primary school children, with a special focus on wearing protective helmets, the technical soundness of scooters, and knowledge of basic traffic rules. Given that students at our school obtain a cycling license in the fifth grade, fourth-graders lack sufficient knowledge about safe scooter riding and traffic rules. At this age, children are mature enough to be taught how to ride a scooter safely. The purpose of this article is to present how nine-year-olds can be taught new skills in scooter riding and how their motor skills can be developed. During Mobility Week, I prepared both theoretical and practical lessons, where children acquired knowledge about the proper and safe use of scooters through various activities. In the theoretical part, they learned about traffic rules, while in the practical part, the children developed their abilities on an obstacle course. Both parts placed a strong emphasis on safety and sustainable development. The knowledge acquired was evaluated through observation methods, quizzes, and driving tests, which assessed the skills acquired and the children's understanding. The results show that most children improved their knowledge of traffic rules after the activities. Children began to wear protective helmets more consistently. On the obstacle courses, they tackled tasks more confidently, turned more precisely, and stopped more effectively. More than eighty percent of the children rode more safely on their way to school, and their confidence in riding increased. This is an example of good practice that will be included in future regular lessons in the primary school curriculum. With the help of traffic experts, such an approach could be expanded to other primary schools across the country.

KEYWORDS: movement, traffic safety, helmet, scooter, sustainable development.

KAKO DOBRO CELJSKI SREDNJEŠOLCI (PRE)POZNAJO MOTNJE HRANJENJA

POVZETEK

Mladost je zaznamovana z biološkimi spremembami, zaradi katerih se oblika telesa mladih opazno spreminja, želja po nadzoru teh sprememb pa lahko nezavedno vodi v nenadzorovano vedenje, ki povzroči razvoj motenj hranjenja. Zadnje raziskave kažejo, da so motnje hranjenja tudi med slovensko mladino močno v porastu. V prispevku smo z kvantitativno metodo raziskovanja, in sicer s spletno anketo, proučili, v kolikšni meri celjski srednješolci (N = 352) prepoznajo najpogostejše mite o motnjah hranjenja, kako je poznavanje teh povezano z nekaterimi neodvisnimi dejavniki (spol, starost, izobrazba staršev, izkušnja z motnjo hranjenja) in iz katerih virov celjski srednješolci pridobijo znanje o motnjah hranjenja. Anketo smo razposlali dijakom Gimnazije Celje – Center in profesorjem družboslovnih predmetov, ki poučujejo na nekaterih celjskih srednjih šolah. Ugotovili smo, da respondenti dobro prepoznajo večino najbolj razširjenih mitov o motnjah hranjenja (motnje hranjenja so odločitev, hrepenenje po pozornosti, niso resna motnja, za njimi zbolijo je ženske), spol pa se je pokazal kot spremenljivka, ki najbolj vpliva na poznavanje teh. Prepoznavanje mitov ni povezano z izobrazbo staršev, prav tako tisti anketiranci, ki se ali so se spopadali z motnjami hranjenja ne prepoznavajo mitov bolj kot tisti, ki te izkušnje nimajo. Šola se je po analizi anketnih vprašalnikov izkazala kot tisto okolje, v katerem srednješolci pridobijo največ znanja, zato so prav šole okolje, v katerih lahko naredimo največ sprememb. Predlagamo, da šole z raznovrstnimi aktivnostmi, ki jih predstavljamo v prispevku, pripomorejo k izkoreninjanju mitov o motnjah hranjenja.

KLJUČNE BESEDE: motnje hranjenja, anoreksija, bulimija, zdravje srednješolcev.

HOW WELL DO CELJE HIGH SCHOOL STUDENTS RECOGNIZE EATING DISORDERS

ABSTRACT

The appearance of adolescent changes significantly due to all the biological changes that occur during puberty. Their desire to take control of these changes can unconsciously lead to uncontrolled behaviour, resulting in development of eating disorders. Recent research show, that eating disorders are also on the rise among the Slovenian youth. In the article, we used a quantitative research method to determine the extent to which Celje high school students recognize the most common myths about eating disorders, how is that knowledge related to some independent factors (gender, age, parental education, previous eating disorder experience), and what are the sources from which Celje high school students acquire knowledge about eating disorders. The survey was sent out to students of Gimnazija Celje – Center and social science teachers who teach at some of the Celje secondary schools. We found out that respondents are good at recognizing the most widespread myths about eating disorders (eating disorders are a decision, craving for attention, not a serious disorder, it is women who get sick), from which gender has been shown as the most influential variable. Recognition of myths is not related to parental education, nor are those respondents who have or have experienced eating disorders more likely to recognize myths than those who do not. According to the analysis of the questionnaires, the school turned out to be the environment in which high school students acquire the most knowledge, which is why schools are the environment in which we can make the most changes. We suggest that schools, with various activities presented in this article, help eradicate myths about eating disorders.

KEYWORDS: Eating disorders, High school students, Anorexia, Bulimia, Myths.

UPORABA ENERGIJSKIH PIJAČ MED MLADIMI V SLOVENIJI

POVZETEK

Energijske pijače so postale izjemno priljubljene med mladimi po vsem svetu, tudi v Sloveniji. Te pijače obljublajo hitro povečanje energije, izboljšanje zmogljivosti in večjo osredotočenost, kar je še posebej privlačno za mladostnike, ki se soočajo z intenzivnimi šolskimi obveznostmi in socialnimi pritiski. Kljub tem obljubam pa je treba opozoriti na številne zdravstvene posledice in tveganja, povezana z njihovo uporabo. Znano je, da visoka vsebnost kofeina v teh pijačah lahko vodi do težav, kot so motnje spanja, živčnost, povišan srčni utrip in celo anksioznost. V prispevku sem želela raziskati uporabo energijskih pijač med dijaki 1. in 4. letnika Srednje poklicne in tehniške šole Murska Sobota ter ugotoviti vpliv uživanja na zdravje, družbene posledice ter podati priporočila za zmanjšanje uporabe energijskih pijač. V anonimni anketi je sodelovalo 125 dijakov 1. in 4. letnikov. Z anketnim vprašalnikom sem ugotovila, da 31% dijakov uživa energijske pijače občasno, kar pomeni 1-2 krat na teden, 27% dijakov to počne pogosto (3-5 krat na teden), medtem ko njih 14% teh pijač ne uživa nikoli. Najpogostejši razlog uporabe dijaki omenjajo okus (43%) in povečanje energije (38%). Kljub temu, da se 68 % dijakov zaveda negativnih posledic uživanja energijskih pijač, je le 7 % dijakov pripravljeno sodelovati v šolskih programih, ki spodbujajo zdravo prehrano in zmanjšujejo uživanje teh pijač. Dijake želim ozavestiti, da uživanje energijskih pijač ima lahko zelo resne posledice. V prispevku so predstavljeni predlogi za zmanjšanje uporabe energijskih pijač, kot so izobraževalne delavnice, motivacijski programi, omejitev dostopnosti ter sodelovanje z učitelji.

KLJUČNE BESEDE: energijske pijače, dijaki, zdravje, prehranjevalne navade.

ENERGY DRINK CONSUMPTION AMONG TEENS IN SLOVENIA

ABSTRACT

Energy drinks have become extremely popular among young people worldwide, including in Slovenia. These beverages promise a quick energy boost, improved performance, and increased focus, which is particularly appealing to teenagers facing intense academic demands and social pressures. However, despite these promises, it is important to highlight the numerous health risks associated with their consumption. It is known that the high caffeine content in these drinks can lead to issues such as sleep disorders, nervousness, increased heart rate, and even anxiety. In this article, I aim to explore the use of energy drinks among 1st- and 4th-year students at the Secondary Vocational and Technical School Murska Sobota and examine the impact of their consumption on health, as well as social consequences, while providing recommendations for reducing energy drink usage. A total of 125 students from the 1st and 4th years participated in an anonymous survey. Through a survey questionnaire, I found that 31% of students consume energy drinks occasionally, which means 1-2 times a week, while 27% do so frequently (3-5 times a week), and 14% of students do not consume energy drinks at all. The most common reasons for consumption mentioned by students are taste (43%) and the energy boost (38%). Although 68% of students are aware of the negative consequences of energy drink consumption, only 7% are willing to participate in school programs that promote healthy eating and aim to reduce the consumption of these drinks. I want to raise awareness among students that consuming energy drinks can have serious health consequences. The article presents proposals for reducing the consumption of energy drinks, such as educational workshops, motivational programs, limiting availability, and collaboration with teachers.

KEYWORDS: energy drinks, high school students, health, eating habits.

PREHRANA, GIBANJE IN ZDRAVJE PRI POUKU ANGLEŠČINE

POVZETEK

Šole imajo pomemben vpliv na otroke in mladostnike, saj v šolah otroci preživijo pomemben delež svojega življenja. Šole imajo tako odlično priložnost, da mlade ljudi seznanijo s pomenom zdrave prehrane, jim ponudijo obilico gibanja in jih podučijo o zdravem načinu življenja. Vse v šoli izvedene dejavnosti bodo namreč imele dolgoročen vpliv na njihovo zdravje v odrasli dobi. Prispevek prikaže metode, s katerimi so bile omenjene dejavnosti vključene v pouk angleščine v osnovni šoli, tako na razredni kot tudi na predmetni stopnji. Pri pouku angleščine učenci usvajajo novo besedišče s področja prehrane, gibanja in zdravja, se seznanijo s tradicionalnimi in nenavadnimi jedmi po svetu, razmišljajo o zdravi oz. nezdravi prehrani in vplivu le-te na počutje in zdravje. Učiteljeva naloga je, da pri obravnavi določenih poglavij v učbeniškem gradivu, dodaja koristne vsebine s področja zdravega življenjskega sloga. Pozitiven vpliv na zdravje ima tudi uvajanje gibanja k uram angleščine. Popolnoma ali večinoma sedeč način učenja pri pouku ne motivira učencev, učenje skozi gibanje pa imajo učenci za sprostilno in tako bolj učinkovito. Vpliv vseh omenjenih dejavnosti se kaže tako na učnem kot tudi na gibalnem področju otrok. Skoraj vsako nalogo pri angleščini je možno narediti gibalno in tako prispevati k zdravju naših otrok.

KLJUČNE BESEDE: osnovna šola, pouk angleščine, tradicionalna hrana, zdrava in nezdrava prehrana, gibalne dejavnosti, zdrav življenjski slog.

FOOD, EXERCISE AND HEALTH IN ENGLISH LESSONS

ABSTRACT

Schools play a significant role in the lives of children and adolescents, as children spend a big part of their lives in schools. Schools thus have an excellent opportunity to introduce young people to the importance of healthy eating, offer them plenty of exercise and teach them about a healthy lifestyle. All activities performed at school will have a long-term impact on their health in adulthood. This paper shows how such activities were included in English lessons in elementary school, both with young learners as well as teenagers. During English lessons, students acquire new vocabulary in the areas of nutrition, exercise and health, learn about traditional and unusual dishes from around the world, think about healthy or unhealthy diet and its impact on their well-being and health. The teacher's task is to add useful contents from the field of healthy lifestyle when dealing with certain chapters in the textbook material. Introducing movement to English lessons also has a positive impact on health. A completely or mostly sedentary way of learning in class does not motivate students, but learning through movement is relaxing and thus more effective. Effects of all the above activities can be seen in students, both academically and physically. Almost every task in English classroom can be implemented with movement to contribute to children's health.

KEYWORDS: primary school, English lessons, traditional food, healthy and unhealthy food, physical activity, healthy lifestyle.

DRUGAČEN SEM – NE SMEM GLUTENA

POVZETEK

Celiakija je avtoimunska neozdravljiva kronična bolezen. Po postavitvi diagnoze oboleni ne dobi zdravila, mora pa se v celoti držati doživljenjske brezglutenske prehrane. Največkrat se bolezen razvije v otroštvu, nastane pa pri osebah z gensko predispozicijo in najpogosteje prizadene tanko črevo.

Ker število obolelih (dojenčkov, otrok, mladostnikov, odraslih) zagotovo narašča (Gastroenterologija UKC Ljubljana, Klinika za pediatrijo Maribor, Združenje zdravnikov družinske medicine, Slovensko društvo za celiakijo), so me zanimali trije vidiki celiakije. Prvi je fiziološki (telesno počutje in zdravje), drugi psihološki (lastna sprejetost in zadovoljstvo), tretji pa sociološki (poznavanje bolezni, sprejetost v družbi, dostopnost živil, zmožnost potovanja).

S pomočjo Slovenskega društva za celiakijo sem na večjem vzorcu 13 do 20 letnih mladostnikov s celiakijo opravila kvantitativno raziskavo (anketa). Na manjšem vzorcu (osnovnošolka, dijak, študent) sem izpeljala še kvalitativno raziskavo (intervju) in obe sta potrdili moje predvidevanje. Mladostniki potrjujejo, da so dobrega fizičnega počutja le ob strogi brezglutenski dieti. Vsaj občasno morajo uživati prehranske dodatke. Izpostavili so negativen vpliv na socialno življenje, saj v družbi izpadejo drugačni. Strinjajo se, da je težko najti čustveno moč, da se sprejmeš, saj bolezen vedno znova odpira rane. Potovanja in spontani izleti so oteženi, prav tako se morajo družine obolelih prilagajati njihovim potrebam. Najstniki čutijo prikrajšanost, v širši družbi pa opazajo nizko stopnjo osveščenosti.

Posledično, glede na rast incidence, je v šolskih sistemih vse več otrok s celiakijo. O tovrstni prehranski posebnosti pa se premalo govori. V strokovni članek sem vključila še izsledke pogovora z osnovnošolsko kuharico ter osebno družinsko izkušnjo.

KLJUČNE BESEDE: mladostniki, celiakija, brezglutenska dieta, psihosocialni vpliv, kvaliteta življenja.

I'M DIFFERENT – I CANNOT EAT GLUTEN

ABSTRACT

Celiac disease is an autoimmune incurable chronic disease. After the diagnosis the patient does not receive medication, but must fully adhere to a lifetime gluten-free diet. Most often the disease develops in childhood, occurs in people with a genetic predisposition and most often affects the small intestine.

Since the number of patients (infants, children, adolescents, adults) is increasing with certainty (Gastroenterology UKC Ljubljana, Department of Pediatrics Maribor, Association of Family Medicine Physicians, Slovenian Society for Celiac Disease), I was interested in three aspects of celiac disease. The first is psychological (physical well-being and health), the second psychological (self-acceptance and satisfaction) and the third sociological (knowledge of disease, social acceptance, availability of food, ability to travel).

With the help of Slovenian Society for Celiac disease, I conducted a qualitative survey on a large sample of 13 to 20 year old adolescents with celiac disease. On a small sample (pupil, high school student, university student) I made a qualitative survey. They both confirmed my predictions. Adolescents confirm that they are physically well only with a strict gluten-free diet. They need to take supplements at least from time to time. They pointed out the negative impact on social life, because they appear as »different« in society. They agree that it's hard to find the emotional strength to accept yourself, because the disease reopens wounds over and over again. Travelling and spontaneous trips are difficult and patients' families have to adapt to their needs. Adolescents feel disadvantaged and they notice a low level of awareness in the wider society.

As a result, with increasing incidence, there are more and more children with celiac disease in school systems. Too little is said about this type of diet. I also added the outcome of a conversation with an elementary school cook, and my personal family experience.

KEYWORDS: adolescents, celiac disease, gluten-free diet, psychosocial impact, quality of life.

**GIBANJE PRI POUKU GLASBENE UMETNOSTI V TRETJEM
VZGOJNO-IZOBRAŽEVALNEM OBDOBJU OSNOVNE ŠOLE IN
INTERESNI DEJAVNOSTI MLADINSKI PEVSKI ZBOR**

POVZETEK

Gibanje in glasba gresta z roko v roki, kar lahko opazimo pri majhnih otrocih, ki se spontano gibajo ob glasbi. Glasbo začutiti skozi telo je tudi osnovni princip Orffovega praktikuma, saj povečuje sposobnost zaznavanja ritma. Medtem ko je pouk za učence tretjega vzgojno-izobraževalnega obdobja v osnovni šoli praviloma frontalen in sedeč, je pri predmetu glasbena umetnost veliko možnosti za vključevanje gibanja. Tako glasba kot gibanje imata pomemben vpliv na mladostnike, saj jima je skupno, da lahko dvigneta razpoloženje, motivirata in pomagata pri izboljšanju koncentracije. Namen članka je predstaviti nekaj načinov vključevanja gibanja v pouk glasbene umetnosti in interesne dejavnosti mladinski pevski zbor, ki so se izkazali za učinkovite in uporabne kljub časovnim in prostorskim izzivom. Predvsem gre za gibanje kot priprava telesa na petje, uporaba tako imenovanih telesnih tolkal oziroma »body percussion-a«, uporaba grafičnih partitur za gibanje ob glasbi iz zakladnice klasične ali popularne glasbe in ustvarjanje lastnih koreografij.

KLJUČNE BESEDE: gibanje ob glasbi, glasbena umetnost, pevski zbor.

**MOVEMENT IN MUSIC EDUCATION CLASSES IN THE THIRD
TRIAD OF ELEMENTARY SCHOOL AND IN THE
EXTRACURRICULAR ACTIVITY YOUTH CHOIR**

ABSTRACT

Movement and music go hand in hand which can be observed in small children who spontaneously move to music. To feel music through the body is also a fundamental principle of the Orff approach, as it enhances the ability to perceive the rhythm. While lessons in the third triad of elementary school are typically carried out frontally, with students in a sitting position, there are numerous opportunities to incorporate movement into music education. Both music and movement have a significant impact on adolescents, as they share the ability to elevate mood, motivate, and aid in improving concentration. The purpose of this article is to present some of the ways of incorporating movement into music education classes and into the extracurricular activity of a youth choir which have proven to be effective and useful despite time and space constraints. These include movement as preparation for singing, the use of so-called »body percussion«, the use of graphic scores for movement to music, from the classical or popular music repertoire, and creating original choreographies.

KEYWORDS: movement to music, music education, choir.

GIBANJE IN MATEMATIKA

POVZETEK

Malokdo ve, da je matematika tista, ki stoji za razumevanjem in opisovanjem gibanja. Gibanje je nekaj, kar nas obkroža in daje smisel našemu življenju. Ne mine dan, da se ne bi premikali bodisi peš, s kolesom, avtomobilom, Tako je gibanje osnovna značilnost našega vsakdana, prav tako pa tudi matematika. Če to dvojico združimo, ponudimo dijakom v srednji šoli nekaj več. Tako dobimo vesele, zdrave, nasmejane in motivirane dijake. Cilj je povečano zanimanje za matematiko in boljše, hitrejše računanje pri matematiki. Kako doseči med dijaki več gibanja pri pouku, predvsem pri matematiki? To vprašanje se mi je porajalo kar nekaj časa. Ni dovolj, da prehodijo razdaljo med učilnicami. Da vstanejo na začetku pouka, da prezračijo učilnico. Za dobro pomnjenje in lažje računanje morajo storiti nekaj več. Po dobrem premisleku sem povezal matematično učno snov, z gibanjem in z naravo. Saj konec koncev matematiko najdemo vsepovsod v naravi. Tako smo z dijaki kar nekajkrat odšli iz učilnice ven na igrišče, na sprehod. Ali smo odšli v gozd, na travnik ali zgolj pred šolo in pri tem vsem uporabljali in ponavljali matematiko. Večkrat smo reševali kakšne učne liste, utrjevali poštevanko, deljenje... Zelo zanimiv primer so podobni trikotniki, kjer smo z 2. letniki lahko izračunali višino drevesa. Potrebovali smo le višino osebe in dolžino sence drevesa in te osebe. Včasih smo iskali matematiko v naravi, ali se zgolj pogovarjali kje najdemo matematične like. Tako so dijaki spoznali tudi malce drugačno bolj zanimivo matematiko, se razgibali, poskrbeli za svoje zdravje in hkrati utrjevali ter ponavljali učno snov. Mislim, da bo takšen pristop dela pri matematiki postal konstanten, in se bo izvajala ta metoda vsako leto oziroma vsaj nekajkrat letno.

KLJUČNE BESEDE: gibanje, matematika, interdisciplinarno učenje, narava, geometrijski liki, množenje.

MOVEMENT AND MATHEMATICS

ABSTRACT

Few people know that mathematics is behind the understanding and description of movement. Movement is something that surrounds us and gives meaning to our lives. Not a day goes by that we don't move around either on foot, by bike, by car... Thus, movement is a basic feature of our everyday life, and so is mathematics. If we combine the two, we offer students in high school something more. This is how we get happy, healthy, smiling and motivated students. How to achieve more movement among students during lessons, especially in mathematics. This question has been on my mind for quite some time. It is not enough for them to walk the distance between classrooms. To get up at the beginning of class to ventilate the classroom. For good memorization and easier calculation, they need to do something more. After careful consideration, I connected the mathematical learning material with movement and nature. After all, mathematics can be found everywhere in nature. So the students and I went out from the classroom to the playground quite a few times, for a walk. We went to the forest, to the meadow or just in front of the school and used and repeated mathematics to everyone. Several times we solved some worksheets, strengthened our vocabulary, sharing... A very interesting example is the similar triangles, where we were able to calculate the height of the tree with the 2nd year students. All we needed was the height of the person and the length of the shadow of the tree and that person. Sometimes we looked for mathematics in nature, or simply talked about where to find mathematical characters. In this way, the students learned about slightly different and more interesting mathematics, exercised, took care of their health and at the same time consolidated and repeated the learning material.

KEYWORDS: movement, mathematics, interdisciplinarity learning, nature, geometric figures, multiplication.

**»PREHRANA, GIBANJE IN ZDRAVJE«
GIBALNE IGRE KOT SPODBUDNO UČNO ORODJE ZA UČENJE
UČENCEV S POSEBNIMI POTREBAMI**

POVZETEK

K uram dodatne strokovne pomoči prihajajo učenci z različnimi primanjkljaji na posameznih učnih področjih in z različnimi motnjami v razvoju. Ure so zasnovane tako, da učencem na podlagi individualne prilagoditve metod in načinov poučevanja pomagam, da lažje pridobijo učno snov kljub svojim težavam. Pri izvajanju ur dodatne strokovne pomoči sem pri učencih zaznala hiter upad pozornosti in motiviranosti za učno delo, če sem z njimi delala samo za mizo s pisnimi materiali. Zato sem v okviru ur dodatne strokovne pomoči uvedla različne učne gibalne igre, ki temeljijo na učenju s počjo gibanja. Te igre spodbujajo celosten razvoj učencev, kombinirajo gibalne aktivnosti z učenjem in se prilagajajo individualnim potrebam učencev. Gibalne igre vključujejo gibanje kot osrednje orodje učenja, individualiziran pristop, spodbujanje zdravih navad ter igrivo učenje. Gibalne igre so posebej prilagojene otrokom s posebnimi potrebami, saj omogočajo boljše učno okolje, kjer se otroci z gibanjem hitreje učijo in si lažje zapomnijo snov. Za spremljanje rezultatov pri vključevanju gibalnih iger v učni proces sem uporabljala metodo opazovanja in metodo povratne informacije s strani učencev (pogovor in refleksija). Izkušnje kažejo, da so učenci pri teh učnih igrah bolj motivirani in dosežejo boljše učne rezultate, kar se kaže tudi pri njihovem učnem uspehu. Doprinos k stroki je predvsem v tem, da so učenci s posebnimi potrebami lahko tudi uspešni pri učnem delu, seveda v svojih zmožnostih, če jih pravilno spodbudimo in motiviramo za delo. Učenci raje prihajajo k uram dodatne strokovne pomoči in posamezne gibalne igre pokažejo sošolcem v razredu.

KLJUČNE BESEDE: gibanje, učenci s posebnimi potrebami, dodatna strokovna pomoč, učenje skozi gibanje, igra

**»NUTRITION, MOVEMENT AND HEALTH«
MOVEMENT GAMES AS AN ENGAGING LEARNING TOOL FOR
STUDENTS WITH SPECIAL NEEDS**

ABSTRACT

Pupils with various learning difficulties and developmental disorders attend additional professional support classes. These lessons are designed to help students more easily acquire learning material by adapting teaching methods and approaches to their individual needs. During these support lessons, I noticed a rapid decline in pupils' attention and motivation when we focused solely on written materials at the desk. To address this, I introduced various educational movement games that are based on learning through physical activity. These games promote pupils' holistic development, combining physical activities with learning and adapting to individual needs. The movement games use physical activity as a central learning tool, emphasizing a personalized approach, encouraging healthy habits, and incorporating playful learning. They are specially adapted for children with special needs, providing a more conducive learning environment where pupils can learn more effectively and remember material better through movement. To monitor the effectiveness of integrating movement games into the learning process, I used observation and pupil feedback (through discussion and reflection). Experience shows that pupils are more motivated and achieve better learning outcomes with these educational games, which also reflects in their academic performance. The primary contribution to the field is demonstrating that pupils with special needs can also succeed in learning when properly encouraged and motivated, within the scope of their abilities. Pupils are now more eager to attend additional support lessons and even show the movement games to their classmates in regular classes.

KEYWORDS: movement, pupils with special needs, additional professional support, learning through movement, games

ZEMLJA JE NAŠ PLANET, ZEMLJA JE VES NAŠ SVET: GIBANJE, SNOVI, ENERGIJA

POVZETEK

Projekt Okolju prijazna šola na naši šoli poteka že vrsto let. Trudimo se, da bi cilji projekta postali naš način življenja, ki gradi zdravo samopodobo posameznika, spoštljiv in odgovoren odnos do sočloveka, okolja in vsakega živega bitja. Vsako leto si zastavimo cilje, povezane z okoljsko vzgojo, ki jih vključujemo v pouk, razredne ure, različne dejavnosti šole, v vsakodnevno rutino. V svojem prispevku želim predstaviti naš triletni projekt, ki smo ga poimenovali Zemlja je naš planet, Zemlja je ves naš svet, s podnaslovi Gibanje, Snovi in Energija. Prvo leto projekta smo dejavnosti namenili gibanju našega telesa, predstavljali smo različne načine gibanja v naravi in spoznavali kako z gibanjem poskrbimo za svoje zdravje. Ob vsebini o snoveh so mlajši učenci praktično spoznavali njim bolj znani snovi les in papir, starejši učenci pa umetne materiale, bombaž in usnje. Pri vsebinah o energiji je starejše učence zelo pritegnila vsebina o jedrski energiji ter energiji vode, ki jo v naši okolici najbolj poznamo tudi kot pomemben vir električne energije, mlajši učenci pa so spoznavali, kako nam hrana lahko daje energijo. Projekt vsako leto zaključimo ob Dnevu Zemlje s posebnim dnevom dejavnosti, kjer pripravimo različne delavnice, se povežemo z lokalno skupnostjo, različnimi društvi, povabimo zanimive goste. Učenci so bili aktivno vključeni, spoznali so dejavnosti, ki pozitivno vplivajo na njihovo zdravje in ohranjajo čisto okolico. S pozitivnimi spodbudami, bodo te dejavnosti in znanja lahko opravljali tudi v prihodnje. Naš primer dobre prakse predstavlja mnogo novih idej za načrtovanje podobnih dejavnosti, v prispevku pa želim prikazati načine, kako dejavnosti izvesti. V analizi dejavnosti pa navdušujejo odzivi učencev, njihova želja po podobnih dnevih, organizacija šolske skupine Eko frajle, aktivnosti za dolgotrajno znanje in uporabo, predvsem pa odpira nove možnosti sodelovanja in povezovanja z lokalno skupnostjo.

KLJUČNE BESEDE: šolski projekt, dejavnosti za učence, gibanje, snovi, energija.

EARTH IS OUR PLANET, EARTH IS OUR WHOLE WORLD: MOVEMENT, MATERIALS, ENERGY.

ABSTRACT

At our school we are trying to learn kids about environmental and eco-friendly contents. Each year we make goals of the project, which are creating a healthy self-image for individuals, a respectful and responsible attitude towards others, the environment, and all living beings. Each year we set specific goals connected with ecology, which we incorporate into lessons, class hours, various school activities and daily routines. In my presentation, I would like to present our three-year project, which we named *Earth is Our Planet, Earth is Our Whole World*, with the subtitles *Movement, Materials, and Energy*. In the first year of the project, the activities were dedicated to the movement of our bodies. We introduced to the kids various ways of moving in nature and learned how movement helps taking care of our health. As a part of the content on materials, younger students practically explored the materials that are more familiar to them, such as wood and paper, while older students learned about synthetic materials, cotton, and leather. About energy, we present to older students nuclear energy and water energy—well-known in our area as an important source of electricity and they were very interested while younger students learned how food can provide us with energy. Each year, we conclude the project on Earth Day with a special activity day where we organize various workshops, collaborate with the local community and different organizations, and invite interesting guests. Kids were involved in activities of healthy way of life, saving nature and the knowledge and experiences will help them understand and react on the same way in the future. Our example of good practice certainly offers many new ideas for planning similar activities. My presentation is offering you ideas and different possibilities of organizing similar projects. With the analysis of the activity we discover positive students responses, their desire for similar days, establishing the school group Eko-girls, and the activities with long term knowledge and use, and above all opens up new opportunities for cooperation and integration with the local community.

KEYWORDS: school project, activities for students, movement, materials, energy.

KULTURNI DAN KOT PRILOŽNOST ZA GIBANJE V ČASU POUKA ZGODOVINE

POVZETEK

Članek z naslovom Kulturni dan kot priložnost za gibanje pri pouku zgodovine preučuje možnosti združevanja gibanja in pouka zgodovine skozi aktivno raziskovanje kulturne dediščine.

V ospredju je primer kulturnega dne v Domžalah, v okviru katerega učenci lokalne šole s sprehodom med pomembnimi zgodovinskimi lokacijami spoznavajo lokalno dediščino, hkrati pa rešujejo v naprej pripravljene izzive. Prispevek izpostavlja prednosti povezovanja fizične aktivnosti in izobraževalnih vsebin. Kulturni dan, zasnovan na tovrsten način, krepi razumevanje zgodovinskih konceptov in spodbuja telesno aktivnost pri učencih. Vključenost v aktivno raziskovanje kulturnih znamenitosti učencem omogoča boljše razumevanje lokalne zgodovine in občutek pripadnosti skupnosti, medtem ko telesna aktivnost prispeva k izboljšanju njihovega kognitivnega delovanja, koncentracije in telesnega zdravja. Avtor na podlagi večletnega izkustva in povratnih informacij ugotavlja, da učenci na takšen način pridobivajo globlje razumevanje preteklosti, hkrati pa izboljšujejo svoje gibalne zmožnosti. Pripravljene izzivi namreč spodbujajo kritično mišljenje, medtem ko gibanje med točkami kulturne dediščine in didaktične igre na prostem krepijo kognitivne funkcije.

Tako zastavljen kulturni dan omogoča bolj dinamičen in vključujoč način pouka zgodovine, ki ne samo spodbuja telesno aktivnost, ampak tudi omogoča večjo angažiranost učencev pri učenju zgodovinskih vsebin.

KLJUČNE BESEDE: Kulturna dediščina, Gibanje, Lokalna zgodovina, Aktivno učenje, Kritično mišljenje.

CULTURAL DAY AS AN OPPORTUNITY FOR MOVEMENT DURING HISTORY LESSONS

ABSTRACT

The article entitled Cultural Day as an Opportunity for Movement During History Lessons examines the possibilities of combining movement and history lessons through active exploration of cultural heritage.

In the foreground is the example of a cultural day in Domžale, in the framework of which students of the local school learn about the local heritage by walking through important historical locations, while at the same time solving prepared challenges. The paper highlights the advantages of combining physical activity and educational content. A cultural day designed in this way strengthens the understanding of historical concepts and encourages physical activity among students. Involvement in active exploration of cultural sites allows students to better understand local history and feel a sense of community, while physical activity contributes to improving their cognitive functioning, concentration and physical health. Based on many years of experience and feedback, the author concludes that students gain a deeper understanding of the past in this way, while at the same time improving their movement abilities. Prepared challenges stimulate critical thinking, while movement between points of cultural heritage and didactic outdoor games strengthen cognitive functions.

The cultural day designed in this way enables a more dynamic and inclusive way of teaching history, which not only encourages physical activity, but also enables greater engagement of students in learning historical content.

KEYWORDS: Cultural heritage, Movement, Local history, Active learning, Critical thinking.

**GIBALNE AKTIVNOSTI ZA USVAJANJE IN UTRJEVANJE
NARAVOSLOVNIH VSEBIN V 5. RAZREDU**

POVZETEK

Prispevek obravnava pomen vključevanja gibalnih aktivnosti v pouk naravoslovja v 5. razredu osnovne šole, z namenom izboljšanja usvajanja in utrjevanja naravoslovnih vsebin. Na podlagi obsežnega pregleda literature ter upoštevanja didaktičnih in pedagoških načel, kot so konstruktivistični pristop in aktivno učenje, smo razvili nabor gibalnih aktivnosti. Pregled literature zajema specifične naravoslovne vsebine, gibalni razvoj otrok, vpliv telesne aktivnosti na otrokove sposobnosti, kognitivni razvoj in učno uspešnost ter pomen šole za telesno dejavnost. Razvite aktivnosti vključujejo cilje, podrobna navodila, skice in dodatne materiale za izvedbo, namenjene specifičnim naravoslovnim temam, ki jih zasledimo v učnem načrtu za predmet Naravoslovje in tehnika v 5. razredu. Pri tem smo uporabili didaktična načela konkretizacije in ponazarjanja, da bi preko gibanja ponazorili abstraktne naravoslovne pojme. Čeprav aktivnosti še niso bile empirično preizkušene v razredu, verjamemo, da bodo povečale angažiranost učencev, izboljšale razumevanje kompleksnih konceptov, spodbudile motivacijo in sodelovanje med učenci ter olajšale pomnjenje vsebin s povezovanjem teoretičnega znanja in fizične aktivnosti. Prispevek ponuja učiteljem praktična orodja za vključevanje gibanja v pouk naravoslovja, kar lahko prispeva k izboljšanju učnega procesa, spodbuja aktivno učenje in vpliva na razvoj didaktike naravoslovja z uvajanjem inovativnih metod poučevanja. V prihodnosti načrtujemo testiranje teh aktivnosti v praksi ter evalvacijo njihovega vpliva na učno uspešnost in kognitivni razvoj učencev.

KLJUČNE BESEDE: gibalne aktivnosti, Naravoslovje in tehnika, kognitivni razvoj, integracija gibanja v izobraževanje, učni uspeh.

**"MOVEMENT ACTIVITIES FOR ACQUIRING AND REINFORCING
SCIENCE CONTENT IN 5TH GRADE"**

ABSTRACT

This article discusses the importance of integrating movement activities into science lessons in the 5th grade, with the aim of enhancing the acquisition and reinforcement of science content. Based on an extensive literature review and adherence to didactic and pedagogical principles such as the constructivist approach and active learning, a set of movement activities was developed. The literature review encompasses specific science content, children's motor development, the impact of physical activity on cognitive abilities, learning performance, and the role of schools in promoting physical activity. The developed activities include goals, detailed instructions, diagrams, and additional materials for implementation, tailored to specific science topics found in the 5th-grade curriculum for the subject Science and Technology. Didactic principles of concretization and illustration were applied to demonstrate abstract scientific concepts through movement. Although these activities have not yet been empirically tested in the classroom, we believe they will increase student engagement, improve understanding of complex concepts, boost motivation and collaboration, and facilitate content retention by linking theoretical knowledge with physical activity. This article provides teachers with practical tools for incorporating movement into science lessons, potentially improving the learning process, promoting active learning, and contributing to the development of science didactics by introducing innovative teaching methods. In the future, we plan to test these activities in practice and evaluate their impact on academic performance and cognitive development.

KEYWORDS: movement activities, Science and Technology, cognitive development, movement integration in education, academic success.

ZDRAVJE DIJAKOV V DIGITALNI DOBI IN VLOGA PRAVILNE DRŽE IN GIBANJA MED POUKOM

POVZETEK

V sodobnem svetu veliko ljudi preživi dosti časa za računalnikom. Zato je pravilna telesna drža ključnega pomena za ohranjanje zdravja in preprečevanje bolečin v hrbtu, vratu in sklepih. Dejstvo je, da dijaki vsak dan veliko časa sedijo, bodisi med poukom, pri nalogah doma ali med vožnjo v šolo. Dolgotrajno sedenje brez gibanja lahko privede do zdravstvenih težav, zato sem se odločil, da pri pouku, kjer uporabljamo računalnike, vključim tudi kratke gibalne vaje. V prispevku je predstavljen primer dobre prakse, v katerem smo se z dijaki, ki dlje časa delajo za računalniki, pogosto razgibavali, kar je pripomoglo k sproščanju napetih mišic in večji zbranosti. Z metodo opazovanja in pogovora z dijaki, sem ugotovil, da jim vaje med delom za računalnikom pomagajo in so jim všeč. Poleg tega sem jih z rednimi vajami spodbudil k zavedanju, da sta gibanje in skrb za zdravje pomembna, tudi ko sedijo za računalnikom. Na šoli aktivno spodbujamo zdrav življenjski slog in ozaveščamo o pomenu gibanja v vsakdanjem življenju. Takšne dejavnosti so uporabne za vsakogar, saj izboljšujejo počutje, povečujejo produktivnost in zmanjšujejo tveganje za dolgotrajne zdravstvene težave, kot so bolečine zaradi sedečega načina življenja, ki so vse bolj pogoste.

KLJUČNE BESEDE: zdravje, ergonomija, gibanje, računalnik, delo.

STUDENT HEALTH IN THE DIGITAL AGE AND THE ROLE OF PROPER POSTURE AND MOVEMENT IN THE CLASSROOM

ABSTRACT

In today's world, many people spend a lot of time in front of computers. Therefore, maintaining proper posture is crucial for health and preventing back, neck, and shoulder pain. It's a fact that students spend a significant amount of time sitting, whether during class, working on homework, or commuting to school. Prolonged sitting without movement can lead to health issues, which is why I've decided to incorporate short physical exercises into our computer-based lessons. The article presents a good practice example where we often took breaks to stretch, which helped relieve tense muscles and increased comfort. Through observation and discussions with students, I've found that these exercises during computer work are beneficial and well-received. Additionally, regular exercises encourage them to understand that movement and health are important, even when sitting in front of a computer. Such activities are beneficial for everyone, as they improve well-being, increase productivity, and reduce the risk of long-term health issues, such as back pain, which is becoming increasingly common.

KEYWORDS: health, ergonomics, movement, computer, work.

Štante Benčina Tanja

Z BRANJEM IN PISANJEM DO DUŠEVNEGA ZDRAVJA

POVZETEK

Človek je družbeno bitje in mora za bivanje v družbi obvladati jezik, zato pri pouku slovenščine krepimo sporazumevalne zmožnosti dijakov. Učitelja pri izboru tém omejuje katalog znanja, toda ko zazna med dijaki težave, kot so motnje hranjenja, zasvojenost s telefoni, računalniki ali soočanje s samomorom vrstnika, lahko izkoristi možnosti, ki jih ponuja učni načrt, da krepí njihovo duševno zdravje. Namen prispevka je pokazati, kako je lahko obravnava mladinskega leposlovja priložnost, da vključimo v pouk slovenščine v srednji šoli tudi skrb za duševno zdravje. V prispevku je prikazano, kako lahko za krepitev sporazumevalne zmožnosti združimo mladinsko leposlovje, ki ga dijaki 1. letnika dobijo v projektu Rastem s knjigo, s pogovorom ob obravnavi domačega branja v razredu, z analizo pisnega preverjanja domačega branja ali s pisanjem šolske naloge o tej temi z aktualizacijo. Za mladinska romana Nataše Konc Lorenzutti *Gremo mi v tri krasne* in Mateje Gomboc *Balada o drevesu* sta podana dva primera za delo v razredu, s katerima se konkretno dotaknem tem o duševnem zdravju: primer pisnega preverjanja domačega branja in šolske naloge – vodene in samostojne interpretacije. Dijaki se ob branju vživljajo v literarne junake, krepijo empatijo in bogatijo besedišče. Ugotavljam, da zaradi navedenega dijaki nato uspešneje izražajo svoje stiske ter ubesedijo težave, ki jih pestijo, saj jim je o tem lažje govoriti s pomočjo literarnega junaka, ki se srečuje s temi težavami. Izkazalo se je, da tovrstno branje in pisanje, pa tudi govorjenje in poslušanje lahko ob skrbnem načrtovanju učnega načrta v strokovnem aktivu krepijo duševno zdravje dijakov.

KLJUČNE BESEDE: dijaki, domače branje, interpretacija, mladinski roman, duševno zdravje.

WITH READING AND WRITING FOR BETTER MENTAL HEALTH

ABSTRACT

Man is a social being and in order to live in society, he must master the language, which is why we strengthen students' communication skills in Slovenian classes. The teacher is limited in the selection of topics by the catalog of knowledge, but when he detects problems among students, such as eating disorders, addiction to phones, computers or facing the suicide of a peer, he can use the opportunities offered by the curriculum to strengthen their mental health. The purpose of the paper is to show how the treatment of youth fiction can be an opportunity to include care for mental health in Slovenian lessons in secondary school. The paper shows how to strengthen the ability to communicate, we can combine youth fiction, which 1st-year students receive in the *Rastem s knjigo* (Growing with a book) project, with a conversation during the discussion of home reading in class, with an analysis of a written test of home reading or with writing a school assignment about this topic with actualization. For the youth novels *Gremo mi v tri krasne* by Nataša Konc Lorenzutti and *Balada o drevesu* by Mateja Gomboc, two examples are given for classwork, which I use to specifically touch on topics about mental health: an example of a written test of home reading and school assignments - guided and independent interpretations. When reading, students empathize with literary heroes, strengthen their empathy and enrich their vocabulary. I find that because of the above, the students then express their hardships more successfully and articulate the problems that plague them, because it is easier for them to talk about it with the help of a literary hero who faces these problems. It has been shown that this type of reading and writing, as well as speaking and listening, can strengthen the mental health of students with careful planning of the curriculum as a professional asset.

KEYWORDS: students, home reading, interpretation, youth novel, mental health.

VLOGA ŠOLSKEGA SVETOVALNEGA DELAVCA PRI

POVZETEK

Vloga šolskega svetovalnega delavca pri spodbujanju zdravega življenjskega sloga dijakov je ključnega pomena, še posebej v povezavi s prehrano, gibanjem in duševnim zdravjem. Raziskave kažejo, da celostni pristop, ki vključuje uravnoteženo prehrano in redno telesno aktivnost, močno vpliva na dobro počutje in šolski uspeh dijakov. Šolski svetovalci so v edinstvenem položaju, saj lahko naslavljajo duševne potrebe dijakov s svetovanjem, izobraževanjem in preventivnimi vsebinami, ki spodbujajo pozitivno vedenje in dobro počutje. Prav tako si prizadevajo zmanjšati stigmo, povezano z duševnim zdravjem, kar dijakom omogoča sprejemanje zdravih življenjskih navad in iskanje podpore, kadar je to potrebno. Uravnotežena prehrana, bogata s hranili, in redna telesna aktivnost pomagata uravnavati razpoloženje, zmanjševati stres in izboljšati kognitivne funkcije. Slaba prehrana lahko namreč povzroči težave, kot so utrujenost, depresija, anksioznost in kognitivne motnje, ki vplivajo na šolski uspeh in družbene interakcije.

Prispevek tudi vsebuje vidik svetovalnih delavcev in njihovo sodelovanje z učitelji, družinami in skupnostnimi, ki izvajajo programe in dejavnosti za spodbujanje zdravih prehranjevalnih navad in telesno aktivnost. To lahko vključuje izobraževalne delavnice o pomembnosti zdrave prehrane, organizacijo telesnih dejavnosti ali zagotavljanje virov in napotitev za reševanje duševnih težav, povezanih s prehrano in gibanjem. Z vključevanjem teh vidikov v šolske svetovalne programe se zagotovi, da dijaki ne le uspešno napredujejo v šoli, ampak tudi razvijejo zdrave življenjske navade, ki prispevajo k njihovem dolgoročnemu dobremu počutju.

KLJUČNE BESEDE: šolska svetovalna služba, duševno zdravje, preventiva, prehrana, gibanje.

THE ROLE OF THE SCHOOL COUNSELOR IN PROMOTING A HEALTHY LIFESTYLE: THE CONNECTION BETWEEN NUTRITION, EXERCISE, AND MENTAL HEALTH

ABSTRACT

The role of the school counselor in promoting a healthy lifestyle among students is of key importance, particularly in connection with nutrition, physical activity, and mental health. Research shows that a holistic approach, which includes a balanced diet and regular physical activity, significantly impacts students' well-being and academic success. School counselors are uniquely positioned to address students' mental health needs through counseling, education, and preventive content that promotes positive behavior and well-being. They also strive to reduce the stigma associated with mental health, which enables students to adopt healthy lifestyle habits and seek support when necessary. A balanced diet rich in nutrients and regular physical activity help regulate mood, reduce stress, and improve cognitive functions. Poor nutrition, on the other hand, can lead to issues such as fatigue, depression, anxiety, and cognitive impairments, which affect academic performance and social interactions.

This article also examines the role of school counselors and their collaboration with teachers, families, and communities in implementing programs and activities that promote healthy eating habits and physical activity. This may include educational workshops on the importance of a healthy diet, organizing physical activities, or providing resources and referrals to address mental health issues related to diet and exercise. By incorporating these aspects into school counseling programs, students not only achieve academic success but also develop healthy lifestyle habits that contribute to their long-term well-being.

KEYWORDS: School Counseling Service, Mental Health, Prevention, Nutrition, Physical Activity.

POMEN PROJEKTNEGA PREVENTIVNEGA DELA ZA KREPITEV ČUSTVENO SOCIALNIH VEŠČIN IN ZDRAVE SAMOPODOBE UČENCEV

POVZETEK

Zdrava samopodoba in čustveno-socialne kompetence so ključni dejavniki pri oblikovanju otrokovega duševnega zdravja, saj vplivajo na otrokovo čustveno stabilnost, socialne odnose, sposobnost obvladovanja stresa, učne dosežke in samostojnost. Namen prispevka je predstaviti, kako lahko sistematično preventivno delo v šoli pomembno prispeva h krepitvi teh veščin, obenem pa pripomore k boljšemu sodelovanju med šolo in starši. Na naši šoli se vsako leto bolj zavedamo in poudarjamo pomembnost vključevanja socialnega in čustvenega učenja v vzgojno-izobraževalni proces. Res je, da je to področje na sistemski ravni še vedno premalo urejeno in ciljno umeščeno v šolske dejavnosti. Kljub temu obstaja veliko dobrih programov, smernic in praks s področja preventivnega dela, ki nas pri izvedbi podpirajo in usmerjajo. V tem prispevku želim opisati, kako smo se tega lotili na naši šoli. Preventivno delo smo zasnovali kot dvoletni projekt, v katerega smo sistematično vključili učence 8. in 9. razreda rednega programa ter programa z nižjim izobrazbenim standardom. Vzporedno so bile nekatere vsebine namenjene tudi ostalim učencem in njihovim staršem. Predstavila bom vsebine, programe in dejavnosti, ki smo jih v tem času načrtno umestili v vzgojno-izobraževalni proces. Z uspešnim timskim delom, ciljno usmerjenimi vsebinami in celostnim pristopom nam je to uspelo na rednih urah, urah oddelčnih skupnosti, roditeljskih sestankih, okroglih mizah, pri interesnih dejavnostih, vrstniški mediaciji, taborih in izobraževanjih za starše. Pozitivni učinki in dobri odzivi učencev ter staršev so nas spodbudili, da projekt nadaljujemo, ga nadgradimo in tako opolnomočimo tudi prihodnje generacije.

KLJUČNE BESEDE: celostni pristop, čustvene in socialne kompetence, preventivno delo, vzgojno-izobraževalni proces, zdrava samopodoba.

THE IMPORTANCE OF PREVENTIVE PROJECT WORK IN STRENGTHENING STUDENTS' SOCIAL-EMOTIONAL SKILLS AND HEALTHY SELF-ESTEEM

ABSTRACT

A healthy self-image and socio-emotional competencies are key factors in shaping a child's mental health, as they influence emotional stability, social relationships, stress management, academic achievement, and independence. The purpose of this article is to present how systematic preventive work in schools can significantly strengthen these skills, while also promoting better collaboration between schools and parents. At our school, we increasingly recognize and emphasize the importance of incorporating social and emotional learning into the educational process each year. Although this area is still insufficiently integrated and targeted within the school system at the systemic level, there are many valuable programs, guidelines, and practices in preventive work that support and guide us in implementation. In this article, I aim to describe how we have approached this at our school. We designed preventive work as a two-year project, systematically involving students from the 8th and 9th grades in the regular program, as well as those in the lower educational standards program. Parallel to this, some content was also provided for other students and their parents. I will present the content, programs, and activities that we have strategically embedded in the educational process over this period. Through effective teamwork, goal-oriented content, and a holistic approach, we have successfully implemented these efforts during regular classes, class community hours, parent-teacher meetings, roundtable discussions, peer mediation activities, field trips, and parent workshops. The positive impacts and good feedback from students and parents have motivated us to continue with the project, further develop it, and thus empower future generations.

KEYWORDS: educational process, emotional and social competencies, healthy self-esteem, holistic approach, preventive work.

UČENJE Z GIBANJEM – MEDPREDMETNO POVEZOVANJE V 4. RAZREDU

POVZETEK

V današnjem svetu, ko se veliko otrok nezdravo prehranjuje, premalo spi in preveč časa preživi pred elektronskimi napravami, je še kako pomembno, da tudi v šoli skrbimo za telesno dejavnost in razvijanje zdravega načina življenja. Hoja je najnaravnejša dejavnost in z njo lahko skrbimo za svoje zdravje ter dobro počutje.

Namen prispevka je predstaviti primer medpredmetnega povezovanja v 4. razredu, kjer cilje in vsebine različnih predmetov povežemo s športnim dnevom, vsebino pohodništvo. Pred samo izvedbo pohoda so učenci v razredu spoznavali domač kraj Maribor in se učili orientirati s pomočjo zemljevida ter kompasa v manj znanem območju, risali pohodnika in ob tem razmišljali, kako se primerno obleči in katero hrano vzeti s seboj, ko se odpravimo na pohod, spregovorili in poglobili so znanje o varnosti v prometu in varovanju okolja ter oblikovali obvestilo za starše. Pridobljeno znanje smo zaokrožili s športnim dnevom, orientacijskim pohodom na Piramido in Kalvarijo, ki je potekal kot učna pot opremljena z nalogami, kjer so učenci znanje iz učilnice poglobili in pokazali, kako samostojni so pri pridobivanju izkušenj.

Medpredmetno povezovanje je sodoben učni pristop, ki ga je dobro vključevati v učni proces, saj je pouk tako bolj dinamičen in zanimiv. Izkazalo se je, da če šport povežemo z ostalimi predmetnimi področji, učencem dvignemo motivacijo za izvedbo pohoda, hkrati pa se učijo uporabiti svoje pridobljeno znanje iz razreda.

KLJUČNE BESEDE: gibanje, zdravje, medpredmetno povezovanje, učna pot, motivacija.

LEARNING THROUGH MOVEMENT – CROSS CURRICULAR CONNECTION IN 4TH GRADE

ABSTRACT

Nowadays, when a lot of children eat unhealthy food, don't sleep enough and they spend too much time on electronic devices, it is very important that children at school are physically active and that we teach them, how to live a healthy way of life. Walking is the most natural activity and by walking we can take care of our health and feel good.

The purpose of this article is to present an example of cross-curricular connecting in the 4th grade, where goals and contents are joined together with a sports day on a theme: hiking. Before hiking, pupils were learning about their home town – Maribor, how to orientate with the help of a map and a compass in a less familiar area, they were drawing a hiker and thinking how to dress properly and which food should they take on a hike. They were talking about traffic safety and how to take care of environment. They also wrote a notification for their parents. The newly-acquired knowledge was followed by a sports day, an orientation hike to Piramida and Kalvarija, which took place as a learning path with tasks, where pupils deepened their knowledge from the classroom and they showed their independency when they gain new experience.

Cross – curricular connecting is a modern learning approach and it should be included into the learning process, since it makes lessons more dynamic and more interesting that way. We can conclude, that if we connect sport with other subject areas, we increase motivation for going hiking and at the same time pupils learn how to use classroom knowledge in practise.

KEYWORDS: movement, health, cross – curricular connection, a learning path, motivation.

OLIMPIJADA V PODALJŠANEM BIVANJU

POVZETEK

V prispevku so predstavljene športne in miselne aktivnosti v podaljšanem bivanju, imenovane Olimpijada. Razlog za Olimpijado je bila slaba fizična kondicija učencev po koroni in slabši rezultati pri športno-vzgojnem kartonu. Namen prispevka je predstaviti rezultate, ki so jih učenci po štirih mesecih aktivne vadbe dosegli.

Otvoritev Olimpijade je bila svečana, s himno, slovensko zastavo in z izdelano baklo. Nabor iger smo predhodno izbrali skupaj z učenci. Ekipne športne igre so bile med dvema ognjema in mali nogomet. Posamezno pa so učenci tekmovali in napredovali v naslednjih igrah: vodenje žoge, metanje žoge na koš, preskakovanje kolebnice, vrtenje obroča okoli pasu, špaga ... Miselne igre, ki so prav tako bile tekmovalne narave, so bile: igre s kartami, šah in zlaganje Rubikove kocke. Sodelovali so učenci od 1. do 5. razreda, ki so vključeni v podaljšano bivanje.

Zaradi dobrega odziva učencev in staršev ter dobrega gibalnega napredka se bo Olimpijada odvijala tudi v naslednjih šolskih letih z večjim naborom športnih iger, ki bodo vplivale na izboljšanje rezultata za športno-vzgojni karton.

KLJUČNE BESEDE: podaljšano bivanje, šport, miselne igre.

OLYMPIC GAMES IN AFTER – SCHOOL CARE

ABSTRACT

The present paper discusses after-school care sports and mind activities named the Olympics. The Olympics were carried out because of the bad physical stamina of the pupils after the corona, as well as their worsened results at the Slofit test battery in elementary school. The paper presents the results that were achieved after four months of active practice.

The opening ceremony of the Olympics was very festive and included the anthem, Slovenian flag and a model of the Olympic torch. The range of sports was previously selected together with the pupils. Team sports included dodgeball and five-a-side football. Individually, the pupils competed in the following games: dribbling the ball, shooting at the hoop, rope skipping, hula-hooping, splits ... Mind games, which were also a part of the competition, included card games, chess and the Rubik's cube. Pupils from the 1st to the 5th grade participated during their after-school care.

Because of the positive pupils' and parents' feedback and the improved results in the sports field, the Olympics will continue to be carried out with a wider range of games, which will improve the results of the Slofit test battery in elementary school.

KEYWORDS: after-school care, sports, mind games.

OZAVEŠČANJE O OTROŠKEM RAKU NA ŠOLI

POVZETEK

Otroški rak spada med redke otroške bolezni, vendar zahteva posebno pozornost ter skrb. Tudi sama imam izkušnjo s sinom, ki je prebolel raka. Pomembno je, da se o raku ozavešča in razbija stereotipe tudi v šoli. Raziskave kažejo, da v Sloveniji vsak teden na novo odkrijejo raka pri enem do dveh slovenskih otrocih. Namen ozaveščanja na šoli je informirati učence in zaposlene o tej bolezni, zgraditi empatijo ter spodbuditi podporo za rakom obolelim otrokom. Na šoli smo že preteklo šolsko leto na različne načine ozaveščali učence o otroškem raku in sicer na Mednarodni dan otroškega raka. Barvali smo medvedke, na njih so učenci pisali dobre želje in srčna sporočila za obolele otroke. Naredili smo verigo dobrih želja, ki je krasila panoje na šoli. Nekateri so izdelovali plakate o zmotah in resnicah o otroškem raku. Drevo življenja z otroškimi odtisi in imeni, ki simbolizirajo preživetje otrok z rakom, smo poslali na pediatrično kliniko. Vsa šola je izdelovala zlate pentlje, ki simbolizirajo podporo obolelim otrokom. Pripenjali so si jih na oblačila kot znak spoštovanja do junakov, s čimer so se poklonili tudi njihovem pogumu. Medo Mato nas je obiskal v septembru, ko je tudi mesec ozaveščanja o otroškem raku. Ustvarili smo čudovito povezavo, ki presega šolske zidove in prinaša toplino tistim, ki jo najbolj potrebujejo. Namen je dosegel svoj cilj. Prav takšne izkušnje učijo otroke sočutja in solidarnost ter jih spodbujajo, da z majhnimi dejanji prinašajo velike spremembe v življenja drugih. Brišejo se marsikateri stereotipi, tabuji in strahovi o tej bolezni.

KLJUČNE BESEDE: otroški rak, ozaveščanje, zdravje, šolske aktivnosti, solidarnost.

RAISING AWARENESS OF CHILDHOOD CANCER AT SCHOOL

ABSTRACT

Childhood cancer is a rare childhood disease, but it requires special attention and care. I also have experience with my own son, who has overcome cancer. It is important to raise awareness about cancer and break stereotypes, even in schools. Research shows that in Slovenia, one to two children are newly diagnosed with cancer each week. The purpose of awareness raising in schools is to inform students and staff about this disease, build empathy, and encourage support for children with cancer. Last school year, we raised awareness among students about childhood cancer in various ways, particularly on International Childhood Cancer Day. We colored teddy bears, and students wrote good wishes and heartfelt messages for the sick children on them. We created a chain of good wishes that decorated the school bulletin boards. Some students made posters about the misconceptions and facts about childhood cancer. We sent a "Tree of Life" with children's handprints and names, symbolizing the survival of children with cancer, to the pediatric clinic. The whole school made gold ribbons, which symbolize support for children with cancer. They wore them on their clothes as a sign of respect for the heroes, honoring their courage. Bear Mato visited us in September, which is also the month of awareness for childhood cancer. We created a wonderful connection that goes beyond school walls and brings warmth to those who need it most. Such experiences teach children compassion and solidarity and encourage them to make small deeds, which on the other hand, bring significant changes in the lives of others. Many stereotypes, taboos, and fears about the disease are being erased.

KEYWORDS: childhood cancer, awareness, health, school activities, solidarity.

SPODBUJANJE AVTENTIČNEGA RAZVOJA UČENCEV

POVZETEK

V zadnjem času se v sodobnih pedagoških pristopih vse bolj poudarja pomen celostnega razvoja učencev, kjer so v ospredju njihovi individualni uspehi brez neposredne primerjave z drugimi. Namen pričujočega prispevka je predstaviti, kako se sama lotevam uporabe sodobnih metod poučevanja, kot so poučevanje na prostem, sodelovalno učenje, poučevanje z gibanjem in uporabo sodobne tehnologije kot učinkovite metode za spodbujanje avtentičnega doživljanja uspeha, ki temelji na osebnih ciljih in zadovoljstvu. Te metode podpirajo razvoj učencev na različnih področjih. Poučevanje v naravnem okolju spodbuja kognitivni razvoj, saj učenci pridobivajo večšine reševanja problemov in kritičnega mišljenja, hkrati pa krepi fizične sposobnosti z gibanjem. Poleg tega tovrstno učenje prispeva k socialnemu in čustvenemu razvoju učencev, saj spodbuja sodelovanje, komunikacijo in gradnjo pozitivnih odnosov med vrstniki. Pomemben je tudi čustveni razvoj, saj učenci ob sodelovalnih dejavnostih in javnih nastopih pridobivajo samozavest ter razvijajo empatijo in sočutje do drugih. Da bi natančneje ocenila učinke teh metod, sem uporabila več evalvacijskih tehnik. Med njimi so bila opazovanja interakcij med učenci, ankete o zadovoljstvu učencev in staršev ter refleksije učencev o lastnem napredku. Rezultati teh tehnik so pokazali pozitivne učinke na kognitivni, socialni in čustveni razvoj. Na primer, učenci so izkazovali večjo sposobnost sodelovanja v skupinskih nalogah in so bili bolj samozavestni pri javnih nastopih. Starši so prav tako poročali o večjem zadovoljstvu in motivaciji svojih otrok za šolske aktivnosti. Poudarek na individualnih ciljih in izkušnjah učencev pa lahko zagotovi, da bo pristop učinkovit ne glede na okoliščine. Verjamem, da ima tak pristop praktično vrednost, saj omogoča učencem razvoj trdnejših medosebnih odnosov ter večjo predanost zastavljenim ciljem, kar pomembno vpliva na dolgoročno učinkovitost vzgoje in izobraževanja.

KLJUČNE BESEDE: avtentično učenje, gibanje, empatija, interakcija, sodobni pedagoški pristopi.

PROMOTING THE AUTHENTIC DEVELOPMENT OF STUDENTS

ABSTRACT

In recent times, modern pedagogical approaches have increasingly emphasized the importance of the holistic development of students, focusing on their individual achievements without direct comparison to others. The aim of this paper is to present how I approach the use of contemporary teaching methods, such as outdoor learning, collaborative learning, movement-based teaching and the integration of modern technology as effective strategies to promote authentic experiences of success based on personal goals and satisfaction. These methods support students' development in various areas. Outdoor learning fosters cognitive development by helping students acquire problem-solving and critical thinking skills while also enhancing physical abilities through movement. Additionally, this type of learning contributes to the social and emotional development of students by encouraging collaboration, communication and the building of positive relationships with peers. Emotional development is also significant as students gain confidence and develop empathy and compassion through collaborative activities and public presentations. To more precisely assess the effects of these methods, I employed several evaluation techniques. These included observing student interactions, conducting surveys on student and parent satisfaction, and gathering student reflections on their own progress. The results of these techniques showed positive effects on cognitive, social, and emotional development. For example, students demonstrated greater ability to collaborate in group tasks and showed increased confidence in public presentations. Parents also reported higher levels of satisfaction and motivation in their children's school activities. Focusing on the individual goals and experiences of students ensures that this approach remains effective regardless of the circumstances. I believe this approach has practical value as it enables students to develop stronger interpersonal relationships and a greater commitment to their goals, which significantly contributes to the long-term effectiveness of education and upbringing.

KEYWORDS: authentic learning, movement, empathy, interaction, modern pedagogical approaches.

NAJSTNIŠKO PLESNO POPOTOVANJE

POVZETEK

Fizična vadba je med najstniki lahko zelo priljubljena, sploh če so le-ti usmerjeni v šport in jim je to motivacija za uspešnost. Lahko pa naletimo na velik odpor. Najstniki vse bolj in bolj svoj prosti čas namenjajo telefonom, socialnim omrežjem in igranju računalniških iger. To pa so vzroki, ki jih odvrnejo od samega gibanja.

Gibati se med uro športa še gre, če pa želimo doseči, da se gibljejo tudi pri drugih predmetih, pa je potrebna druga oblika motivacije.

Najstniki zelo radi poslušajo glasbo, ob svoji glasbi plešejo, pojejo in če jim kot učitelji prisluhnemo, potem lahko gradimo na ciljnih, ki smo si jih zastavili.

Od 6. do 9. razreda so učenci s pomočjo razredničarke urili večšine timskega sodelovanja, medsebojne pomoči, organizacije različnih aktivnosti ter se s tem povezovali, poslušali med seboj, se naučili postavljati kompromise in upoštevati mnenje večine. Ugotovili smo, da te večšine lahko združimo v organizacijo novoletne točke, ki jo je bilo potrebno pripraviti. Želeli so ples, petje, zabavo, gibanje, dinamičnost. Tako so se združili vsi njihovi talenti. Potrebno je bilo veliko vaje. Točka je bila zabavna, inovativna in malce drugačna in prav zaradi tega tako uspešna, da smo podobno točko še bolj uspešno predstavili na valetih. Rdeča nit obeh točk je bila usmerjena v glasbo, ples, petje in predvsem zabavo. Spoznali smo, da če vemo, kako med seboj sodelovati, če poslušamo drug drugega, če upoštevamo mnenja vseh udeležencev, lahko nastane zelo uspešen izdelek, ki nam in ostalim ostane v spominu še dolgo časa.

KLJUČNE BESEDE: ples, povezanost, zabava.

TEENAGE DANCE JOURNEY

ABSTRACT

Physical exercise can be very popular among teenagers, especially if they are oriented towards sports and they find it as a motivation for success. However, we may also encounter significant resistance. Teenagers increasingly spend their free time on phones, social media, and playing computer games. These are the factors that divert them from physical activity. Engaging in movement during physical education class is manageable, but if we want to encourage them to be active in other subjects as well, a different form of motivation is needed.

Teenagers love to listen to music; they dance and sing to their favorite tunes, and if we, as teachers, listen to them, we can build on the goals we have set.

From 6th to 9th grade, students, with the help of their class teacher, train their skills in teamwork, mutual assistance, organizing various activities, and in doing so, they connect with each other, listen to each other, learn to make compromises, and respect the opinions of the majority. We realized that these skills could be combined in the organization of a New Year's performance that has been needed to be prepared. They wanted dancing, singing, fun, movement, and dynamism. This brought together all their talents. It required a lot of practice. The performance was fun, innovative, and slightly different, which made it so successful that we presented a similar act even more successfully at the graduation ceremony. The common thread of both performances was focused on music, dance, singing, and above all, fun. We discovered that if we know how to work together, listen to each other, and to bare in mind the opinions of all participants, we can create a very successful product that remains a lasting memory for all of us and others for a long time.

KEYWORDS: dance, connection, fun.

NARAVNE OBLIKE GIBANJA V IZZIVALNEM GOZDU

POVZETEK

Gibanje je otrokova primarna potreba. Ob gibanju otrok odkriva svoje telo, preizkuša, kaj zmore, doživlja veselje in razvija sposobnosti ter gradi zaupanje vase. Prav tako kot gibanje je tudi igra primarna potreba otroka in prek nje pridobiva različne izkušnje, spretnosti in sposobnosti ter se ob tem celostno razvija. Z omogočanjem igre in gibanja otrok v gozdu stimuliramo zaznavanje okolice, spodbujamo domišljijo, nudimo kreativno igro omogočamo več gibanja in s tem boljši gibalni razvoj.

Predšolski otroci veliko časa preživijo v vrtcu in zavedamo se pomembne vloge pri njihovem gibalnem razvoju. V prispevku želim predstaviti vadbeno uro in gibalne igre v gozdu, za katere ne potrebujemo dodatnih pripomočkov.

V skupino, ki je izvajala dejavnosti, je bilo vključenih 16 otrok. Prek zgodbe smo izvedli vadbeno uro ter gibalne igre: Ptički v gnezda, Poglej in pokaži, Letalo-poplava-potres-požar. Otroci so razvijali naravne oblike gibanja, kar se je kazalo v vedno bolj spretnem izvajanju nalog v glavnem delu vadbene ure in vse večji iznajdljivosti pri gibalnih igrah.

Ob metodi opazovanja je pri otrocih opazen napredek v gibalnem razvoju, večje zaupanje v svoje lastne sposobnosti, saj vedno bolj samostojno rešujejo gibalne izzive, za katere so prej potrebovali spodbudo ali pomoč odrasle osebe. Močna notranja motivacija otroke žene k ponovitvam in reševanju novih gibalnih izzivov.

Pomembno je, da se zavedamo, kako lahko na enostaven način vplivamo na otrokov gibalni razvoj. Za doseg ciljev pogosto ne potrebujemo nič več kot to, kar nam ponuja narava.

KLJUČNE BESEDE: otrok, gibanje, razvoj, gozd, igra.

NATURAL FORMS OF MOVEMENT IN A CHALLENGING FOREST

ABSTRACT

Movement is a child's primary need. When moving, a child discovers his body, tests what he can do, experiences joy and develops abilities and builds self-confidence. Just like movement, play is a child's primary need, and through it he acquires various experiences, skills and abilities, and at the same time develops holistically. By enabling children to play and move in the forest, we stimulate the perception of the surroundings, encourage imagination, offer creative play, enable more movement and thus better movement development.

Preschool children spend a lot of time in kindergarten and we are aware of the important role in their motor development. In this article, I want to present an exercise class and movement games in the forest, for which we do not need additional accessories.

16 children are included in the group that performed the activities. Through the story, we conducted an exercise class and movement games: Birds in the nest, Look and show, Plane-flood-earthquake-fire. The children developed natural forms of movement, which was reflected in increasingly skillful execution of tasks in the main part of the training class and increasing ingenuity in movement games.

With the observation method, there is noticeable progress in children's movement development, greater confidence in their own abilities, as they increasingly independently solve movement challenges for which they previously needed the encouragement or help of an adult. Strong internal motivation drives children to repeat and solve new movement challenges.

It is important to be aware of how we can easily influence the child's movement development. To achieve our goals, we often need nothing more than what nature has to offer.

KEYWORDS: child, movement, development, forest, play.

POMEN RUTINE ZA ZMANJŠEVANJE MOTENJ V RAZREDU S PRIMERI DOBRE PRAKSE

POVZETEK

Razredna klima je ključni dejavnik v izobraževalnem okolju, saj vpliva na vedenje učencev, potek učnega procesa in splošno delovanje razreda. Motnje med poukom so pogost pojav, ki prekinjajo učne aktivnosti in negativno vplivajo na zbranost ter napredek učencev. Ena izmed učinkovitih rešitev za zmanjšanje teh motenj je vzpostavitev in vzdrževanje ustreznih razrednih rutin, ki prinašajo stabilnost in predvidljivost. To pomaga zmanjšati stres in negotovost pri učencih, kar vodi k večji osredotočenosti in sodelovanju pri pouku. Rutine imajo ključno vlogo pri ustvarjanju pozitivnega učnega okolja, saj učencem zagotavljajo občutek varnosti in doslednosti. Dobro načrtovane in dosledno izvajane rutine, kot so jutranja rutina, rutine na začetku in koncu učne ure, rutina odhajanja na stranišče, omogočajo učencem, da vedo, kaj lahko pričakujejo. S tem se povečuje njihovo zaupanje v učitelja in učni proces, kar zmanjšuje motnje ter spodbuja boljše sodelovanje in vedenje. Namen članka je osvetliti ključno vlogo razrednih rutin pri ustvarjanju pozitivnega učnega okolja. Članek poudarja pomen razrednih rutin pri vzpostavljanju skupnih vrednot in zelenega vedenja. Učitelji skozi rutine spodbujajo pozitivno razredno klimo, kar pripomore k zmanjšanju motenj in hkrati omogoča učinkovitejše učenje. Poleg tega rutine krepijo samostojnost in odgovornost učencev, kar je ključno za njihov dolgoročni uspeh, tako v šoli kot izven nje. Na podlagi primerov dobre prakse članek ponuja konkretne primere za implementacijo rutin, ki pozitivno vplivajo na razredno klimo, povečujejo zaupanje med učenci in izboljšujejo učne rezultate. Dobro zasnovane rutine tako prinašajo številne prednosti, ki dolgoročno koristijo tako učencem kot učiteljem.

KLJUČNE BESEDE: rutina, razredna klima, vodenje razreda, razredna pravila, osnovna šola.

THE IMPORTANCE OF ROUTINES FOR REDUCING DISRUPTIONS IN THE CLASSROOM WITH EXAMPLES OF GOOD PRACTICE

ABSTRACT

Classroom climate is a key factor in the educational environment, influencing student behavior, the course of the learning process, and the overall functioning of the classroom. Disruptions during lessons are a common occurrence that interrupt learning activities and negatively affect students' focus and progress. One effective solution for reducing these disruptions is the establishment and maintenance of appropriate classroom routines, which provide stability and predictability. This helps reduce stress and uncertainty among students, leading to greater concentration and engagement in lessons. Routines play a crucial role in creating a positive learning environment, as they provide students with a sense of safety and consistency. Well-planned and consistently implemented routines, such as morning routines, procedures at the beginning and end of lessons, and bathroom breaks, allow students to know what to expect. This increases their trust in the teacher and the learning process, reducing disruptions while encouraging better cooperation and behavior. The aim of this article is to illuminate the essential role of classroom routines in fostering a positive learning environment. It emphasizes the importance of routines in establishing shared values and desired behaviors. Teachers promote a positive classroom climate through routines, which helps reduce disruptions and facilitates more effective learning. Furthermore, routines enhance students' independence and responsibility, which are crucial for their long-term success, both in school and beyond. Based on examples of best practices, the article offers concrete strategies for implementing routines that positively impact classroom climate, enhance trust among students, and improve learning outcomes.

KEYWORDS: routine, classroom climate, classroom management, classroom rules, primary school.

VPLIV BIOMEHANIKE GIBANJA NA ŠPORTNO AKTIVNOST IN ZDRAVJE MLADOSTNIKOV

POVZETEK

Prispevek obravnava pomen biomehanike gibanja pri mladostnikih, zlasti v kontekstu športnih aktivnosti in optimizacije telesne učinkovitosti. Razumevanje biomehanskih principov, kot so sile, hitrost in ergonomija, izboljšuje atletske dosežke in zmanjšuje tveganje za poškodbe. Prispevek poudarja pomembnost pravilne telesne drže, energetske učinkovitosti ter uporabe sodobnih tehnologij pri analizi gibanja. Biomehanika lahko pomembno prispeva k dolgoročnemu zdravju in kakovosti življenja mladostnikov.

KLJUČNE BESEDE: Biomehanika, mladostniki, telesna aktivnost, ergonomija, energetska učinkovitost.

THE INFLUENCE OF MOVEMENT BIOMECHANICS ON ADOLESCENT SPORT PARTICIPATION AND HEALTH

ABSTRACT

This thesis discusses the importance of movement biomechanics in adolescents, particularly in the context of sports participation and performance optimisation. Understanding biomechanical principles such as forces, velocity and ergonomics improves athletic performance and reduces the risk of injury. This paper highlights the importance of correct posture, energy efficiency and the use of modern technology in movement analysis. Biomechanics can make an important contribution to the long-term health and quality of life of young people.

KEYWORDS: Biomechanics, adolescents, physical activity, ergonomics, energy efficiency.

**OZAVEŠČENOST DIJAKOV TEHNIŠKEGA ŠOLSKEGA CENTRA
MARIBOR O POMENU URAVNOTEŽENE PREHRANE NA RAZVOJ
MLADOSTNIKOV; PRIMER DOBRE PRAKSE PRI POUKU
ZDRAVSTVENE VZGOJE**

POVZETEK

Uravnotežena prehrana je ključna v obdobju mladostništva, saj vpliva na psihofizični razvoj mladostnikov. Nezdrave prehranske navade povečujejo tveganje za debelost in bolezni srca. Pomemben je vnos hranil, kot so kalcij, beljakovine in železo, ki so bistvena za zdrave kosti in mišic. Pogosto je težava dostop do zdrave hrane, zaradi česar mladostniki tvegajo podhranjenost ali debelost, kar lahko vodi v zdravstvene in duševne težave. S prispevkom želim poudariti, kako pomembno je mladostnike ozaveščati o pomenu uravnotežene prehrane na njihov razvoj. Izvedla sem anketo z dijaki prvih in drugih letnikov srednjega poklicnega izobraževanja. Z anketo sem nameravala ugotoviti, ali so dovolj ozaveščeni o tej temi. Ugotovila sem, da se 46% dijakov zaveda pomembnosti uravnotežene prehrane, a je preostali delež premalo ozaveščen, kar je zaskrbljujoče. Glavni dejavnik, ki vpliva na prehranjevalne odločitve dijakov je okus hrane, zdravstveni vidik pa ima zanje sekundarno vlogo. Večina dijakov meni, da o uravnoteženi prehrani v šoli ne pridobijo dovolj znanja. Rezultati ankete so potrdili pravilnost odločitve, da na šoli v okviru interesnih dejavnosti izvajamo delavnice na temo prehrana mladostnika. V prispevku bom predstavila potek te delavnice kot primer dobre prakse, ki sem jo izvedla z dijaki 2. letnika srednjega strokovnega izobraževanja pri pouku zdravstvene vzgoje. Na ta način dijake vzpodbudimo k večji ozaveščenosti pomena uravnotežene prehrane, pridobijo pa tudi nova znanja o tej temi.

KLJUČNE BESEDE: uravnotežena prehrana, prehrana mladostnika, zdravstvena vzgoja.

**THE AWARENESS OF STUDENTS AT THE TECHNICAL SCHOOL
CENTER MARIBOR ABOUT THE IMPORTANCE OF A BALANCED
DIET FOR ADOLESCENT DEVELOPMENT: A CASE OF GOOD
PRACTICE IN HEALTH EDUCATION CLASSE**

ABSTRACT

A balanced diet is essential during adolescence, as it significantly impacts the physical and psychological development of young people. Unhealthy eating habits increase the risk of obesity and heart disease. The intake of nutrients such as calcium, protein, and iron is crucial for bone and muscle health. However, access to healthy food is often a challenge, putting adolescents at risk of malnutrition or obesity, both of which can lead to physical and mental health issues. This article aims to emphasize the importance of educating adolescents about the role of balanced nutrition in their development. I conducted a survey with first- and second-year students in vocational secondary education to determine their level of awareness on this topic. The survey revealed that 46% of students understand the importance of balanced nutrition, while the remaining percentage shows insufficient awareness, which is concerning. The main factor influencing students' dietary choices is taste, with health considerations playing a secondary role. Most students believe they do not receive enough education about balanced nutrition at school. The survey results confirmed the decision to conduct nutrition workshops for adolescents as part of extracurricular activities at school. In this article, I will describe one of these workshops as an example of good practice, which I conducted with second-year students in vocational secondary education during health education classes. These workshops aim to raise students' awareness of the importance of balanced nutrition while providing them with new knowledge on the subject.

KEYWORDS: balanced diet, adolescent nutrition, health education.

Z GIBANJEM DO ZNANSTVENEGA UGOTAVLJANJA BIODIVERZITETE RASTLIN

POVZETEK

Ekologija je znanstvena veda, ki preučuje porazdelitev in bogastvo živih organizmov, odnose med živimi bitji ter med živimi bitji in neživim okoljem. Ključno vlogo pri sprejemanju odločitev o načinu ocenjevanja velikosti populacij mora imeti znanost. Samo znanstveno preverjeni, verodostojni podatki lahko omogočijo suverene, argumentirane odločitve, ki zagotavljajo ustreznost upravljanja in upravljavcu nudijo varnost pred neizogibnimi kritikami. Namen prispevka je predstaviti uporabo kvantitativnih in kvalitativnih znanstvenih metod, ki pomagajo pri ocenjevanju velikosti populacij (gostote) rastlinskih vrst, in sicer metodo nestrukturirane oblike odprtih vprašanj, metodo opazovanja in metoda kvadrata v praksi. Pri izvedbi učne vsebine gimnazijskega izbirnega predmeta biologije smo hkrati uvajali oblike dela, ki pri učenju vključujejo tudi telesno aktivnost dijakov v naravi. Učni učinek te prakse je, da dijaki neposredno v drugačnem učnem okolju, naravi, spoznajo, uvedejo vlogo in pomen raziskave biotske raznovrstnosti z izvedbo znanstvenih metod, ki vključujejo uporabo spletne aplikacije in določevalnih ključev na določenem izbranem področju. Bistveni doprinos k stroki je tako omogočanje dijakom zgodnje razvijanje praktičnih uporabnih vrednosti, sposobnosti razumevanja, uporabe in izdelave znanstvenih metod, smiselne ureditve in pomenske predstave v prikazovalnem učnem procesu. Vse to je izvedeno v specifičnem, nevsakdanjem učnem okolju, ki hkrati omogoča in zahteva telesno aktivnost tudi v šoli in tako pripomore k zdravemu življenjskemu slogu kot delu vsakdanjega dela in življenja. Delo na terenu in v učilnici sta ključnega pomena pri razumevanju, vendar se razlikujeta in dopolnjujeta.

KLJUČNE BESEDE: biodiverzيتeta, znanstvene metode, gibanje, zdravje.

EXERCISE AS PART OF SCIENTIFIC IDENTIFICATION OF PLANT BIODIVERSITY

ABSTRAKT

Ecology is a scientific discipline that studies the distribution and abundance of living organisms, the relationships between living beings as well as between living beings and non-living environments. Science plays a key role in decision-making regarding the assessment of population sizes in ecology. Only scientifically verified, credible data can enable sovereign, solid decisions which ensure that appropriate measures have been taken to combat inevitable criticism. The purpose of this contribution is to present the use of quantitative and qualitative scientific methods that assist in assessing the size (density) of plant species populations: the method of unstructured open-ended questions, the observation method, and the square method in practice, during the implementation of the curriculum for the high school elective subject Biology, while simultaneously introducing work formats that involve physical activity in nature. The educational effect of this practice is that students directly recognize and engage in a different learning environment and nature, whilst familiarising with the role and importance of biodiversity research through the application of scientific methods, which include the use of online applications and identification keys in a specific chosen area. A key contribution to the field is thus enabling students to develop practical applied values, the ability to understand, use, and create scientific methods, meaningful organization, and conceptual representation in a demonstrative learning process, all executed in a specific, unconventional learning environment that simultaneously facilitates and requires physical activity in school, thereby contributing to a healthy lifestyle as part of everyday work and life. Work in the field and in the classroom is crucial for understanding, but they differ and complement each other.

KEYWORDS: biodiversity, scientific methods, exercise, health.

GIBANJE IN ZDRAVA PREHRANA – TO NAJ BO NAŠA VSAKDANJA NAVADA

POVZETEK

Za zdrav razvoj, tako telesa, kot vseh elementov socializacije, razvijanja interesov, odgovornosti, samopodobe, potrebujejo otroci in mladostniki dovolj aktivnega življenja, dovolj gibanja in zdravo prehrano. Hrana je gradbeni material za telo in dokazano vpliva na vsakodnevno razpoloženje, storilnost in energijo. Navade in izbire se učimo in dobimo najprej v domačem okolju, od navad naše ožje in širše družine. Če so te navade zdrave in če ponujamo zdrave izbire, jih nato samo še dodajamo in gradimo v vrtcu in šoli. Naši otroci preživijo tudi 9 ur od doma. Naša dolžnost in njihova pravica je, da jim omogočimo zdravo prehranjevanje, dovolj tekočine, gibanje, ne samo pri športu, tudi gibalne odmore, prekinjanje sedenja in druženje z vrstniki in sošolci na način, ki ga izbirajo sami.

Ko imaš zdravje, pravijo, imaš vse. Pa še kako res je to. Z gibanjem krepimo telo in dušo, zdravo telo in zdrava duša, nam dasta energijo in pozitivnost, ki jo potrebujemo prav vsak trenutek našega življenja.

V prispevku bom predstavila organizacijo različnih dejavnosti gibanja na ravni celotne šole. Pri dejavnostih gibanja otroci zamenjajo okolje, ki vključuje sproščene igre na prostem, športne dejavnosti, dejavnosti v sklopu šolskih projektov in druge oblike gibanja. Gre za primere dobre prakse, ki pozitivno vplivajo na kakovost učnega procesa, pri učencih spodbujajo ustvarjalnost in pripomorejo k dvigu samopodobe učencev.

Izvajanje gibalnih dejavnosti pozitivno vpliva na učence, na njihove duševne, čustvene sposobnosti in socialni razvoj.

KLJUČNE BESEDE: zdrav razvoj, zdrava prehrana, zdravje, gibanje.

EXERCISE AND HEALTHY EATING – THIS SHOULD BE OUR DAILY HABIT

ABSTRACT

For the healthy development of both the body and all elements of socialization, development of interests, responsibility, self-image, children and adolescents need enough active life, enough exercise and a healthy diet. Food is the building material for the body and has been proven to affect daily mood, productivity and energy. Habits and choices are learned and acquired first in the home environment, from the habits of our immediate and extended family. If these habits are healthy and if we offer healthy choices, then we just add and build on them in kindergarten and school. Our children also spend 9 hours away from home. It is our duty and their right to enable them to eat healthy, have enough fluids, exercise, not only in sports, but also exercise breaks, breaks from sitting and socializing with peers and classmates in the way they choose.

When you have health, they say, you have everything. How true that is. Movement strengthens body and soul, a healthy body and a healthy soul give us energy and positivity, which we need every moment of our lives.

In the paper, I will present the organization of various movement activities at the level of the entire school. In movement activities, children change the environment, which includes relaxed outdoor games, sports activities, activities as part of school projects and other forms of movement. These are examples of good practice that have a positive impact on the quality of the learning process, encourage creativity in students and help raise students' self-esteem.

Carrying out movement activities has a positive effect on students, on their mental, emotional abilities and social development.

KEYWORDS: healthy development, healthy diet, health, movement.

VPLIV ZELENIH RASTLIN V RAZREDU

POVZETEK

Številne raziskave potrjujejo, da zelene rastline v učilnicah ne samo izboljšujejo kakovost zraka, temveč pozitivno vplivajo tudi na dobro počutje, znižujejo stres ter spodbujajo razvoj miselnih sposobnosti in socialni razvoj učencev.

V okviru dvoletne raziskave sem preučevala vpliv zelenih rastlin v učilnicah na 26 učencev tretjega razreda. S pomočjo metode prikritega opazovanja in analize podatkov sem ugotavljala, kako rastline vplivajo na kognitivne sposobnosti, koncentracijo, razpoloženje in socialno vedenje učencev. V drugem letu raziskave so učenci prinesli svoje rastline in zanje skrbeli skozi šolsko leto.

V prispevku predstavljam rezultate opazovanj in pogovorov z učenci ter analiziram vpliv te prakse na učni proces in zmanjševanje stresa, zlasti pri učencih z več energije in introvertiranih. Izjave učencev in fotografije letošnje generacije dodatno osvetljujejo učinke prisotnosti rastlin.

Moje delo prispeva k strokovnim smernicam za ustvarjanje učilnic, ki spodbujajo zdravje, kognitivni razvoj in odgovornost učencev. Predstavlja tudi primer dobre prakse za učitelje, ki si želijo razviti bolj spodbudno in zdravo učno okolje.

KLJUČNE BESEDE: zelene rastline, kognitivne sposobnosti, razpoloženje, socialno vedenje, spodbudno učno okolje.

THE IMPACT OF GREEN PLANTS IN THE CLASSROOM

ABSTRACT

Many studies confirm that green plants in classrooms not only improve air quality, but also have a positive impact on well-being, reduce stress, and promote the development of students' thinking skills and social development.

In a two-year study, I looked at the effects of green plants in classrooms on 26 third-grade pupils. I used a method of covert observation and data analysis to investigate how plants affect students' cognitive abilities, focus, mood and social behaviour. In the second year of the study, students brought in their own plants and cared for them throughout the school year.

In this work, I describe the findings of my observations and interviews with the students as well as an analysis of the effect of and analyse the impact of this practice on the learning process and stress reduction, particularly among the more energetic and introverted students. The pupils' statements and the photographs of this year's generation offer further light on the effects of the presence of plants.

My work contributes to professional guidelines for designing classrooms that promote students' health, cognitive development and responsibility. It also serves as example of good practice for teachers seeking to create a more engaging and healthier learning environment.

KEYWORDS: green plants, cognitive skills, mood, social behaviour, stimulating learning environment.