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15. mednarodna strokovna konferenca
AVTONOMIJA ŠOLE
**PRI RAZVIJANJU TRAJNOSTNEGA ODNOSA
DO NARAVE IN (SO)LJUDI**

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ver. 16. 4. 2024



POVZETKI PREDSTAVITEV

Polona Arcet, Center za sluh in govor Maribor, Maribor

NAČINI IN METODE DELA PRI UČENJU POSAMEZNIKOVE ODGOVORNOSTI IN EMPATIJE DO SOLJUDI METHODS AND TECHNIQUES FOR TEACHING INDIVIDUAL RESPONSIBILITY AND EMPATHY TOWARDS OTHERS

V času, v katerem živimo, je opaziti vse več odtujenosti v odnosih, egocentrizma in negativnega vpliva družbenih omrežij. To vpliva na odnose med ljudmi in do stvari. V šolstvu je opaziti težave otrok pri obvladovanju čustev, sprejemanju pravil, vedno več je različnega medvrstniškega nasilja. Ob nadaljevanju takšnih življenjskih vzorcev nas lahko čakajo negativne družbene posledice. Zato moramo že danes začeti razmišljati, kako povečati spoštljiv odnos do ljudi in okolja. Kot učitelji imamo možnost vplivati na učence s pozitivnimi zgledi, jih naučiti spoznati sebe, umiriti svoje telo in misli, da postanejo odgovorni za svoja ravnanja. V prispevku želim predstaviti načine, kako opolnomočiti najprej sebe in kako pri otrocih oblikovati osebnost, razvijati odgovornost in sposobnost za empatijo.

Ključne besede: oblikovanje osebnosti, empatija, odgovornost.

In the times we live in, there is an increasing sense of alienation in relationships, egocentrism, and the negative influence of social media. This affects relationships between people and their attitudes towards things. In education, we observe difficulties among children in managing emotions, accepting rules, and an increasing amount of peer violence. Continuing such life patterns may lead to negative social consequences. Therefore, we must start thinking today about how to increase respectful attitudes towards people and the environment. As teachers, we have the opportunity to influence students with positive examples, teach them to understand themselves, calm their bodies and minds, and become responsible for their actions. In this contribution, I aim to present ways to empower ourselves first and how to shape children's personalities, develop responsibility, and cultivate empathy.

Keywords: personality development, empathy, responsibility.

Rebeka Bajec, OŠ Gabrovka - Dole, Gabrovka

ZDRAVJU IN OKOLJU PRIJAZNE VSEBINE NA OŠ GABROVKA - DOLE

HEALTH AND ENVIRONMENT FRIENDLY EDUCATION ACTIVITIES AT GABROVKA - DOLE PRIMARY SCHOOL

Šola je prostor, kjer otroci preživijo na tisoče ur, ustanova, ki je poleg družine eno izmed ključnih podpornih okolij pri otroškem razvoju in predstavlja prostor učenja, življenja in izkušenj. Otrokom je potrebno zagotoviti, da si pridobijo znanja na temelju izkušenj, s pomočjo raziskovanja, poskusov in praktičnega dela. V šolah, kjer se promovirajo zdravje in okoljske vsebine, se te vsebine obravnavajo na celosten in sistematičen način preko različnih dejavnosti in programov, ki jih šole izvajajo same v okviru učnega načrta ali pa se povezujejo z drugimi institucijami. V prispevku so opisane dejavnosti, s katerimi na Osnovni šoli Gabrovka - Dole promoviramo zdravje in okoljske vsebine za učitelje, učence in starše.

Ključne besede: promocija zdravja, duševno zdravje, gibanje, sodelovanje, ekologija.

School is a place where children spend thousands of hours. Besides family, school is an institution that is one of the key supporting environments for children's development as it represents a place of learning, life and experience. We need to ensure that children acquire knowledge based on experience, through research activities, experiments and practical work. Schools that promote health and environment



friendly activities address these topics in a holistic and systematic way through various activities and programs which the schools implement themselves within the curriculum or in connection with other institutions. The article describes the activities with which we promote health and environment friendly topics for teachers, pupils and parents at Gabrovka - Dole Primary School.

Keywords: health promotion, mental health, movement, cooperation, ecology.

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SO VAKERES? / KAJ GOVORIŠ? - ANALIZA STANJA NA PODROČJU POUČEVANJA ROMŠČINE V SLOVENSKEM ŠOLSLEM SISTEMU

SO VAKERES? / WHAT ARE YOU TALKING ABOUT? - ANALYSIS OF THE SITUATION IN THE FIELD OF ROMANI LANGUAGE TEACHING IN THE SLOVENIAN SCHOOL SYSTEM

Otrok usvoji strukturo materne jezika med drugim in četrtem letom starosti, pri učenju drugega jezika pa je pomembno, da otrok najprej dobro obvlada svoj materni jezik. Če je proces usvajanja materne jezika romskih otrok okrnjen, to lahko vodi do pomanjkljivega usvajanja slovenskega jezika, saj je to zanje jezik, ki se ga »morajo« naučiti, če se želijo vključiti v novo okolje. V tem kontekstu je izrednega pomena, da romskim otrokom zagotavljamo kakovostne jezikovne izkušnje v obeh jezikih. Kakšno je mnenje romskih otrok in njihovih staršev glede poglobljenega spoznavanja romskega jezika v šoli, ki predstavlja osnovo za kakovostno jezikovno znanje slovenskega jezika, pa je predstavljeno v pričujočem prispevku. Ključne besede: romski otroci, materni jezik, romski jezik, drugi jezik, slovenski jezik.

A child acquires the structure of his mother tongue between the ages of two and four, and when learning a second language it is important that the child first has a good command of his mother tongue. If the process of acquiring the mother tongue of Romani children is curtailed, this can lead to a defective acquisition of the Slovenian language, since it is a language they "must" learn if they want to integrate into a new environment. In this context, it is extremely important to provide Romani children with quality language experiences in both languages. What is the opinion of Romani children and their parents regarding the in-depth learning of the Romani language at school, which represents the basis for quality linguistic knowledge of the Slovenian language, is presented in the present article.

Keywords: Romani children, mother tongue, Romani language, second language, Slovenian language.

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POMEN PARIŠKEGA SPORAZUMA ZA EKOLOŠKO OZAVEŠČANJE O VPLIVU PODNEBNIH SPREMOMB NA OKOLJE

THE SIGNIFICANCE OF THE PARIS AGREEMENT FOR RAISING ENVIRONMENTAL AWARENESS ABOUT THE IMPACT OF CLIMATE CHANGE ON THE ENVIRONMENT

Podnebne spremembe nastanejo pod vplivom naravnih procesov in antropogenih dejavnosti. Od začetka obdobja industrijske revolucije so človeške dejavnosti prevladujoč dejavnik za nastanek raznih sprememb, kot so procesi globalizacije, industrializacije, krčenja gozdov, prekomerne rabe energije ter rasti števila prebivalcev in njihovih potreb. Posledice podnebnih sprememb so dolgoročne, neposredna posledica je povišanje temperature na zemeljskem površju, nadaljnje posledice pa vodijo v taljenje ledenikov, dviganje morske gladine, ekstremne vremenske pojave, spremembe padavinskih režimov in izginjanje habitatov in biotske raznovrstnosti. Ekstremne vremenske ujme, ki se bodo zgodile, bodo vplivale tudi na varnost prebivalstva. Predmet raziskovalnega dela je analiza dejavnikov podnebnih sprememb, ki so bili ključni za



nastanek Pariškega sporazuma. Naloga raziskuje zgodovinske razvojne poti Pariškega sporazuma, analizo uporabe pomena določb sporazuma in določitev načina uporabe sporazuma za namene dviga okoljske ozaveščenosti prebivalstva (predvsem mladine). Cilj raziskave je predstaviti pomen Pariškega sporazuma za dvig okoljske ozaveščenosti o vplivu podnebnih sprememb na okolje in podati konkretne predloge ukrepov, ki bi jih morali sprejeti v izobraževalne namene. V prispevku so predstavljene posledice podnebnih sprememb, možnosti boja proti njim z uporabo pravnih in svetovnih konvencij in sporazumov, s poudarkom na Pariškem sporazumu. V nalogi je predstavljeno trenutno stanje v Republiki Srbiji ter predlagani ukrepi za izboljšanje stanja, glavni cilj pa je dvig okoljske ozaveščenosti lokalnega in svetovnega prebivalstva.

Ključne besede: Pariški sporazum, okoljska ozaveščenost, podnebne spremembe, okolje.

Climate change is caused by natural processes and anthropogenic activities. Since the beginning of the Industrial Revolution, human activities have been the dominant driver of various changes, such as globalisation, industrialisation, deforestation, excessive energy use, and population growth and needs. The consequences of climate change are long term, with an immediate impact on the Earth's surface temperature, and further impacts leading to melting glaciers, rising sea levels, extreme weather events, changes in rainfall regimes and loss of habitats and biodiversity. The extreme weather events that will occur will also have an impact on the security of the population. The research will analyse the drivers of climate change that were key to the Paris Agreement. The thesis explores the historical development path of the Paris Agreement, analyses the application of the meaning of the Agreement's provisions and determines how the Agreement can be used for the purpose of raising the environmental awareness of the population (especially the youth). The aim of the research is to present the relevance of the Paris Agreement for raising environmental awareness on the impact of climate change on the environment and to give concrete proposals for measures that should be adopted for educational purposes. The paper presents the consequences of climate change, the possibilities of combating it through the use of legal and global conventions and agreements, with a focus on the Paris Agreement. The aim of the research is to present the importance of the Paris Agreement for raising environmental awareness on the impact of climate change on the environment and to give concrete suggestions for actions that should be taken for educational purposes. The paper presents the consequences of climate change, the possibilities of combating it through the use of legal and global conventions and agreements, with a focus on the Paris Agreement. The thesis presents the current situation in the Republic of Serbia and proposes measures to improve the situation, with the main objective of raising the environmental awareness of the local and global population.

Keywords: Paris Agreement, environmental awareness, climate change, environment.

Nuša Bratož, Gimnazija Novo mesto, Novo mesto

MEPI - MEDNARODNO PRIZNANJE ZA MLADE

THE DUKE OF EDINBURGH'S INTERNATIONAL AWARD

Program MEPI se zavzema za osebni razvoj dijaka. Program je sestavljen iz treh stopenj: bronasta, srebrna in zlata. Vsak udeleženec programa mora biti aktiven na treh področjih: šport, pridobivanje novih veščin in prostovoljstvo. Za vsako področje si mora udeleženec zastaviti individualni cilj po metodi SMART. Za dokončanje posamezne stopnje, mora udeleženec opraviti tudi dve pustolovski odpravi. Na pustolovski odpravi udeleženci uporabljajo znanje orientacije, topografije in taborjenja, ki ga pridobijo na skupnih



srečanjih. Na odpravi ne smejo uporabljati denarja, mobilnih telefonov in prevoznih sredstev. Z nahrbtniki se podajo na večdnevno turo, ki jo organiziramo izvajalci programa. Moto programa: »V tebi je več, kot vidiš.«

Ključne besede: osebna rast, prostovoljstvo, šport, druženje.

The MEPI program promotes personal development of students. This program consists of three levels: bronze, silver, and gold. Each participant must be active in three areas: sports, acquiring new skills, and volunteering. For each field, the participant must set an individual goal using the SMART method. To complete each level, the participant must also undertake an adventurous journey. During this journey, they apply their knowledge of orientation, topography, and camping, which they obtain in group meetings. With their backpacks, they set out on an excursion which lasts several days and is organized by the program facilitators. The motto of the program: "There's more to this than meets the eye."

Keywords: personal growth, volunteering, sport, socialising.

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UČENJE ODGOVORNEGA DELOVANJA UČENCEV S POSEBNIMI POTREBAMI GLEDE OKOLJSKE OZAVEŠČENOSTI

TEACHING RESPONSIBLE BEHAVIOUR TO STUDENTS WITH SPECIAL NEEDS REGARDING ENVIRONMENTAL AWARENESS

V prispevku želimo predstaviti oblike in načine dela z učenci s posebnimi potrebami na področju zavedanja o varstvu okolja. V našo ustanovo, Center za sluh in govor Maribor, so usmerjeni učenci z govorno-jezikovnimi motnjami, z motnjo avtističnega spektra ter gluhi in naglušni učenci. Vsi ti učenci imajo težave pri usvajanju znanja, saj je pri njih otežen proces razumevanja, strukturiranja, procesiranja in govorno-jezikovnega izražanja. Pri učenju potrebujejo številne prilagoditve in inovativne pristope. Vsako leto se ob dnevu Zemlje posebej pripravimo in jim na različne načine predstavimo temo ozaveščanja o podnebnih spremembah s poudarkom na odnosu za odgovorno delovanje. Za učence pripravimo različne delavnice, ki jih želim v prispevku predstaviti, povabimo tudi maskoto Duškota (Snaga Maribor), ki se zavzema za čistejši planet. Zaradi posebnosti teh otrok in ob upoštevanju prilagoditev, ki jih potrebujejo, je priprava materiala na omenjeno temo poseben izziv, a njihov napredek in odgovorno delovanje prinašata toliko več zadovoljstva.

Ključne besede: Otroci s posebnimi potrebami, izkustveno učenje, podnebne spremembe, onesnaževanje, varovanje okolja.

In the article, we aim to present forms and methods of working with students with special needs in the field of environmental awareness. In our institution, the Centre for Hearing and Speech Maribor, we cater to students with speech and language disorders, autism spectrum disorder, as well as deaf and hard of hearing students. All these students encounter difficulties in acquiring knowledge due to hindered processes of understanding, structuring, processing, and speech-language expression. They require numerous adaptations and innovative approaches in learning. Every year, especially on Earth Day, we prepare special activities and introduce the theme of climate change awareness to them in various ways, emphasizing responsible behaviour. We organize various workshops for the students, which we would like to present in this article. We also invite the mascot Duško (from Snaga Maribor), who advocates for a cleaner planet. Due to the specific needs of these children and considering the adaptations they require,



preparing material on this topic poses a specific challenge. However, witnessing their progress and responsible actions brings even greater satisfaction.

Keywords: Children with special needs, experiential learning, climate change, pollution, environmental conservation.

Nataša Čeh, OŠ Franceta Prešerna Črenšovci, Črenšovci

KOLESARSTVO V OSNOVNI ŠOLI IN VARNOST NA CESTI

PRIMARY SCHOOL CYCLING AND ROAD SAFETY

Otroci do dopolnjenega 14. leta starosti se smejo samostojno vključevati v promet kot kolesarji šele, ko imajo opravljen kolesarski izpit. Na OŠ Franceta Prešerna Črenšovci kolesarski izpit opravljajo v 4. razredu. Priprava učencev na samostojno kolesarjenje je velik izziv, saj je treba naučeno znanje uporabiti tudi v praksi. Vseh prometnih situacij se ne da naučiti, zato je treba na cesti ravnati preudarno in odgovorno. Tudi ko učenci opravijo kolesarski izpit, še niso popolnoma pripravljene na samostojno kolesarjenje, saj še ne obvladajo težjih situacij v prometu. V primeru srečevanja z drugimi udeleženci v prometu jih je pogosto strah in naučeno pozabijo. Spodbujanje kolesarstva je zelo dobro za okolje in tudi samostojnost otrok. Otroci, ki v šolo in obšolske dejavnosti prihajajo s kolesom, se več gibajo na svežem zraku, starši pa so manj obremenjeni s prevozi otrok.

Ključne besede: kolesarski izpit, varnost, teoretični del, praktični del.

Children up to the age of 14 can start participating in traffic independently as cyclists only when they have passed a cycling test. In our country, it is can be passed in the 4th grade. Preparing students for independent cycling is a big challenge, as it is necessary to apply the learned knowledge in practice. Not all traffic situations can be learned by heart, so it is always necessary to have a healthy amount of common sense and discretion on the road. Even when students pass their cycling test, they are not yet completely ready to cycle independently. They are not able to handle all difficult traffic situations. In the case of meeting other road users, they are often afraid and then forget what they have already learned. However, encouraging cycling is very good for the environment and also for children's independence. If children ride their bikes to school and to extracurricular activities they get more exercise in the fresh air, parents don't need to drive them and they can go to school later in the morning. Cycling is also more economical for parents, as they do not spend as much fuel and time transporting children.

Keywords: cycling test, safety, theoretical part, practical part.

Maruša Čop, OŠ dr. Franceta Prešerna Ribnica, Ribnica

KAKO DO SPODBUDNE IN VKLJUČUJOČE RAZREDNE KLIME BREZ NASILJA

HOW TO OBTAIN A SUPPORTIVE AND INCLUSIVE CLASSROOM CLIMATE WITHOUT VIOLENCE

Vsako leto se na šoli soočamo z nasiljem, ki je žal vse bolj razširjeno. Opažamo velik porast verbalnega, fizičnega in spletnega nasilja. Zaradi vsega tega je lahko razredna klima zelo slaba, zlasti, če je potrebno kar naprej razreševati konflikte, ki se pojavljajo med učenci. V prispevku želim pokazati, na kakšen način se v razredu borimo proti nasilju in spodbujamo nenasilje ter kako rešujemo spore, ki se zaradi nasilja pojavljajo, predvsem pa, s katerimi dejavnostmi vplivamo na spodbudno in vključujočo klimo v razredu. Opisane dejavnosti uporabljam v praksi, torej se v prispevku nanašam na svoje izkušnje. Opazila sem, da večina dejavnosti pripomore k boljši razredni klimi, medosebnim odnosom ter k izboljšanju individualne



samopodobe. Moje glavno vodilo je, da imajo vsi učenci pravico do varnega in spodbudnega šolskega okolja, da se počutijo sprejete, predvsem pa, da meni, kot učiteljici, zaupajo.
Ključne besede: razredna klima, nasilje, reševanje konfliktov, samopodoba, simbioza v razredu.

Every year we face violence at school, and unfortunately it is becoming more and more widespread. We are seeing a huge increase in verbal, physical and online violence. All of this can make the classroom climate very bad, especially if we have to keep resolving conflicts that arise among students. In this paper, I want to show how we tackle violence and promote non-violence in the classroom, how we resolve conflicts that arise as a result of violence and, above all, what activities we use to foster a supportive and inclusive classroom climate. I personally practice these activities, so in this paper I refer to my own experience. I have noticed that most of the activities contribute to a better classroom climate, interpersonal relations and individual self-esteem. My main guiding principle is that all students have the right to a safe and supportive school environment, to feel accepted and, above all, to trust me as their teacher.

Keywords: classroom climate, violence, conflict resolution, self-esteem, class symbiosis.

Katarina Diklić, Milan Luković, Žarko Bunoš, Osnovna škola "Vuk Karadžić" Surčin, Surčin (Srbija),
Osnovna škola "22.oktobar" Surčin, Surčin (Srbija)

SODELOVANJE Z LOKALNO SAMOUPRAVO

COOPERATION WITH LOCAL SELF-GOVERNMENT

Prispevek proučuje sodelovanje med osnovnima šolama "Vuk Karadžić" in "22.oktobar" iz Surčina ter lokalno samoupravo, tako na ravni Mestne občine Surčin kot na ravni mesta Beograd, da bi organizirati in izvajati dejavnosti, namenjene različnim oblikam trajnostnega razvoja. Glede na raznolikost teh dveh šol in pospešen razvoj Občine Surčin se izvajajo številne aktivnosti z namenom razvijanja znanj, spretnosti in odnosov dijakov, ki spodbujajo trajnostni način razmišljanja. S celostnim pristopom se trudimo vzgajati in vzgajati mlade generacije za čas, ki prihaja. Ker se naši dijaki razlikujejo po socialnem, ekonomskem, nacionalnem in kulturnem statusu, so pestre in številne tudi dejavnosti, ki jih izvajamo. Večino aktivnosti organiziramo vsako leto, kar pomeni, da gre za kontinuiran proces z dolgoročnimi rezultati. Povezanost med pedagoškimi predmeti in uporaba različnih kompetenc daje celovit pomen, prepoznaven vsem dejavnikom družbenega življenja v samem šolskem okolju in širši lokalni samoupravi.

Ključne besede: osnovna šola, lokalna samouprava, skupne dejavnosti, sodelovanje.

The paper examines the cooperation between the primary schools "Vuk Karadžić" and "22.oktobar" from Surčin and the local self-government in order to organize and implement activities aimed at various forms of sustainable development. Given the diversity of these two schools and the accelerated development of the Municipality of Surčin, numerous activities are carried out in order to develop students' knowledge, skills and attitudes that promote a sustainable way of thinking. Through a holistic approach, we strive to educate and educate young generations for the time to come. As our students differ in social, economic, national and cultural status, the activities that are carried out are also varied and numerous.

Keywords: elementary school, local self-government, joint activities, cooperation.



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TRADICIJA, FOLKLORA, VEČSTOLETNA LJUDSKA UMETNOST

TRADITION, FOLKLORE, FOLK ART OF THE AGES

Folklor in tradicija predstavljata temelje makedonske kulture in umetnosti, ki se prenašata skozi generacije in odražata duhovno in kulturno preteklost ljudi. Glasbena folklor, kot del izročila, obsega vokalno, vokalno-instrumentalno in instrumentalno glasbo, s pesmimi, ki se pojejo na gosli, in plesi ob spremljavi dud ali igranju. Plesi, kot je kolo, so ključni v makedonskem folklornem izrazu, s posebnim pomenom in simboliko, povezano s prostorom, arhitekturo in družbenim življenjem. Skozi zgodovino se je makedonska folklor razvijala in spreminjala, vendar je ohranila svojo izvirnost in pristnost. Plesi in pesmi imajo globoke korenine v ljudskih verovanjih, obredih in vsakdanjem življenju ter pogosto odražajo pomembne dogodke, kot so rojstva, poroke in smrti. Drug vidik tradicije predstavljajo narodne noše, tako zimske kot poletne, ki odražajo značilnosti posameznega letnega časa in priložnosti. Družina ima ključno vlogo pri ohranjanju in prenašanju kulturne dediščine.

Ključne besede: folklor, tradicija, glasba, ples, narodna noša.

Folklore and tradition represent the foundations of Macedonian culture and art, which are passed down through the generations and reflect the spiritual and cultural past of the people. Musical folklore, as part of the tradition, includes vocal, vocal-instrumental and instrumental music, with songs sung on the fiddle and dances accompanied by bagpipes or playing. Dances such as kolo are central to Macedonian folkloric expression, with special meaning and symbolism linked to space, architecture and social life. Throughout history, Macedonian folklore has evolved and changed, but it has retained its originality and authenticity. Dances and songs have deep roots in folk beliefs, rituals and everyday life and often reflect important events such as births, marriages and deaths. Another aspect of tradition is represented by national costumes, both winter and summer, which reflect the characteristics of each season and occasion. The family plays a key role in the preservation and transmission of cultural heritage.

Keywords: folklore, tradition, music, dance, national costume.

Perica Dimkovski, Osnovna šola "Vuk Karadžić" Kumanovo, Kumanovo (Severna Makedonija)

PRAVI NAČIN KULTURNEGA OBNAŠANJA V OSNOVNI ŠOLI ZA UČENCE IN UČITELJE

THE RIGHT WAY OF CULTURAL PRIDE IN THE PRIMARY SCHOOL OF PUPILS AND PUPIL-TEACHERS

Prispevek obravnava primerno in kulturno obnašanje v osnovni šoli, tako učiteljev kot učencev, in njeno vrednost za oblikovanje kulture posameznika in družbe. Kultura, izpeljana iz latinske besede "cultus", se nanaša na človekovo dejavnost in oblikuje ljudske aktivnosti in vrednote. Učitelji imajo ključno vlogo pri prenosu kulture na učence, kar vpliva na njihovo zrelost, vedenje in vrednote. Šola je osrednja institucija za spodbujanje in učenje kulturnega obnašanja. Prispevek poudarja pomen kulturnega obnašanja, norm, vrednot in njihove vloge v družbi ter kako se kultura prilagaja in prenaša skozi generacije. Razpravlja tudi o spremembah kulturnih vrednot in značilnostih, ki vplivajo na družbeno obnašanje in komunikacijo, ter o vplivu tehnologije, izobraževanja in drugih dejavnikov na kulturo.

Ključne besede: kultura, učenci, učitelji, osnovna šola, srednja šola, pravo, prijateljstvo.

The paper deals with appropriate and cultural behavior in elementary school, both of teachers and students, and its value for shaping the culture of the individual and society. Culture, derived from the Latin word "cultus", refers to human activity and shapes popular activities and values. Teachers play a key role in transmitting culture to students, which affects their maturity, behavior and values. The school is the



central institution for the promotion and learning of cultural behavior. The paper emphasizes the importance of cultural behavior, norms, values and their role in society, as well as how culture is adapted and transmitted through generations. It also discusses changes in cultural values and characteristics that affect social behavior and communication, as well as the impact of technology, education, and other factors on culture.

Keywords: culture, students, teachers, primary school, secondary school, law, friendship.

Janko Durič, OŠ Tišina, Tišina

OD UČINKOVITE KOMUNIKACIJE DO REŠEVANJA KONFLIKTNIH SITUACIJ MED UČITELJI IN STARŠI TER VLOGA RAVNATELJA

FROM EFFECTIVE COMMUNICATION TO CONFLICT RESOLUTION BETWEEN TEACHERS AND PARENTS AND THE ROLE OF THE PRINCIPAL

Proces in vsebina komunikacije med strokovnimi delavci zavoda in starši otrok pomembno prispevata h kakovostnejšemu življenju otrok v šoli in družini. Odgovornost učiteljev in staršev za odnose med učenci je na obeh straneh, zato je temelj učinkovite komunikacije partnerski odnos zaupanja. Prizadevanja vodstva zavoda temeljijo na zavedanju učinkovite komunikacije učiteljev in staršev za največjo korist njihovega otroka. Ravnatelj se v podpori učiteljem in skupaj s starši zaveda pomena kvalitetne izmenjave informacij o učencu skozi vsa šolska obdobja. V kolikor je ta iz različnih razlogov zmanjšana ali prekinjena, lahko učenec čuti njeno pomanjkanje. Šola je tista, ki mora zgraditi most sodelovanja s starši.

Ključne besede: komunikacija, sodelovanje, učitelji in starši, razreševanje konfliktov, vloga ravnatelja.

The process and content of communication between professional staff of the institute and parents significantly contribute to a higher quality of life for children in both school and family settings. The responsibility for relationships among students lies on both sides of the equation, making trust-based partnerships the cornerstone of effective communication. The efforts of school management are based on the awareness of effective communication between teachers and parents for the greatest benefit of their child. In support of teachers and together with parents, the principal is aware of the importance of quality exchange of information about the pupil throughout school years. If it is reduced or interrupted for various reasons, the student may feel its lack. It is the school that must build a bridge with parents.

Keywords: communication, collaboration, teachers and parents, conflict resolution, role of the principal.

Sara Fekonja, OŠ Franceta Prešerna Črenšovci, Črenšovci

PREHRANSKE OMEJITVE PRI PREDŠOLSKIH OTROCIH

DIETARY RESTRICTIONS IN PRESCHOOL CHILDREN

Prehrana otroka v predšolskem obdobju ima pomemben vpliv na zdravje. V tem času je otrok popolnoma odvisen od odraslih, ki skrbijo zanj in oblikujejo njegovo prihodnost. V raziskovalni nalogi sem želela ugotoviti, na kakšen način poteka obveščanje strokovnih delavcev o otrokovi dietni prehrani, kakšen je odnos vzgojiteljev do zagotavljanja dietne prehrane in nasploh njihovo poznavanje definicije diete in razlike med le-temi. Zanimalo me je tudi, ali se strokovni delavci, zaposleni v vrtcu, čutijo usposobljene ukrepati ob morebitnih alergijskih reakcijah in s kakšnimi težavami se srečujejo pri zagotavljanju dietne prehrane otrok v vrtcu. Vsi strokovni delavci (100 %) so odgovorili, da jih o otrokovi dieti predhodno obvestijo vzgojiteljice oddelka, v katerega je vključen otrok z dieto. Več kot polovica (54 %) jih je odgovorila tudi, da se sodelavci med seboj informirajo na podlagi poznavanja določenega otroka oziroma kateri otroci



imajo zagotovljeno dietno prehrano. Pri predzadnjem raziskovalnem vprašanju sem preverjala, ali se vzgojitelji počutijo usposobljene ukrepati ob pojavu alergijske reakcije pri otroku. Ugotovila sem, da se 12 od skupno 13 strokovnih delavcev vrtca počuti usposobljene ukrepati ob pojavu lažje alergijske reakcije, kar je 92 % vseh anketirancev. Nobena vzgojiteljica in pomočnica vzgojiteljice se ne počuti popolnoma usposobljena reagirati na katero koli obliko alergijske reakcije, kar dokazuje, da bi v izbranem vrtcu lahko posvečali nekoliko več pozornosti dietni prehrani.

Ključne besede: alergija, dieta, intoleranca, predšolski otroci.

The nutrition of a child during the preschool period has a significant impact on health. During this time, the child is entirely dependent on adults who care for them and shape their future. In my research project, I aimed to determine how professionals are informed about a child's dietary nutrition, what the attitude of educators is towards providing dietary nutrition, and generally their understanding of the definition of a diet and the differences among them. I was also interested in whether professional staff employed in preschools feel competent to respond to potential allergic reactions and what difficulties they encounter in providing dietary nutrition for children in preschool. Based on the survey questionnaire, I found that the most common allergies occurring in preschool children are egg and milk allergies, as well as dairy products. All professional staff (100%) stated that they are informed about a child's diet beforehand by the preschool teachers of the class in which the child with the diet is enrolled. More than half (54%) also responded that colleagues inform each other based on their knowledge of specific children or which children have guaranteed dietary provisions. Based on the obtained responses, I can conclude that it is important for all staff members to be acquainted with the diets of the children under their care.

Keywords: allergy, diet, intolerance, preschool children.

Sonja Gjerkeš Ščančar, OŠ Franceta Prešerna Črenšovci, Črenšovci

POZITIVNO IN Z NASMEHOM

POSITIVELY AND WITH A SMILE

Pomembnost pozitivnega mišljenja, sprejetosti in varnosti so ključni pojmi povezani z dobrim počutjem in občutkom pripadnosti. Učitelji razrednega pouka, ki poučujemo učence v prvih razredih imamo pomembno vlogo, da zgradimo razredno skupnost v kateri se vsi učenci poučijo sprejete, varne in sproščene. V razredih, kjer se učenci počutijo varne in sprejete, delo poteka lažje. Kadar prihaja do konfliktov in neprijetnih občutkov je pomembno, da učence naučimo primernih odzivov na nastala čustva ter empatije ostalih. Učence je za uspešno funkcioniranje v družbi potrebno naučiti strategij spoprijemanja z manj prijetnimi čustvi in situacijami. Tako kot učenje, je tudi na vzgojnem področju pomembno, da delo poteka sistematično in kontinuirano. Zdrava, pozitivna samopodoba, dobri odnosi in empatija so plod trdega dela na vzgojnem področju šole. Delo mora biti vpeto v LDN učitelja in šole ter se odražati pri delu vsakega strokovnega delavca. V prispevku bodo predstavljene dejavnosti za razvijanje varnega in spodbudnega učnega okolja, ki jih izvajamo na šoli.

Ključne besede: učno okolje, čustva, klima v razredu, neželjeno vedenje, empatija, občutek lastne vrednosti.

The importance of positive thinking, acceptance and security are key concepts related to well-being and a sense of belonging. Classroom teachers, who teach students in the first grades, have an important role to play in building a class community in which all students learn in an accepted, safe, and relaxed manner. In classes where students feel safe and accepted, work goes more easily. When conflicts and unpleasant



feelings arise, it is important to teach students appropriate responses to the resulting emotions and empathy for others. To function successfully in society, students need to be taught strategies for coping with less pleasant emotions and situations. Just like in learning, it is also important in the field of education that the work is carried out systematically and continuously. A healthy, positive self-image, good relationships and empathy are the result of hard work in the educational field of school. The work must be included in the LDN of the teacher and the school and be reflected in the work of each professional worker. The paper will present the activities for the development of a safe and stimulating learning environment, which are carried out at the school.

Keywords: learning environment, emotions, classroom climate, unwanted behaviour, empathy, sense of self-worth.

Romana Glavač, OŠ Franceta Prešerna Črenšovci, Črenšovci

UČENCEM PRIJAZNO UČNO OKOLJE

STUDENT-FRIENDLY LEARNING ENVIRONMENT

V prispevku je predstavljeno, kako in na kakšen način lahko ustvarimo šolsko okolje, ki bo učencem prijazno in v katerem se bodo počutili sprejete ter varne. V vzgoji in izobraževanju nenehno poudarjamo, da so poleg učnih izjemno pomembne tudi vzgojne vsebine, ki so v doseganju obsežnih učnih ciljev pogosto zanemarjene ali pa nam za njihovo uresničevanje preprosto primanjkuje časa. Z drugačnimi (njim blizu) vsebinami učence pritegnemo, da raje prihajajo v šolo. S tem ko jim ponudimo dejavnosti, pri katerih se počutijo varne in sprejete, jim omogočimo, da so uspešni, bolj spoštljivi, in na ta način krepijo svojo samopodobo in boljši pogled na prihodnost.

Ključne besede: Varnost, sprejetost, samopodoba, dobro počutje.

In this article, I want to present how and in what way we can create a student-friendly school environment in which the students will feel accepted and safe. In education and training, we constantly emphasize that in addition to learning content, educational content is also important but it is often neglected because of the achievement of learning goals. Or we simply run out of time for educational goals. We educate students unconsciously and many times we are not even aware of it. If we offer students a slightly different content, they prefer to come to school. By offering students activities where they feel safe and accepted, we can successfully prepare them to become, or at least try to become, the best version of themselves. At the same time, their healthy self-esteem is strengthened.

Keywords: Safety, acceptance, self-esteem, well-being.

Boštjan Golob, Tehniški šolski center Maribor, Maribor

POUČEVANJE STROKOVNIH MODULOV Z VIDIKA TRAJNOSTNE PROIZVODNJE

TEACHING OF PROFESSIONAL MODULES FROM THE PERSPECTIVE OF SUSTAINABLE PRODUCTION

Trajnostna proizvodnja pomeni ustvarjanje izdelkov, ki zmanjšujejo negativne vplive na okolje, hkrati pa ohranjajo energijo in naravne vire. Zato je potrebno že pri poučevanju strokovnih modulov na področju strojništva vpeljati celoten proces od načrtovanja do izdelave na čim bolj trajnosten način. Tehnološki razvoj nam omogoča optimizacijo procesov, zato so v prispevku prikazani primeri vpeljave trajnostnega razvoja na področju obdelave in avtomatizacije v procesu izobraževanja. Zaradi tega je potrebno v času šolanja dijakom predstaviti čim več dobrih praks na področju trajnostnega razvoja. Predvsem obnovljive



vire energije in recikliranje. Saj bomo le tako lahko omogočili naslednjim generacijam, da bodo lahko živeli v okolju, ki bo podoben današnjemu.

Ključne besede: Proizvodnja, avtomatizacija, tehnološki razvoj, obdelovalni stroji, trajnostna proizvodnja.

Sustainable production means creating products that reduce negative impacts on the environment while conserving energy and natural resources. Therefore, it is necessary to introduce the entire process from planning to production in the most sustainable way even when teaching professional modules in the field of mechanical engineering. Technological development allows us to optimize processes, so the article shows examples of the introduction of sustainable development in the field of processing and automation in the education process. For this reason, it is necessary to present as many good practices as possible in the field of sustainable development to students during school. Mainly renewable energy sources and recycling. Only in this way will we be able to enable future generations to live in an environment similar to today's.

Keywords: Production, automation, technological development, machine tools, sustainable production.

Mitja Gomboc, OŠ Franceta Prešerna Črenšovci, Črenšovci

SPODBUJANJE AVTONOMIJE UČENCEV V RAZŠIRJENEM PROGRAMU

ENCOURAGING PUPILS AUTONOMY IN RAZŠIRJENI PROGRAM

Namen prispevka je predstaviti delo v slovenskem nacionalnem poskusu na področju vzgoje, to je razširjenem programu, kako vzpodbujamo avtonomijo v šoli z vplivom načela avtonomnosti in odgovornosti ter motiviranost učencev za šolsko delo. Z različnimi metodami dela lahko povečamo avtonomijo učencev, posledično povečamo učno motivacij ter njihovo doživljanje izbrane dejavnosti. Zadnji del prispevka je namenjen primeru dobre prakse organizacije in izvedbe razširjenega programa, ki na OŠ Franceta Prešerna Črenšovci poteka šesto leto. Predstavljene bodo dejavnost v, ki jih izvajam v razširjenem program sklopu gibanje in zdravje za dobro psihično in fizično počutje. Z gibalnimi dejavnostmi lahko na različne načine vzpodbujamo avtonomijo učencev.

Ključne besede: avtonomija, razširjeni program, vzpodbujanje, učenci.

Our purpose of writing this article, is an experiment in the field of education called Razširjeni program. In this article we will introduce how we encourage autonomy in primary school. Which are the methods that encourage learning motivation, responsibility and how we increase autonomy of pupils. The last part of the article is intended to present example of good practice and organization in Razširjeni program on our school, which is in its sixth year. There will be represented activities, we performed in extended program within movement and health, which affect mental and physical well-being. So to speak with many different ways, as movement activities we can encourage pupils autonomy.

Keywords: autonomy, Razširjen program, encouragement, pupils.

Suzana Grah, Center za sluh in govor Maribor, Maribor

USTVARJANJE IZ ODPADNIH MATERIALOV PRI INTERESNI DEJAVNOSTI SPRETNI PRSTKI

CREATING FROM WASTE MATERIALS IN THE EXTRACURRICULAR ACTIVITY "SKILFUL FINGERS"

S tradicionalnimi pristopi poučevanja učencev z avtizmom o podnebnih spremembah, o odgovornejšem ravnanju z okoljem, ekologiji, recikliranju, ponovni uporabi odpadne embalaže se lahko pojavi veliko



izzivov, saj ne razumejo abstraktnih pojmov in prenesenih besed. Potreben je multisenzoren pristop, konkretizacija pojmov, uporaba različnih metod in oblik dela. Zato sem kot priljubljeno gradivo pri krožku Spretni prstki, na Centru za sluh in govor Maribor, v prilagojenem programu z enakovrednim izobrazbenim standardom za otroke z avtizmom, med vsebine umestila prebiranje zgodb z ekološko tematiko in kreativno recikliranje odpadnih materialov. Uporabili smo ročne tehnike – slikanje, risanje, rezanje, lepljenje različnih materialov, vlivanje mase v kalup. Izdelki so dekorativni in uporabne narave. Neposredna izkušnja ima za učenje in razvijanje ekoloških vrednot veliko motivacijsko moč. Otroci pri tem razvijajo kritično mišljenje, se učijo sodelovanja, medsebojne komunikacije ter se na zabaven, zanimiv in njim razumljiv način seznanijo z ekološkimi vrednotami in razvijajo spoštljiv odnos do narave. Ključne besede: avtizem, podnebne spremembe, ponovna uporaba odpadne embalaže, zgodbe z ekološko tematiko.

With traditional teaching approaches, teaching students with autism about climate change, responsible environmental behaviour, ecology, recycling, and reusing waste packaging can pose many challenges as they may not understand abstract concepts and figurative language. A multisensory approach, concretization of concepts, and the use of various methods and forms of work are necessary. Therefore, as popular material in the "Skilful Fingers" circle at the Centre for Hearing and Speech Maribor, I incorporated reading stories with ecological themes and creative recycling of waste materials into the adapted program with equivalent educational standards for children with autism. We used hands-on techniques such as painting, drawing, cutting, and gluing various materials, as well as pouring mass into moulds. The products are decorative and of practical nature. Direct experience has great motivational power for learning and developing ecological values. In this process, children develop critical thinking, learn cooperation, mutual communication, and, in a fun, interesting, and understandable way, become acquainted with ecological values and develop a respectful attitude towards nature. Keywords: Autism, climate change, reuse of waste packaging, stories with ecological themes.

Vesna Groznik, OŠ Šmarje - Sap, Šmarje - Sap

DREVESA IN GRMI V OKOLICI ŠOLE – SPOZNAJMO JIH, SE OB NJIH RAZGIBAJMO IN PRISLUHNI MO NJIHOVIM ZGODBAM

TREES AND BUSHES AROUND THE SCHOOL – LET'S GET TO KNOW THEM, EXERCISE AMONG THEM AND LISTEN TO THEIR STORIES.

Ob lepih sončnih dnevih narava kar vabi k drugačnemu in bolj inovativnemu načinu poučevanja. Težko je ostati v učilnici in na klasičen način podajati učno snov. Na srečo je narava naša najboljša učiteljica in učilnica hkrati, predvsem proti koncu šolskega leta, ko veliko časa raje kot zaprti v učilnici preživimo zunaj. Avtorica prispevka je ob pogovoru z učenci na razrednih urah, ki jih je izvedla v naravi, ugotovila, da učenci veliko vrst dreves in grmov, ki se nahajajo v okolici šole, sploh ne opazijo, kaj šele, da bi jih znali poimenovati. Po tehtnem premisleku, kako bi učencem na zanimiv in zabaven način približala spoznavanje narave, se ji je porodila krasna zamisel. Skupaj z učenci so pripravili učno pot spoznavanja drevesnih vrst v neposredni okolici šole, v katero so vključili vse olesenele vrste okrog šole. Da pa bi učno pot naredili zanimivejšo, so ji ob vsaki od izbranih drevesnih vrst dodali preproste vaje za ogrevanje. Tako so spoznavanje novih vrst združili z lažjo telesno dejavnostjo. Ob spoznavanju dreves pa učenci lahko izvedo številne zanimivosti o povezanosti teh živih bitij z našim vsakdanjim življenjem že od nekdaj. Npr. o lipi kot simbolu slovenstva in središču vaškega dogajanja, zanimive zgodbe o poimenovanju dreves, spreminjanju barve listov, staranju, fotosintezi, o pomenu rastlin za kroženje snovi v naravi ... Glavni namen te naloge



je bil vzgajanje otrok v dobre opazovalce svoje okolice ter vestne in prizadevne posameznike družbe, ki s svojim delovanjem prispevajo k ohranjanju in varovanju narave.

Ključne besede: Učna pot spoznavanja dreves in grmov v okolici šole, telovadne vaje za ogrevanje, zgodbe o pomenu dreves in grmov za ljudi.

On beautiful sunny days, nature invites us to conduct different and more innovative ways of teaching. It is difficult to stay in the classroom and deliver learning materials in a traditional way. Fortunately, nature is our best teacher and classroom at the same time, especially towards the end of the school year, when we spend a lot of time outside instead of being stuck in the classroom. When she was speaking with her pupils during lessons conducted outdoors, she realised that they did not even notice the many types of trees and bushes that are located around the school, let alone be able to name them. After carefully considering how to bring pupils closer to learning about nature in an interesting and fun way, she came up with a wonderful idea. Together with her pupils, they prepared an educational walking path that explores all the woody tree species in the immediate vicinity of the school. In order to make the educational pathway even more interesting, simple warm-up exercises were added next to each of the selected tree species. Thus, learning about new species was combined with light physical activity. While learning about trees, pupils can also learn many interesting facts about how these living creatures have always been closely intertwined with our everyday lives. The main purpose of the educational pathway is to raise children into good observers of their surroundings and conscientious and committed members of the society who actively contribute to the preservation and protection of nature.

Keywords: Educational path exploring trees and bushes around the school, warm-up exercises, stories about the importance of trees and bushes for mankind.

Andreja Hočevar, OŠ dr. Franceta Prešerna Ribnica, Ribnica

UČIM SE OD STAREJŠIH, MOČ DOBIVAM OD MLAJŠIH

I LEARN FROM THE ELDERLY, GAIN STRENGTH FROM THE YOUNG

Še pred nekaj desetletji je več generacij živelo, delalo in se igralo skupaj. Danes bolj kot ne živimo ločeno drug od drugega, včasih celo fizično oddaljeno. V svojem prispevku želim posvetiti pozornost staranju, emocijam starejših, njihovi potrebi po vključevanju v proces digitalnega opismenjevanja in vse bolj naraščajočemu problemu – demenci med starejšimi. Medgeneracijsko druženje poudarja prednosti bogatitve interakcij med mladimi in starejšimi pri blaženju družbene izolacije. Preko svojih izkušenj v razredu želim dokazati, da obstajajo vzajemne koristi interakcije med otroki (razvijanje socialno-čustvene inteligence) in starejšimi (duševno zdravje, socialna vključenost). Šola kot institucija, ki sodeluje z mladimi in s starejšimi, pri tem igra pomembno vlogo.

Ključne besede: medgeneracijsko sodelovanje, duševno zdravje, socialna vključenost.

Only a few decades ago, it was common for several generations to live, work, and spend their free time closely together. However, nowadays, we tend to live far apart from each other, sometimes even being physically distant. This shift in lifestyle and living arrangements has significant implications, particularly concerning the well-being of the elderly population. In this contribution, I focus on the challenges and opportunities associated with aging. I address the emotional well-being of the elderly, the ever-increasing problem of dementia, and the urgent need to provide support and resources to equip the elderly with tools for digital literacy. By doing so, we can foster a more inclusive society. Intergenerational companionship is one of the methods for combating social isolation. Drawing from my experiences in the



classroom, I demonstrate the mutual benefits of interaction among youth and elderly, highlighting how both stand to gain from these meaningful exchanges. While children benefit from developing social-emotional intelligence, the elderly benefit from improved mental health and social inclusion.

Keywords: intergenerational cooperation, mental health, social inclusion.

Agica Holecz, Dvojezična osnovna šola Števanovci, Števanovci, Madžarska

OHRANITEV ŠEGE NA DOŠ ŠTEVANOVCI

PRESERVATION OF FOLK TRADITION AT THE BILINGUAL SCHOOL IN ŠTEVANOVCI

Na Dvojezični osnovni šoli Števanovcih močno vplivajo ohranjanje slovenski šeg in tradicij. Izven šolske dejavnosti so povezane s slovenskim jezikom in kulturo. Mali lončarji aktivno delajo na lončarskem krožku, učenci spoznajo glino in na vretenu oblikujejo različne oblike, forme: vaze, krožnike, kozarce, jajce, skoldelice, kupice, vrče; že 18 let imamo mednarodni lončarski tabor. Pri delu na vretenu imamo različne delavnice: delamo rožice iz krep papirja, barvamo kamenčke, naredimo stare tipične jedi. Izdali smo knjižico z naslovom : Šege v Števanovcih. Imeli smo 4 dnevni raziskovalni tabor, kje smo raziskovali stare šege. Tri leta je bila naša šola bazična šola. To pomeni, da smo delili svoje dobre prakse. Pri uri spoznavanje slovenstva pa smo imeli medgeneracijske delavnice. Povabili smo starejše ljudi, ki so nam v živo pripovedovali v svojem življenju in kako so ohranili stare navade in šege. Obravnavali smo: poroko, izdelovanje papirnatih cvetlic, delo na njivah, staro orodje, stare jedi smo pripravljali skupaj. Na tem mestu je potrebno izpostaviti števanovsko narečje, živi govor in besedišče.

Ključne besede: tradicija, folklor, stari običaji, šege, opravila, zamejski Slovenci, narečje.

The Števanovci bilingual elementary School is strongly influenced by the preservation of Slovenian heritage and traditions. Extracurricular activities are related to the Slovenian language and culture. Little potters work actively at the potter's circle, students get to know clay and create distinctive shapes on the spindle: vases, plates, glasses, eggs, bowls, heaps, jugs; we have had an international pottery camp for 18 years. When working on the spindle, we have different workshops: we make crepe paper flowers, paint pebbles, make old typical dishes. We published a booklet with the title: Šege v Števanovcih. We had a 4-day research camp where we researched the folk tradition. For three years, our school was a basic school. This means that we have shared our good practices. We had intergenerational workshops during the lesson on getting to know Slovene culture. We invited older people who told us live about their lives and how they preserved old habits and tricks. We discussed: the wedding, making paper flowers, working in the fields, old tools, we prepared old dishes together. At this point, it is necessary to highlight Števanova dialect, living speech and vocabulary.

Keywords: tradition, folklore, old customs, chores, Slovenians living abroad, dialect.

Samira Horvat, OŠ Franceta Prešerna Črenšovci, Črenšovci

VZGOJA ZA RAZLIČNOST IN SOCIALNO PRAVIČNOST MED IZZIVI IN PRILOŽNOSTMI

EDUCATION FOR DIVERSITY AND SOCIAL JUSTICE AMONG CHALLENGES AND OPPORTUNITIES

Čas, v katerem živimo, od nas zahteva, da smo fleksibilni in usmerjeni v iskanje ravnotežja med vzgojo za različnost in vzgojo za enakost. Vzgoja mora spodbujati k ohranjanju, hkrati pa tudi k razvijanju identitete. Vsak posameznik mora občutiti ponos zaradi svojega kulturnega in socialnega izvora. Naloga pedagoških delavcev je, da pri otroku razvijajo socialne veščine, znanja in sposobnosti, ki otroku omogočajo enakovredno vključevanje v družbo. Da bi bili pri tem uspešni, se moramo usmeriti v interkulturno vzgojo,



s katero spodbujamo strpnost, tolerantnost in sodelovalnost med različnimi socialnimi in kulturnimi skupinami. Otroci, ki prihajajo iz kulturno različnih okolij, imajo veliko težav pri socialni integraciji s svojimi vrstniki. Poleg vseh težav se spopadajo tudi z nerazumevanjem slovenskega jezika in razlik v socializaciji, zato je nujno potrebno, da z interkulturno vzgojo spodbujamo in upoštevamo medsebojne različnosti in potrebe otrok.

Ključne besede: socialna pravičnost, različnost, interkulturnost, strpnost, vzgoja.

The times we live in require us to be flexible and oriented towards finding a balance between education for diversity and education for equality. Education must encourage the preservation and at the same time the development of identity. Every individual should feel pride in their cultural and social origin. The task of pedagogic workers is to develop social skills, knowledge and abilities in children, which enable them to be integrated into society on an equal basis. In order to be successful in this, we must focus on intercultural education, which promotes tolerance and cooperation between different social and cultural groups. Children who come from culturally different backgrounds have many problems in social integration with their peers. In addition to all the problems, they also struggle with a lack of understanding of the Slovenian language and differences in socialization, which is why it is absolutely necessary to encourage and take into account the mutual differences and needs of children through intercultural education.

Keywords: social justice, diversity, interculturality, tolerance, education.

Sandra Ivanuša, OŠ Franceta Prešerna Maribor, Maribor

UČNA MOTIVACIJA

LEARNING MOTIVATION

V šoli se srečujemo z učenci, ki so notranje motivirani, s tistimi, ki jih žene zunanja motivacija in tudi s takimi, ki sploh niso motivirani. Avtorji učno motivacijo različno opredeljujejo. Kljub temu pa obstaja soglasje, da gre za notranji proces, ki je odvisen od različnih dejavnikov. Učitelji v osnovni šoli opažamo, da se v zadnjem triletnju pojavi precejšen upad učne motivacije pri veliko učencih. V prispevku predstavljam učenca s posebnimi potrebami, pri katerem prav tako ugotavljam upad učne motivacije in njegovo motivacijsko naravnost. V nadaljevanju opisujem, na kakšen način spodbujam učno motivacijo, tudi notranjo, pri svojem delu z otroki s posebnimi potrebami in s tem spodbujam odgovoren odnos do sebe in posledično do družbe, v kateri živimo.

Ključne besede: učna motivacija, osnovna šola, otroci s posebnimi potrebami, sestavine učne motivacije, spodbujanje učne motivacije.

At school we meet students who are internally motivated, those who are driven by external motivation and also those who are not motivated at all. Learning motivation is defined in different ways by different authors. Nevertheless, there is consensus that it is an internal process that depends on various factors. As primary school teachers, we have noticed that in the last three years there has been a significant decline in learning motivation among many students. I present a student with special needs, in whom I also notice the decline in learning motivation and his motivational orientation. In the following, I describe how I encourage learning motivation, including internal ones, in my work with children with special needs. By doing so I encourage a responsible attitude towards yourself and, consequently, towards the society we live in.



Keywords: learning motivation, primary school, children with special needs, components of learning motivation, encouraging learning motivation.

Nikolche Jakimovski, Osnovna škola "Vuk Karadžić" Kumanovo, Kumanovo (Severna Makedonija)

TREMA IN VEČ NAČINOV ZA PREMAGOVANJE UČENČEVE TREME

STAGE FRIGHT AND SEVERAL WAYS TO OVERCOME STUDENT STAGE FRIGHT

Učenci so v določenih situacijah, kot so šolske prireditve, javni nastopi, preprosti dvogovori ali odgovori na zastavljena vprašanja, lahko vznemirjeni in živčni, kar predstavlja običajno odzivanje v takih situacijah. Socialna fobija pa je veliko bolj intenzivna, saj lahko povzroča razne slabosti in negativna občutja ter vpliva na delovanje v vsakdanjem življenju. Obstaja več načinov, kako lahko učenec premaga tremo. Eden od načinov je lahko tudi uporaba mobilnih aplikacij in tehnologije.

Gljučne besede: trema, javni nastop, socialna fobija, virtualna resničnost.

Most of the students are nervous and disturbed before or during some social events such as a school day celebration, a public attack or a simple verbal response, but this is still normal. Social phobia is much more than shyness and it makes you sick to your stomach and negatively affects your lifestyle. There are several ways to overcome student nervousness, and one of them is practicing with the help of mobile applications and technology.

Keywords: stage fright, public speech, social phobia, virtual reality.

Ivana Jovčić, Vladan Šćekić, Centar za unapređenje životne sredine, Beograd (Srbija)

RAZISKAVA O VPLIVU IZOBRAŽEVALNIH USTANOV NA ENERGETSKI PREHOD

RESEARCH ON THE IMPACT OF EDUCATIONAL INSTITUTIONS ON ENERGY TRANSITION

Ta prispevek raziskuje vpliv izobraževalnih ustanov na energetske prehode, pri čemer se osredotoča na koncepte energetskih skupnosti in zadrug. Energetske skupnosti in zadruge omogočajo lokalnim skupnostim, da postanejo aktivni udeleženci pri proizvodnji, distribuciji in porabi energije ter spodbujajo trajnostne prakse. Udeleženci so lahko različni, vključno z vladami, podjetji, akademskimi krogi, civilno družbo in posamezniki. Posebej izpostavljena je vloga šole v tej tranziciji, ki se iz tradicionalne vloge izobraževalnih ustanov spreminja v aktivne udeleženke pri preobrazbi energetskega sektorja. Šole lahko s sodelovanjem z lokalnimi skupnostmi omogočijo učencem, da postanejo vodilni na področju trajnostne energije. Poleg tega lahko šole delujejo kot katalizatorji za razvoj energetskih skupnosti in zadrug ter navdihujejo druge, da se pridružijo pobudam za trajnostno energijo.

Gljučne besede: energetska tranzicija, obnovljivi viri energije, šole, trajnost, energetske skupnosti, energetske zadruge, lokalna skupnost, okoljsko izobraževanje.

This paper explores the impact of educational institutions on energy transition, focusing on the concepts of energy communities and cooperatives. Energy communities and cooperatives enable local communities to become active participants in energy production, distribution, and consumption, promoting sustainable practices. Participants can be diverse, including governments, businesses, the academic community, civil society, and individuals. The role of schools in this transition is particularly highlighted, transitioning from traditional roles of educational institutions to active participants in the transformation of the energy sector. Through collaboration with local communities, schools can empower students to become leaders in the field of sustainable energy. Additionally, schools can act as catalysts for



the development of energy communities and cooperatives, inspiring others to join sustainable energy initiatives.

Keywords: energy transition, renewable energy, schools, sustainability, energy communities, energy cooperatives, local community, environmental education.

Mario Kanižaj, Dijana Pasarić, Osnovna škola Strahoninec, Strahoninec (Hrvaška)

FILMSKA SKUPINA V OSNOVNI ŠOLI

FILM GROUP IN PRIMARY SCHOOL

Vodenje filmskih skupin v osnovni šoli je osredotočeno predvsem na ključne vidike organiziranja. Učitelj poudarja pomen razvijanja filmske kulture med mladimi in izpostavi nekaj ključnih korakov pri ustvarjanju uspešne filmske skupine. Izpostavljen je pomen pogovora o filmu in razvijanja kritičnega mišljenja za spodbujanje aktivnega sodelovanja učencev. Pomemben vidik je tudi organizacija dejavnosti znotraj filmske skupine. Nujno je sodelovanje med člani skupine in spodbujanje timskega dela, ki lahko rezultira v skupnih filmskih projektih. Poseben poudarek je na tehničnem vidiku filmskega ustvarjanja. Učencem je treba zagotoviti osnovno razumevanje opreme, montaže in osnovnih filmskih tehnik. Treba je spodbujati ustvarjalnost in individualno izražanje učencev skozi filmsko delo. Osnovna šola naj bo spodbudno okolje, kjer bodo mladi filmski ustvarjalci svobodno izražali svoje ideje in razvijali svoje filmske sposobnosti.

Ključne besede: film, vzgoja, izobraževanje, filmski jezik, filmska izrazna sredstva, mediji, filmsko ustvarjanje, ustvarjalnost, filmska umetnost.

The management of film groups in elementary school is mainly focused on the key aspects of organization. The teacher emphasizes the importance of developing film culture among young people and points out some key steps in creating a successful film group. The importance of talking about the film and developing critical thinking to encourage active student participation is highlighted. The organization of activities within the film group is also an important aspect. It is necessary to cooperate between the members of the group and encourage teamwork, which can result in joint film projects. Special emphasis is placed on the technical aspect of filmmaking. Students should be provided with a basic understanding of equipment, editing and basic film techniques. It is necessary to encourage the creativity and individual expression of students through film work. Elementary school should be a stimulating environment where young filmmakers will freely express their ideas and develop their filmmaking skills.

Keywords: film, upbringing, education, film language, film means of expression, media, filmmaking, creativity, filmmaking.

Ana Elizabeta Kerman De Luisa, OŠ Franceta Prešerna Črenšovci, Črenšovci

SLOVENSKI ZNAKOVNI JEZIK KOT DEJAVNOST V RAZŠIRJENEM PROGRAMU

SLOVENIAN SIGN LANGUAGE AS A EXTENDED PROGRAMME SCHOOL ACTIVITY

V prispevku je predstavljen slovenski znakovni jezik kot naravni jezik gluhih in naglušnih oseb ter oseb s polževim vsadkom. Opredeljene so njegove značilnosti, kot so komunikacija po vizualnem prenosniku s kretnjami, mimika obraza, odgledovanje, postavljanje v prostor ter drugimi prvinami. Prikazanih je primer poteka ure in opažanja, kako so aktivnosti pri uri vplivale na učence in kakšne spretnosti so poleg učenja jezika še razvijali. Ker učni proces vsebuje različne dejavnosti in pri njem uporabljamo različna orodja in strategije, je slovenski znakovni jezik za učence pomoč pri pomnjenju, čustvenem izražanju in dojemaju. Slovenski znakovni jezik se izkaže kot vključujoča dejavnost, ki razbija tabu drugačnosti.



Ključne besede: slovenski znakovni jezik, razširjeni program, prečne veščine, učni tipi, vključevanje.

The article presents the Slovenian Sign Language as the natural language of deaf and hard of hearing people as well as of those with a cochlear implant. The paper identifies its characteristics, such as visual communication with gestures, face mimics, lip-reading, spacing and other elements. The article includes some lesson examples and observations as to how the activities influenced the pupils and which additional skills have they enhanced. The learning process encompasses several different activities, and different tools and strategies are applied, therefore the Slovenian Sign Language can enhance the memorising, expressing and comprehending capabilities of the pupils. The Slovenian Sign Language is proved to be an inclusive activity breaking the taboo of difference.

Keywords: Slovenian Sign Language, Extended Programme, transversal skill, learning types, inclusivity.

Mateja Kregar, učiteljica slovenščine v tujini, Bosna in Hercegovina

DOPOLNILNI POUK SLOVENŠČINE IN KULTURE V TUJINI: FEDERACIJA BIH

SLOVENIAN LANGUAGE AND CULTURE ABROAD: FEDERATION OF BOSNIA AND HERZEGOVINA

V Federaciji BiH, v Sarajevu, Kaknju, Zenici in Brezi že vrsto let poteka dopolnilni pouk slovenščine in kulture, ki ga izvaja učiteljica Mateja Kregar. Dopolnilni pouk slovenščine v tujini financira in organizira Ministrstvo za izobraževanje, znanost in šport RS, v sodelovanju z Zavodom RS za šolstvo, ki nudi strokovno podporo. To NI tečaj slovenščine! Cilj dopolnilnega pouka je ohranjanje in razvijanje slovenščine pri Slovencih po svetu, krepitev njihove slovenske identitete, pripadnosti slovenskemu narodu in stikov z matično domovino. Pouk je za udeležence prostovoljen in brezplačen. Poteka v popoldanskem času ali med vikendom, navadno enkrat tedensko. Namenjen je otrokom, mladostnikom in odraslim. Organiziran je lahko na šolah države gostiteljice, v prostorih slovenskih diplomatsko konzularnih predstavništev in slovenskih društev. Kjer dopolnilnega pouka slovenščine ni možno organizirati, se izjemoma izvaja dopolnilni pouk slovenščine na daljavo. Pouk večinoma izvajajo učitelji slovenščine ali učitelji razrednega pouka. Imeti morajo znanja in izkušnje za poučevanje v oddelkih, kjer so udeleženci različni po starosti in po predznanju slovenščine. Učenci pri pouku razvijajo svojo sporazumevalno zmožnost v slovenščini, učitelji pa jim približajo tudi slovensko kulturno izročilo, zgodovinske, naravne, etnološke in druge značilnosti Slovenije. Učitelji v sodelovanju s slovenskimi kulturnimi društvi ali diplomatsko konzularnimi predstavništvi v tujini organizirajo in izvajajo tudi različne dejavnosti ob pouku: prireditve ob slovenskih praznikih ali ob zaključku šolskega leta, srečanja s kulturnimi ustvarjalci iz Slovenije, tekmovanja (bralna značka, kvizi, itd.), kulturne delavnice (npr. filmi, kulinarčne, lutkovne delavnice), mednarodno povezovanje in strokovne ekskurzije.

Ključne besede: Slovenci v BiH, dopolnilni pouk slovenščine in kulture, slovenska društva, poletna šola slovenščine, dvojezičnost, poučevanje slovenščine, STIČIŠČE.

In the Federation of Bosnia and Herzegovina supplementary Slovene language and culture classes have been taking place for many years, under the guidance of teacher Mateja Kregar. They are funded and organized by the Ministry of Education, Science, and Sport of the Republic of Slovenia, in cooperation with the Slovenian National Education Institute, which provides professional support. The aim is to preserve and develop Slovene among Slovenes worldwide, strengthen their Slovene identity, affiliation with the Slovene nation, and maintaining contacts with the homeland. Participation in the classes is voluntary and free. They usually take place in the afternoon or at weekends, usually once a week. They are provided for children, adolescents, and adults. They can be organized in host country schools or in premises of



Slovenian diplomatic-consular representations and associations. Where Slovene classes cannot be organized, they exceptionally take place as online classes. The classes are mostly taught by Slovene language teachers or primary school teachers. They must have the knowledge and experience to teach in groups where participants differ in age and Slovene language proficiency. During the classes, students develop their communicative skills in Slovene, and teachers also introduce them to Slovene cultural heritage, historical, natural, ethnological, and other characteristics of Slovenia. Teachers, in collaboration with Slovenian cultural associations or diplomatic-consular representations abroad, also organize and conduct various activities besides educational programme: cultural events, competitions, workshops, international networking, and professional excursions.

Keywords: Slovenes in BiH, supplementary Slovene language and culture classes, Slovenian associations, Slovene summer school, bilingualism, teaching Slovene, web.

Monika Leštan, OŠ Stročja vas, Ljutomer

ODGOVORNOST IN SOCIALNE IGRE V VRTCU
RESPONSIBILITY AND SOCIAL GAMES IN PRESCHOOL

Kot vzgojiteljica v vrtcu moram otrokom zagotoviti varno in spodbudno učno okolje, v katerem lahko otroci raziskujejo, se učijo socialnih veščin, razvijajo svoje talente in se pripravljajo na šolo. Kljub hitremu tempu življenja in še vedno permissivni vzgoji otrok iščem pristope skozi timske igre in igre umirjanja ter učenja odgovornosti, da se otroci usmerijo navznoter in začnejo odkrivati svoje talente, ki jih lahko razvijajo pozneje v šoli. Strategije učenja: Odgovornost je temeljna za osebni in družbeni napredek, saj vsak odgovarja za svoja dejanja, ki soustvarjajo skupino v vrtcu predvsem skozi igro. Timske igre poudarjajo pomembnost sodelovanja in medsebojnega zaupanja. Z opazovanjem posameznikov med tinskimi igrami v skupini lahko vzgojitelj vidi, kdo se boji zavrnitve, kdo želi uveljavljati svojo moč, kdo je dober vodja. Med razpravo se zabavna igra lahko spremeni v močno orodje o njih samih in o tem, kakšni so njihovi odnosi z drugimi. Igre umirjanja so namenjene sprostitvi, zmanjšanju stresa ter povečanju čustvene stabilnosti, ki je v domačem okolju zaradi hitrega tempa največkrat prezrta in se kaže v čustveno-vedenjskih motnjah pri otrocih, ki se v šoli samo stopnjujejo, čeprav so v vrtcu še obvladljiva, ker se lahko ukvarjamo s posamezniki in nismo toliko tempirani in vezani na izobraževalne načrte. Če otrok ne obvlada svojih čustev in nima razvitega občutka empatije, bo že v prvi triadi poleg učnih težav vedenjske samo še stopnjeval.

Ključne besede: odgovornost, timske igre, igre sproščanja, vrednote, boljše obvladovanje stresnih situacij in razvijanje veščin samoobvladovanja, empatija, potencial.

As a preschool teacher, it is my responsibility to provide a safe and supportive learning environment where children can explore, learn social skills, develop their talents, and prepare for school. Despite the fast pace of life and the continued permissive upbringing of children, I am seeking approaches through team games and calming activities to teach responsibility, guiding children to look inward and discover their talents, which they can later develop in school. Learning strategies: Responsibility is fundamental for personal and social progress, as each individual is accountable for their actions, which collectively contribute to the group in the preschool, primarily through play. Team games emphasize the importance of collaboration and mutual trust. By observing individuals during team games in the group, the teacher can identify who fears rejection, who seeks to assert their power, and who is a good leader. Through discussion, a fun game can become a powerful tool for understanding themselves and their relationships with others. Calming activities are intended for relaxation, stress reduction, and increased emotional



stability, which is often overlooked in the home environment due to the fast pace, leading to emotional and behavioral disorders in children, which escalate in school, although they are still manageable in preschool because we can focus on individuals and are not as constrained by educational plans. If a child cannot control their emotions and lacks developed empathy, alongside learning difficulties, their behavioral issues will only worsen as they progress through school.

Keywords: responsibility, team games, relaxation games, values, better management of stressful situations and developing self-control skills, empathy, potential.

Petra Likar Jan, učiteljica slovenščine v tujini, Belgija

KAKO DOLG JE ČAS V PIRANSKEM ZALIVU - PROJEKT, KI POVEZUJE ZGODBE S SKRBJO ZA OKOLJE

WHAT IS THE LENGTH OF TIME IN PIRAN BAY – A PROJECT THAT CONNECTS STORIES TO ENVIRONMENTAL CARE

Iskanje zgodb, ki bi pritegnile moje učence različnih starosti najprej k poslušanju, kasneje pa morda celo k branju, je bil zame vedno pozitiven izziv, ki sem si ga redno zastavljala med leti poučevanja. Ko sem razmišljala, kako bom pristopila k najstnikom, ki me niso poznali, sem ponovno izbrala pot zblíževanja skozi literaturo, skozi zgodbe, in upala, da bodo opazili ponujeno priložnost, da se spoznamo, da raziščemo interese skupine. Učencem sem želela predstaviti slovenskega avtorja, ki bo povezoval zgodbe z resničnimi kraji dogajanja. Izbor je bil lahek, saj je Mate Dolenc vselej nagnjen k pisanju zgodb o naravi v naših krajih. Močna nota, ki jo je bilo zaznati v skoraj vseh zgodbah, zbranih v knjigi *Kako dolg je čas*, je bila skrb za okolje. Pomagala nam je kritično razmišljati o posledicah vpliva človeka na okolje, kar je učence zelo pritegnilo. Projekt, ki sem ga poimenovala kar z razširitvijo naslova Dolenčeve knjige *Kako dolg je čas* v Piranskem zalivu, se je smiselno zaključil s poučnim potovanjem v Piran in ogledom ribogojnice, ki je predana sonaravni vzgoji brancinov in kjer so lahko učenci spoznali, da ima človekov vpliv na okolje resne posledice.

Ključne besede: zgodba, branje, poslušanje, govorjenje, pisanje, ekologija.

Finding stories that would attract my students of different ages first to listen, and later perhaps even to read, has always been a positive challenge for me, one that I regularly set myself during my years of teaching. When I thought about how I would approach the teenagers who did not know me, I again chose the path of being closer to their thinking through literature, through stories, and hoped that they would notice the offered opportunity to get to know each other, to explore the interests of the group. I wanted to introduce the students to a Slovenian author who will connect stories with real places of action. The choice was easy, as Mate Dolenc has always been inclined to write stories about nature in our regions. A strong note that could be detected in almost all the stories collected in the book *What is the length of time* was concern for the environment. It helped us to think critically about the consequences of human influence on the environment, which really attracted the students. The project, which I named as an extension of the title of Dolenc's book *What is the length of time* in Piran bay, ended meaningfully with an educational trip to Piran and a visit to a fish farm, which is dedicated to the natural breeding of sea bass and where the students were able to realize that human influence has serious impact for the environment.

Keywords: story, reading, listening, speaking, writing, ecology.



Nataša Litrop, OŠ Franceta Prešerna Črenšovci, Črenšovci

TRAJNO(ST) IN BRALNA ZNAČKA

SUSTAINABILITY AND READING BADGE

Spodbujanje branje med otroki in mladostniki ter vzgoja za knjigo sta področji, ki jima na šoli in v vrtcu posvečamo veliko pozornosti. Z natančno opredeljenimi cilji, ki segajo na področje razvijanja bralne kulture, motiviranja mladih za branje kakovostne literature, razvijanja jezikovnih zmožnosti ter vključevanja aktualnih vseživljenjskih tem – letos trajnosti –, vsako šolsko leto oz. bralno sezono pričnemo dobro uveljavljeno bralno akcijo. Skrbno izberemo knjige oziroma literaturo, ki naj bi jo mladi bralci (pre)brali, pri čemer je poudarek na različnih žanrih in tudi starostnih stopnjah bralcev ter tudi njihovih jezikovnih/bralnih kompetencah, vse z namenom spodbujanja domišljije, ustvarjalnosti, razvijanja kritičnega mišljenja, ozaveščanja in pridobivanja znanja tokrat na področju trajnosti. Interes za branje za BZ med mladimi (in tudi zaposlenimi in starši) krepimo tako, da jih na urah KIZ ali preko spletne strani seznanimo s celotnim načrtom oz. programom ter jih povabimo k sodelovanju. Vzporedno z dejavnostmi za vzgojo za knjigo in spodbujanje branja v vrtcu poteka bralno-pripovedovalna aktivnost Malček bralček. Ključne besede: branje, bralna značka, osnovna šola, trajnost.

Encouraging reading among children and adolescents and “education for books” are fields to which we pay a lot of attention at school and kindergarten. Each school year we start the reading season with a well-established reading campaign with precisely defined goals that extend to the area of developing a reading culture, motivating young people to read quality literature, developing language skills and including current lifelong topics - this year sustainability. We carefully select books or literature that young readers should (read) with an emphasis on different genres and also the age levels of the readers as well as their language/reading competences, all with the aim of stimulating imagination, creativity, developing critical thinking, raising awareness and acquiring knowledge (this time) in the field of sustainability. We strengthen the interest in reading for RB (Reading Badge) among young people (as well as employees and parents) by introducing them to the entire plan or program and by inviting them to participate. In parallel with activities for book education and encouraging reading, the reading and storytelling activity Malček bralček (Reading Toddler) takes place in the kindergarten.

Keywords: reading, reading badge, primary school, sustainability.

Alenka Lopert, OŠ Šmarje - Sap, Šmarje - Sap

VARČNA HIŠA (IZDELAVA ARHITEKTURNIH MAKET PRI LIKOVNI UMETNOSTI)

SUSTAINABLE HOUSE (MAKING OF ARCHITECTURAL MODELS IN FINE ARTS)

Stanje okolja je kritično, brez trajnostnega razvoja in varovanja okolja pa nimamo možnosti dolgoročnega preživetja. Prihodnost našega planeta je odvisna od tega, kako hitro in kako množično bomo na trajnostni način znali zaščititi naše okolje. Avtorica prispevka kot učiteljica likovne umetnosti poučuje v drugi in tretji triadi osnovne šole. Svoje učence že nekaj let na različne načine navdušuje za varovanje okolja in jim poskuša privzgojiti trajnostno razmišljanje. Cilj prispevka je pokazati, kako lahko vzgojo za trajnostni razvoj in okolje povezujemo z likovno umetnostjo. Predstavljeno je, na kakšne načine vzgajati za trajnostni razvoj pri likovni umetnosti, podan je primer dobre prakse, predvsem pa je avtorica predstavila veliko svojega avtorskega fotografskega gradiva na temo »varčna hiša – aktivnosti učencev«. Avtorica že več let fotografira izdelke svojih učencev.

Ključne besede: izdelava arhitekturnih maket pri likovni umetnosti, likovna umetnost na predmetni stopnji, okoljska vzgoja, skupinsko delo.



Our environment is in critical condition and without sustainable development and environmental protection we have no chance for a long-term survival. The future of our planet depends on the pace and extent to which we will be able to protect our environment in a sustainable manner. The author of the article is a fine arts teacher at a secondary and third level of primary school (from year 4 to year 9). For several years, she has been using different ways to inspire her pupils for environmental protection as well as trying to encourage them to adopt a more sustainable mindset. The aim of this article is to illustrate how education for sustainable development can be connected to fine arts. The article provides different ways to educate for sustainable development in fine arts as well as an example of good practice. The author mainly displayed a great deal of her own photographs on the topic "sustainable house – pupils' activities". In fact, she has been photographing pupils' work for several years.

Keywords: making of architectural models in fine arts, fine arts at primary (from year 6 to year 9), environmental education, team work.

Viktorija Mlinarič, OŠ Franceta Prešerna Črenšovci, Enota Vrtec, Črenšovci

MUCA SE IGRA Z NAMI, PREDSTAVITEV DIDAKTIČNEGA PRISTOPA V SKLOPU PROJEKTA OBJEM

THE KITTY IS PLAYING WITH US

V petletni razvojni projekt "Objem" se je naš vrtec aktivno vključil s ciljem izboljšati kakovost vzgoje in izobraževanja. Kolegialne hospitacije in načrtovane dejavnosti so bile usmerjene v sistematično uvajanje gradnikov bralne pismenosti, zlasti na področju slovenščine kot drugega oziroma tujega jezika. Cilj razvojnega projekta "Bralna pismenost in razvoj slovenščine" je bil dvigniti raven bralne pismenosti otrok v vrtcu. Poleg tega smo v okviru tematskega sklopa "Muca se igra z nami" posebno pozornost namenili razumevanju, govornemu izražanju in širjenju besednjaka vseh otrok, še posebej pa romskih. Celotna izvedba tematskega sklopa je bila uspešna, otroci so izkazali navdušenje in zadovoljstvo, predvsem pa so aktivno sodelovali v vseh načrtovanih dejavnostih.

Ključne besede: Otroci, Objem, bralna pismenost, Muca Copatarica.

Our kindergarten actively participated in the five-year development project "Objem (Embrace)" with the aim of improving the quality of education. Collegial internships and planned activities were aimed at the systematic introduction of the building blocks of reading literacy, especially in the field of Slovenian as a second or foreign language. The aim of the development project "Reading literacy and the development of Slovenian language" was to raise the level of reading literacy of children in kindergarten. In addition, we have paid special attention to the understanding, speech expression and expansion of the vocabulary of all children, especially Roma children, within the thematic section "The kitty is playing with us". The entire implementation of the thematic set was successful, the children showed enthusiasm and satisfaction, and above all, they actively participated in all the planned activities.

Keywords: Children, Objem (Embrace), reading literacy, Muca Copatarica.

Mojca Moškon Mešl, OŠ Rače, Rače

KULTURA ODNOSOV V RAZŠIRJENEM PROGRAMU OSNOVNE ŠOLE

THE CULTURE OF RELATIONSHIPS IN THE EXTENDED PROGRAMME OF PRIMARY SCHOOL

V prispevku obravnavamo uporabo Teorije izbire pri uresničevanju Resolucije o nacionalnem programu duševnega zdravja 2018–2028, v okviru razširjenega programa. Teorija izbire, katere avtor je, dr. Williama



Glasser, ponuja nov pogled na človekovo duševno zdravje z razvijanjem kakovostnih medsebojnih odnosov. Analiziram proces vodenja sebe in način razvijanja kakovostnih medsebojnih odnosov na osnovi Glasserjevega pedagoškega modela. Ta model utemeljuje prepričanje, da si ljudje sami izbiramo svoja vedenja in se odločamo, kako bomo vodili sebe in razvijali medsebojne odnose. Pri tem načinu delovanja si pomagamo z aksiomi teorije izbire, ki poudarjajo pomen celostnega vedenja in povezovalnih navad pri razvijanju kakovostne komunikacije med učenci.

Ključne besede: Teorija izbire, povezovalne navade, kakovostni odnosi, celostno vedenje.

The paper discusses the use of Choice Theory in the implementation of the Resolution on the National Mental Health Programme 2018–2028, within the framework of the extended programme. Choice Theory, authored by Dr William Glasser, offers a new perspective on mental health through developing quality interpersonal relationships. The paper also presents an analysis of the process of self-management and the way of developing quality interpersonal relationships based on Glasser's educational model. This model substantiates the belief that individuals choose their behaviours and decide how they will lead themselves and develop relationships with other people. In this mode of operation, we utilize the axioms of Choice Theory, emphasizing the importance of holistic behaviour and connecting habits in developing quality communication among students.

Keywords: Choice Theory, connecting habits, quality relationships, holistic behaviour.

Alma Novak, OŠ Franceta Prešerna Črenšovci, Črenšovci

GIBALNE AKTIVNOSTI PRI POUKU

MOVEMENT ACTIVITIES IN LESSONS

V prispevku je predstavljen pomen gibanja in gibalnih aktivnosti pri poučevanju, preko katerih učenci lažje, hitreje spoznavajo in usvajajo določene vsebine. V teoretičnem delu so opisani osnovni pojmi: gib, kretnje, vloga gibanja, povezava gibanja in jezika, ter uporaba izražanja s telesnim gibanjem kot motivacijska spodbuda pri učenju tujega jezika. Poudarek je na ciljih gibanja iz učnega načrta. Opisan je praktičen primer izvedbe aktivnosti na podlagi izbranega literarnega dela v predšolskem obdobju in na razredni stopnji. Izbrano literarno delo je omogočilo povezavo gibanja in bralne pismenosti, ne samo v maternem jeziku, temveč tudi pri spoznavanju in učenju drugega oziroma tujega jezika. Na podlagi izvedenih aktivnosti je tako potrjeno, da so gibalne dejavnosti med učenci zelo priljubljene, posebej tudi, kadar vključujejo igre in pesmi. Gibanje pomembno vpliva na hitrejše pomnjenje besed v slovenskem jeziku in besed v tujem jeziku, v predstavljenem primeru je to besed romskega in angleškega jezika.

Ključne besede: gibanje, aktivno učenje, učenje in poučevanje tujih jezikov na zgodnji stopnji.

The paper presents the importance of movement and movement activities in teaching, through which students learn certain content more easily and quickly. The theoretical part describes basic concepts: movement, gestures, the role of movement, the connection between movement and language, and the use of expression with body movement as a motivational stimulus in learning a foreign language. The focus is on the movement goals from the curriculum. A practical example of the implementation of activities based on a selected literary work in the preschool period and at the class level is described. The selected literary work enabled the connection of movement and reading literacy, not only in the mother tongue, but also in getting to know and learning a second or foreign language. On the basis of the activities carried out, it is thus confirmed that movement activities are very popular among students, especially when they include games and songs. Movement has a significant effect on the faster memorization of



words in the Slovenian language and words in a foreign language, in the presented example, these are words in the Romani and English languages.

Keywords: movement, active learning, early learning and early teaching of foreign languages.

Damjana Oblak, OŠ Jakoba Aljaža Kranj, Kranj

UČINKOVITA KOMUNIKACIJA IN KONSTRUKTIVNO REŠEVANJE KONFLIKTOV

EFFECTIVE COMMUNICATION AND CONSTRUCTIVE CONFLICT MANAGEMENT

V prispevku proučujem pomen dobrih medosebnih odnosov in učinkovite ter nenasilne komunikacije v šoli, kar je pomembno za psihično zdravje učencev in dobro razredno klimo. Pri tem izhajam iz teoretičnih ugotovitev, ki so osnova za praktične dejavnosti in različne strategije dela. Na področju medosebnih odnosov in komunikacije sem pri delu z učenci vpeljala različne dejavnosti, kot so pogovorne urice, pogovorna klop, prijateljski nasvet in različne socialne igre. Pri skupinskem delu in delu v dvojicah se učenci učijo empatije, spoštljive komunikacije in upoštevanja meja ter pravil. Kratka anketa za učence je pokazala, da so dobri medosebni odnosi zanje tisti, kjer lahko izrazijo svoje počutje in čustva, se pogovorijo ter so povezani. Učence učim aktivnega poslušanja, jaz-sporočil in zavzemanja perspektive drugega. S tem skupaj ustvarjamo pogoje za čustveno varno učilnico. Učiteljeva vloga je zelo pomembna pri nenasilnem reševanju konfliktov. Pogoste konflikte med učenci rešujemo tako, da skupaj definiramo probleme in iščemo možne rešitve. Iz kratke ankete za učence je razvidno, da so laž, žaljivke, uporaba nasilnih izrazov in neupoštevanje pravil iger zanje najpogostejši vzroki za medsebojne konflikte. Pri reševanju konfliktov pogosto uporabljamo mediacijo in restitucijo. Učenje strpnosti in sprejemanja drugačnosti naj bo vseživljenjsko učenje.

Ključne besede: medosebni odnosi, učinkovita komunikacija, jezik sprejemanja, aktivno poslušanje, nenasilno reševanje konfliktov, strpnost in sprejemanje drugačnosti.

The article is about the meaning of good interpersonal relationships and effective and nonviolent communication in school; they are important for students' mental health and good classroom climate. I used theoretical findings as a basis for hands-on activities and different strategies. To improve interpersonal relationships and communication between students, I implemented different activities like chat bench, student-teacher conferences, friendly advice and various social games. When engaged in group or pair work, students learn about empathy, respectful communication, respecting rules and limits. A short student survey I conducted showed that good interpersonal relationships are important to students because they enable them to express their feelings and emotions, talk to each other and establish a connection. I teach students active listening, I statements and seeing things from a point of view of another person. By working together, we create conditions for emotionally safe classroom. Teachers play a very important role in nonviolent conflict management. We manage frequent conflicts between students by defining problems and looking for possible solutions. According to the student survey, the most common reasons for conflicts between them are lying, calling each other names, using violent words and not following the rules of the game. When managing conflicts, we often use mediation and restitution. Learning how to be tolerant and accepting difference should be a lifelong learning.

Keywords: interpersonal relationships, effective communication, language of acceptance, active listening, nonviolent conflict management, accepting difference.



Aleksandra Petek, OŠ dr. Franceta Prešerna Ribnica, Ribnica

KAKO VZGAJATI OTROKE, DA BODO ZNALI SPREJEMATI IN CENITI DRUGAČNOST?

HOW TO RAISE CHILDREN TO ACCEPT AND VALUE DIFFERENCE?

Strpnost je temelj vsake demokratične družbe. Žal pa smo priča vse večji menifestaciji nestrpnosti do drugačnih, ki jih srečujemo na različnih področjih v našem okolju. Nestrpnost se kaže do priseljencev, do prebivalcev drugih kulturnih območij, do starejših in nenazadnje tudi do duševno motenih oseb. Strpnost je priučena socialna veščina, ki pomeni spoštovati drugačnost. V svojem prispevku sem želela prikazati vpliv učitelja na razvoj empatije pri učencih za sprejemanje drugačnosti. Svoje raziskovanje sem omejila na odnos učencev do ljudi z duševno in telesno motnjo v razvoju. Pokazati želim primer dobre prakse za razvoj strpnosti in sprejemanja drugačnosti preko sodelovanja z varstveno delovnim centrom (v nadaljevanju VDC).

Ključne besede: drugačnost, strpnost, sprejemanje, empatija, sodelovanje, VDC.

Tolerance is the cornerstone of any democratic society. Unfortunately, we are witnessing an increasing manifestation of intolerance towards others, which we encounter in different areas of our environment. Intolerance is shown towards immigrants, people from other cultural backgrounds, the elderly and, last but not least, the mentally disturbed. Tolerance is a learned social skill, which means respecting difference. In my paper I wanted to show the influence of the teacher on the development of empathy in students to accept difference. I have limited my research to students' attitudes towards people with intellectual and physical disabilities. I want to show an example of good practice for the development of tolerance and acceptance of difference through cooperation with an occupational activity centre (VDC).
Keywords: difference, tolerance, acceptance, empathy, cooperation, occupational activity centre (VDC).

Ksenija Plazl, Srednja šola za oblikovanje Maribor, Maribor

TRAJNOSTNA MODA – ALTERNATIVA HITRI MODI TER RAZVIJANJE ODGOVORNOSTI MLADIH DO OKOLJA

SUSTAINABLE FASHION – AN ALTERNATIVE TO FAST FASHION AND THE DEVELOPMENT OF YOUNG PEOPLE'S RESPONSIBILITY TOWARDS THE ENVIRONMENT

Izmenjava oblačil, ponovna uporaba in trajnost postajajo ključne vrednote v sodobni modi, pri čemer mladi igrajo ključno vlogo. Mladi se vse bolj zavedajo okoljskih vplivov modne industrije, zato se obračajo k alternativam, kot so izmenjave oblačil in ponovna uporaba. Takšni pristopi ne le zmanjšujejo odpadke, temveč tudi spodbujajo trajnostno življenjsko slog. Mladi oblikujejo gibanje, ki poudarja pomembnost etične proizvodnje in uporabe recikliranih materialov v modi. S tem si prizadevajo oblikovati bolj trajnostno prihodnost mode, kjer je odnos do oblačil bolj premišljen in odgovoren. Z omenjenim je povezan tudi cilj in namen prispevka, ki je prikaz delovanja in vzgajanja dijakov v smeri trajnosti na Srednji šoli za oblikovanje Maribor.

Ključne besede: trajnostna moda, ponovna uporaba, izmenjava oblačil, recikliranje.

Clothes swapping, their reuse and sustainability are becoming key values in contemporary fashion, with young people playing a key role. Young people are increasingly aware of the environmental impact of the fashion industry and are turning to alternatives such as clothes swaps and reuse. Such approaches not only reduce waste, but also promote sustainable lifestyles. Young people are creating a movement that emphasises the importance of ethical production and the use of recycled materials in fashion. By doing so, they are striving to create a more sustainable future of fashion, where attitudes towards clothing are



more thoughtful and responsible. The purpose of the paper is also related to the aforementioned, which is a presentation of the activities and education of students in the direction of sustainability at the Secondary School of Design in Maribor.

Keywords: sustainable fashion, reuse, clothes swapping, recycling.

Melanija Balaž in Željka Podgorelec, Osnovna škola Orehovica, Orehovica (Hrvaška)

VPLIV OKOLJA NA SPORAZUMEVALNE ZMOŽNOSTI UČENCEV, KI JIM HRVAŠČINA NI MATERNI JEZIK

THE INFLUENCE OF THE ENVIRONMENT ON THE COMMUNICATION SKILLS OF STUDENTS WHOSE MOTHER LANGUAGE IS NOT CROATIAN

V prispevku bomo predstavili vpliv okolja na komunikacijske sposobnosti učencev, katerih materni jezik ni hrvaški. Skozi dolgoletne izkušnje pri delu z učenci različnih starosti in stopenj izobrazbe ter pripadniki narodne manjšine (Romi) je opaziti velik vpliv okolja in družbe na stopnjo obvladovanja komunikacijskih veščin hrvaškega jezika. Namen prispevka je pokazati, na kakšen način in v kolikšni meri družina in okolje vplivata na zmanjšanje usvajanja komunikacijskih veščin v hrvaškem jeziku. Primeri iz prakse dokazujejo, da je trud učiteljev in izobraževalnega sistema nasploh pogosto nezadosten element pri obvladovanju branja, pisanja in govorjenja v hrvaškem jeziku.

Ključne besede: okolje, komunikacijske veščine, hrvaški jezik, Romi, izobraževanje.

In this article, we will present the influence of the environment on the communication skills of students whose mother language is not Croatian. Through many years of experience working with students of different ages and levels of education, as well as members of the national minority (Romani), a great influence of the environment and society on the degree of mastery of Croatian language communication skills can be noticed. The aim of this article is to show in what way and to what extent the family and the environment influence the reduction of the acquisition of communication skills in the Croatian language. Examples from practice prove that the effort of teachers and the education system in general is often an insufficient element in mastering reading, writing and speaking in the Croatian language.

Keywords: environment, communication skills, Croatian language, Romani, education.

Petra Podlogar, OŠ Orehek Kranj, Kranj

POMEN PREVENTIVE PRI ZMANJŠEVANJU MEDVRSTNIŠKEGA NASILJA

THE IMPORTANCE OF PREVENTION IN REDUCING PEER VIOLENCE

V šolah se srečujemo z različnimi oblikami medvrstniškega nasilja, ki jih bolj ali manj uspešno rešujemo. Nekatere oblike medvrstniškega nasilja, zlasti spletno nasilje, so danes odraslim prikrite dlje časa, zato je je toliko bolj pomembno, da v šolah zagotavljamo varno in spodbudno učno okolje, pri tem pa v načrtovanje vključimo tako učence, starše kot tudi vse strokovne delavce šole. Preventiva ima pri tem ključno vlogo. Na ta način preprečimo kakšno težavo ali pa vsaj malo omilimo že nastale probleme. V prispevku predstavljam, kako smo na naši šoli sistematično lotili dejavnosti, ki bi prispevale k izboljšanju razredne in šolske klime ter posledično k zmanjšanju medvrstniškega nasilja.

Ključne besede: razredna klima, razredne ure, zmanjševanje medvrstniškega nasilja.

In schools, we are confronted with different forms of peer violence, which we deal with more or less successfully. Some forms of peer violence, especially cyberbullying, have been hidden from adults for a long time. It is therefore important to provide a safe and supportive learning environment in schools,



involving pupils, parents and all school professionals in the planning process. Prevention plays a crucial role in this. This way we can prevent a problem or at least alleviate some of the problems that have already arisen. In this article, I present how our school has systematically undertaken activities that would contribute to improving the classroom and school climate and, consequently, to reducing peer violence. Keywords: classroom climate, class meeting, peer violence.

Metka Potnik, OŠ Zreče, Zreče

POPESTRITEV POUKA Z MATEMATIČNO IGRO, MATEMATIČNIM KROŽKOM IN DELAVNICO ZA NADARJENE OSNOVNOŠOLCE

ENRICHING LESSONS WITH A MATH GAME, A MATH CLUB AND A WORKSHOP FOR GIFTED ELEMENTARY SCHOOL STUDENTS

V osnovni šoli so nam zaupani učenci različnih sposobnosti in talentov. Pri matematiki se na eni strani srečujemo z učenci, ki se s težavo spogledujejo s števili, z matematičnimi pojmi in sklepanjem, medtem ko drugi zlahka usvojijo osnovna matematična znanja in postopke ter bolj ali manj neučakano pričakujejo težje matematične probleme, kjer pride do izraza njihova sposobnost povezovanja in sklepanja. Večina učencev je nekje »vmes«. Učitelji smo torej primorani, ne glede na predmet, ki ga poučujemo, prilagajati dinamiko in načine poučevanja. Vsem se lahko za popestritev pouka ponudi matematično igro, s katero ob sodelovalnem učenju usvajajo, utrjujejo ali preverjajo svoje znanje. V nadaljevanju bom predstavila primer matematične igre domine. V enem od preteklih šolskih let se je na naši šoli izvajal tudi matematični krožek, kjer smo matematiko povezali z risanjem, barvanjem in načrtovanjem. Iz tega krožka bom predstavila fraktal trikotnik Sierpinskega. Nadarjeni učenci pa se na Osnovni šoli Zreče lahko udeležijo tudi dvodnevne tabora, kjer poleg povabljenih gostov delavnice pripravimo tudi učitelji. Na eni izmed njih sem učencem predstavila razmerje zlatega reza. Večina je zanj slišala prvič in bili so presenečeni, ko sem jih seznanila s primeri pojavljanja zlatega reza v naravi.

Ključne besede: matematična igra, matematični krožek, delavnica za nadarjene učence, zlati rez, fraktal.

In elementary school, we are entrusted with students of various abilities and talents. In mathematics, on one hand, we encounter students who have difficulty dealing with numbers, mathematical concepts and reasoning, while others easily acquire basic mathematical knowledge and procedures and more or less unexpectedly, expect more difficult mathematical problems, where their ability comes to the fore linking and reasoning. Most students are somewhere "in between". Teachers are therefore forced, regardless of the subject we teach, to adapt the dynamics and methods of teaching. To make the lesson more interesting, everyone can be offered a mathematical game with which they acquire, consolidate or check their knowledge during cooperative learning. In the following, I will present an example of the mathematical game of dominoes. In one of the past school years, our school also held a math club, where we connected math with drawing, coloring and planning. From this club I will present the Sierpinski triangle fractal. Gifted students can also attend a two-day gifted camp at Zreče Elementary School. At this camp, the workshops are also prepared by the teachers and not only by the invited guests. I presented the ratio of the golden ratio to the students at one such workshop. Most of them heard about it for the first time. They were surprised when I introduced them some examples of the occurrence of the golden ratio in nature.

Keywords: mathematical game, math club, workshop for gifted elementary school students, fractal, the golden ratio.



Tina Potočnik, OŠ Jakoba Aljaža Kranj, Kranj

SPOZNAVANJE SKRBTSTVENIH POKLICEV IN ČUT ZA SOČLOVEKA

GETTING TO KNOW CARING PROFESSIONS AND SENSE OF EMPATHY

Vzgoja in izobraževanje za trajnostni razvoj je pedagoški proces, ki vključuje odnos med človekom in naravo kot odnose med ljudmi. Povezan je z razvojem spoštovanja do človeka in narave. V šolskem prostoru nenehno poudarjamo pomen spoštovanja, ker prihajamo iz različnih jezikovnih in kulturnih okolij, različnih nacionalnosti in imamo različne izkušnje. Učimo se sobivati. Biti spoštljiv v odnosu do drugega je vrednota, ki se prenaša v naših vzgojnih prizadevanjih. Prispevek se nanaša na učenje spoštovanja oziroma razvijanja čuta do sočloveka, ki je drugačen. V okviru vsebin karierne orientacije v osnovni šoli učenci 8. razreda spoznajo ali ozavestijo, da zdravje ni samoumevno, da se lahko naše življenje v nekem trenutku povsem spremeni. Potrebno je sprejeti drugačnost in spoštovati človeka kljub različnim zmogljivostim in načinu življenja. Z iskanjem informacij učenci spoznajo različne vrste skrbstvenih poklicev, ki so in bodo v prihodnosti zelo pomembni. Karierna orientacija omogoča, da pri učencih razvijamo kompetence, veščine, sposobnosti in osebnostne lastnosti, ki bodo posredno vplivale tudi na njihovo delovanje in razmišljanje o trajnostnem razvoju in odnosih (kritično razmišljanje, reševanje problemov, timsko delo, ustvarjalnost, prilagodljivost, vseživljenjsko učenje).

Ključne besede: karierna orientacija, kompetence, skrbstveni poklici, čut za sočloveka, poškodbe možganov, spoštovanje, vzgoja in izobraževanje za trajnostni razvoj.

Education and training for sustainable development is a pedagogical process that involves the relationship between humans and nature as well as relationships among people. It is linked to the development of respect for both humans and nature. Within the school environment we continuously emphasize the importance of respect because we come from different linguistic and cultural backgrounds, different nationalities, and have diverse experiences. We are learning to coexist. Being respectful towards others is a value that is transmitted through our educational efforts. This article relates to learning to respect and developing empathy towards those who are different. As part of the content of career orientation in primary school, 8th grade students learn and become aware that health is not guaranteed, and that our lives can change completely at any moment. It is necessary to accept diversity and respect individuals despite their different abilities and lifestyles. Through seeking information students become acquainted with various caregiving professions that are and will be highly important in the future. Career orientation enables us to develop competences, skills, abilities, and personal qualities in students which will indirectly influence their actions and thoughts regarding sustainable development and relationships (critical thinking, problem-solving, teamwork, creativity, adaptability, lifelong learning).

Keywords: career orientation, competences, caregiving professions, empathy, brain injuries, respect, education and training for sustainable development.

Valerija Režonja, Gimnazija Murska Sobota, Murska Sobota

VZGOJA IN IZOBRAŽEVANJE ZA TRAJNOSTNI RAZVOJ NA GIMNAZIJI MURSKA SOBOTA

EDUCATION AND TRAINING FOR SUSTAINABLE DEVELOPMENT AT THE SECONDARY SCHOOL GIMNAZIJA MURSKA SOBOTA

Vzgoja in izobraževanje za trajnostni razvoj (VITR) je vizija vzgoje in izobraževanja, ki poudarja celovit, interdisciplinaren pristop k pridobivanju znanja, sposobnosti in veščin, potrebnih za trajnostno prihodnost, pa tudi za spremembo vrednot, vedenja in življenjskih navad. V prispevku bom na kratko



predstavila VITR, obširneje pa, kako smo se zaposleni in dijaki na Gimnaziji Murska Sobota lotili dela v projektu ZRSŠ Podnebni cilji in vsebine v vzgoji in izobraževanju. Predstavila bom naše cilje, kako smo se organizirali pri izvedbi začrtanih ciljev, katere aktivnosti smo izvajali in rezultate našega dela. Vključeni smo bili zaposleni iz različnih predmetnih področij, razdeljeni v štiri time. Podrobneje bom opisala, kako je potekalo delo naravoslovnega tima, katerega vodja sem bila.

Ključne besede: dijaki, šola, vzgoja, trajnostni razvoj, okolje, projekt, sodelovanje.

Education and training for sustainable development (VITR) is a vision in education that emphasizes a comprehensive, interdisciplinary approach to acquiring knowledge, skills, and competencies necessary for a sustainable future and changing values, behaviour, and lifestyle habits. In this paper, I will briefly introduce VITR, and more broadly how the staff and students at the secondary school Gimnazija Murska Sobota have approached the ZRSŠ project Climate goals and content in education. I will present our goals, how we organized the implementation of the outlined goals, implemented activities, and the results of our work. We involved staff from different subject areas, divided into four teams. I will describe in more detail how the work of the natural science team, of which I was the leader, was carried out.

Keywords: students, school, education, sustainable development, environment, project, cooperation.

Darja Roškar, OŠ Danile Kumar, Ljubljana

KULTURNA POTEPANJA

CULTURAL WANDERINGS

Pri vzgoji in izobraževanju za trajnostni razvoj nikakor ne smemo pozabiti na pomembno vlogo kulture in odnosa do nje. »Kultura je stičišče ljudi in življenja samega. Je to, kako upravljamo z življenjem, ljubeznijo, smrtjo, rojstvom, razočaranji ... vse to se izraža v kulturi,« pravi Wendell Pierce, ameriški igralec in poslovnež (Kresnik, 2017). Pedagoški delavci ugotavljamo, da so učenci zaradi poplave površinskih informacij iz raznih digitalnih medijev, pa tudi površinskih odnosov nemirni, težko se vživljajo v druge, pa tudi svojih vzgibov ne razumejo. Vse več je tesnobe, anoreksije, zasvojenosti in drugih psihičnih motenj. Stare moralne norme so porušene, nove pa še neizgrajene. Tehnologija nas prehiteva. Kako otrokom pomagati zgraditi vrednote, ki jim bodo pomagale imeti dober odnos do sebe, drugih in vsega, kar nas obdaja? Prispevek prikazuje vodenje knjižničarskega krožka, pri katerem učenci s pomočjo knjig, filmov, predstav, predstavitev, razstav, koncertov, srečanj z ustvarjalci in pogovorov na neprisiljen, njim prilagojen način z vživljanjem v like in različne svetove usvajajo pomembne vrednote, oblikujejo odgovore na vprašanja ali si zastavijo nova. Občutijo ugodje in zabavo. Predvsem s knjigo razvijajo empatijo, ki je zelo pomembna na vseh ravneh življenja. Ugotavljamo, da se učne vsebine, usvojene v prijetnem vzdušju, v katerem so vključena tudi čustva, učencem bolj vtisnejo v spomin. Pristopi morajo biti raznovrstni in njim prilagojeni, zato jim je dobro prisluhniti. Gibanje med učenjem je pomembno.

Ključne besede: Ključne besede: branje, knjižničarski krožek, kultura, trajnostni razvoj, vzgoja in izobraževanje.

In upbringing and education for sustainable development, we must remember the important role of culture and the attitude towards it. "Culture is the intersection of people and life itself. It is how we manage life, love, death, birth, disappointments... all of this is expressed in culture," says Wendell Pierce, American actor and businessman (Kresnik, 2017). As educators, we find pupils are made restless by the flood of superficial information from various digital media and superficial relationships, thus finding it difficult to empathize with others, and to understand their impulses. Anxiety, anorexia, addiction and



other psychological disorders are on the rise. Old moral norms have been destroyed, and new ones are awaiting to be built. Technology is ahead of us. How to help children build values that will foster a positive attitude towards themselves and others? The paper shows the management of a librarian's circle, where students, with the help of books, films, plays, presentations, exhibitions, concerts, meetings with creators and conversations, in an unforced, customized way, empathize with characters and different worlds, adopt important values, and formulate answers to questions or new ones are born to them. They feel comfort and fun. Above all, with a book, they develop empathy, which is very important at all levels of life. We find that learning content acquired in a pleasant atmosphere, encompassing feelings and emotions, is better memorised by students. Approaches must be diverse and adapted to pupils, so it is good to listen to their ideas. Movement while learning is important.

Keywords: Keywords: reading, library club, culture, sustainable development, education.

Katja Rus, OŠ dr. Franceta Prešerna Ribnica, Ribnica

MEDGENERACIJSKO SODELOVANJE

INTERGENERATIONAL COOPERATION

V članku želim poudariti, kako na otrokov celostni razvoj pomembno vplivajo tudi izkušnje, povezane z medgeneracijskim sodelovanjem. Tovrstne izkušnje, ki pripomorejo k izboljšanju medgeneracijske solidarnosti in odnosa mladih do starostnikov in staranja, pozitivno vplivajo tudi na razvoj posameznikove čustvene inteligence in empatije. V nadaljevanju so najprej predstavljeni teoretični okviri medgeneracijskega sodelovanja in trajnostnega razvoja posameznika. Temu pa sledi predstavitev konkretnih metod medgeneracijskega sodelovanja ribniških osnovnošolcev s starostniki iz Doma starejših občanov Ribnica ter v povezavi s tem zastavljenih in doseženih ciljev. Na podlagi predstavljenega v zaključku sklepam, da ima medgeneracijsko sodelovanje pozitiven vpliv tako na osnovnošolce kot tudi na starostnike.

Ključne besede: staranje, medgeneracijsko sodelovanje, trajnostni razvoj, osnovna šola, dom starejših občanov.

In the article, I want to emphasize how experiences related to intergenerational cooperation significantly impact a child's overall development. Such experiences, which help improve intergenerational solidarity and young people's attitudes towards the elderly and aging, also have a positive effect on the development of individual emotional intelligence and empathy. First, I present the theoretical frameworks of intergenerational cooperation and the sustainable development of the individual. Subsequently, I present concrete methods of intergenerational cooperation involving Ribnica elementary school students and the elderly from the Ribnica Senior Citizens' Home, along with the goals achieved in connection with this collaboration. Based on the presented findings, I conclude that intergenerational cooperation positively impacts both primary school children and the elderly.

Keywords: aging, intergenerational cooperation, sustainable development, elementary school, retirement home.

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PREPOZNAJMO, RAZUMIMO IN PREPREČIMO NASILJE MED OTROKI Z AVTISTIČNO MOTNJO IN NJIHOVIMI VRSTNIKI

RECOGNISE, UNDERSTAND AND PREVENT VIOLENCE AMONG AUTISTIC CHILDREN AND THEIR PEERS



Zelo težko je najti osebo z avtizmom, ki vsaj enkrat v življenju ni doživela zbadanja ali bila ustrahovana. Otroci z avtističnimi motnjami imajo več možnosti, da bodo ustrahovani, ali žrtve nasilja. V primerjavi s svojimi vrstniki pa so ti otroci vsaj dvakrat bolj pogosto žrtve nasilja. Ne znajo na ustrezen način vstopati v socialne stike, zato lahko pride tudi do nasilja z njihove strani. Velikokrat se razlog za to skriva v njihovem nerazumevanju sveta okoli njih. Upoštevati moramo tudi drugačno razumevanje vsakodnevnih situacij – kar se nam ne zdi nič posebnega, je zanje lahko neznosno. Otroci z avtizmom se bojijo, da se jim bodo drugi posmehovali. Smejanje jih zmede, vedno mislijo, da gre za posmehovanje. Tudi sami lahko posežejo po ekstremnih oblikah nasilja, ko želijo sami ustaviti ustrahovalce. Z razumevanjem otrok z avtističnimi motnjami lahko prispevamo k zmanjšanju nasilja. Prav zaradi tega je treba poznati strategije za zmanjšanje pogostosti in vrste nasilja nad otroki z avtizmom. Zaradi vseh navedenih dejstev je zelo pomembno znati prepoznati vzroke, čemu se nasilje pojavlja in prepoznati znake, da je otrok žrtev nasilja. Pomembno je najti najboljše načine za preprečevanje medvrstniškega nasilja in le-to tudi naučiti otroke, ki so ali povzročitelji ali pa žrtve nasilja. Ker pa je v šolskem prostoru še zmeraj premalo znanja o posebnostih otrok z avtističnimi motnjami, je ključnega pomena usposabljanje strokovnih delavcev o funkcioniranju takšnih otrok in njihovih odzivih na stresne situacije. Le na tak način lahko prispevamo k zmanjšanju medvrstniškega nasilja med avtističnimi otroki in njihovimi vrstniki.

Ključne besede: otroci z avtističnimi motnjami, vrstniki, nasilje, vzroki nasilja, strategije za preprečevanje konfliktov.

It is rather difficult to find an autistic person who has not been taunted or bullied at least once in a lifetime. Autistic children are more likely to be taunted or bullied, the fact remains that they are bullied twice as often as their peers. As they do not know how to engage in social contacts appropriately or they do not understand the society they live in, they might be violent themselves. We must consider the fact that autistic children perceive daily situations differently. What we find harmless, for example teasing, autistic children fear others laugh at them, make fun of them. They become confused and believe they are being taunted or even bullied. That is why they might become extremely violent to stop the teasers.

We might contribute to violence decrease by understanding children with autistic disorders. It is important to know which strategies could be used to decrease frequency as well as types of violence autistic children are subjected to. It is important to recognise why violent behaviour appears, what causes it, and it is also important to recognise the victim's behaviour. The best possible ways of peer-violence prevention must be found, and we should teach the children, bullies, and victims, how to prevent violence from happening. Since we still lack knowledge about the autistic children's characteristics, it is vital that educators are trained to understand autistic children and their reactions in stressful situations. That is the only path to lessen violence among autistic children and their peers.

Keywords: children with autistic disorders, peers, violence, reasons for violence, strategies used to prevent conflicts.

Janja Senekovič, OŠ Franceta Prešerna Maribor, Maribor

LUTKA KOT UČNO, TERAPEVTSKO, MOTIVACIJSKO IN INTEGRACIJSKO ORODJE PRI POUKU TUJEGA JEZIKA

HAND PUPPET AS A TEACHING, THERAPEUTIC, MOTIVATION AND INTEGRATION TOOL IN FOREIGN LANGUAGE LESSONS

Kot učiteljica tujega jezika ugotavljam, da sem iz leta v leto postavljena pred nove izzive. Učenci se spreminjajo, vedno več je tako ali drugače "posebnih" učencev, ki potrebujejo drugačne, njihovim



potrebam prijazne pristope. Za uspešno učenje, predvsem v nižjih razredih osnovne šole, je pomembno pri učencu najprej vzpodbuditi veselje do učenja tujega jezika in razvijati tudi ostale kompetence, kot so občutek lastne vrednosti, socialne motorične, kognitivne in kreativne kompetence. Ko se majhen otrok prične izražati v tujem jeziku, je toliko bolj pomembno, da otroku, ponudimo alternativne možnosti izražanja, saj je njegov besedni zaklad omejen. Lutka, kot učilo, takšna preprosta, ki si jo otrok izdelava sam, otroku omogoči, da se počuti kot enakovreden sogovornik ali udeleženec v igri in mu na ta način nudi sproščeno sodelovanje v učnem procesu osvajanja tujega jezika. Služi kot neke vrste ščit, za katerim otrok skriva svoje strahove, nesigurnosti in je orodje za premagovanje strahu. Otroci se ob prisotnosti lutke mnogo hitreje opogumijo, z lutko manipulirajo in postanejo aktivni udeleženci učnega procesa. Lutka pomaga otroku tudi pri pridobivanju pozitivne samopodobe, z lutko se identificirajo in posledično lažje izrazijo svoja čustva.

Ključne besede: ročna lutka, učilo, orodje za premagovanje strahu, izražanje čustev, občutek lastne vrednosti, pozitivna samopodoba, celostno učenje.

As a foreign language teacher, I find that I am faced with new challenges every year. Students are changing, there are more and more "special" students in one way or another, who need different, needs-friendly approaches. For successful learning, especially in the lower grades of primary school, it is important to first encourage the joy of learning a foreign language in the student and also develop other competencies, such as a sense of self-worth, social motor, cognitive and creative competencies. When a small child begins to express himself in a foreign language, it is all the more important to offer the child alternative possibilities of expression, since his vocabulary is limited. A doll, as a teaching tool, such a simple one that the child makes himself, allows the child to feel like an equal interlocutor or participant in the game and in this way offers him a relaxed participation in the learning process of acquiring a foreign language. It serves as a kind of shield behind which the child hides his fears, insecurities and is a tool for overcoming fear. In the presence of a doll, children take courage much faster, manipulate the doll and become active participants in the learning process. The doll also helps the child to gain a positive self-image, they identify with the doll and, as a result, express their feelings more easily.

Keywords: hand puppet, teaching, tool to overcome fear, expression of emotions, sense of self-worth, positive self-image, holistic learning.

Petra Šijanec Koren, OŠ Stročja vas, Stročja vas

RAZREDNIK IN NJEGOVA VLOGA PRI KREPITVI VARNEGA IN VKLJUČUJOČEGA UČNEGA OKOLJA

CLASS TEACHER AND HIS ROLE IN STRENGTHENING A SAFE AND INCLUSIVE LEARNING ENVIRONMENT

Dandanes je poučevanje oz. poslanstvo učitelja vse bolj orientirano ne le v samo učenje, temveč tudi v njegove sposobnosti vodenja razreda – skrb za šolsko klimo oz. vzdušje in odnose v razredu. Ključnega pomena je dober stik učitelja z razredom oz. njihova medsebojna povezanost. Za učinkovito učenje ni potrebno le dobro počutje posameznika, marveč morata biti zadoščena tudi občutek sprejetosti in zaupanja v lastne zmožnosti. Dr. Adler, učenec znamenitega utemeljitelja pozitivne psihologije, dr. Seligmanna, je podal sporočilo za uspešnost v šoli in zadovoljstvo v življenju, in sicer sta slednja povezana z zmožnostjo upravljanja z lastnimi čustvi, z odnosi z drugimi, z doživljanjem smiselnosti tega, kar počnemo in z zavzetostjo. Vsi učenci morajo imeti enake možnosti za uspešno napredovanje. V prispevku bodo predstavljeni preizkušeni primeri dobrih praks, izvedeni pri urah oddelčne skupnosti v obdobju dveh let.

Ključne besede: varno in vključujoče učno okolje, šolska klima, razrednik, primeri dobre prakse.



Nowadays, teaching and the teacher's mission is more and more oriented not only to learning itself, but also to his ability to lead the class - taking care of the school climate, classroom atmosphere and relationships. Good contact between the teacher and the class, as well as their interconnectedness, is crucial. Effective learning requires not only individual well-being, but also a sense of acceptance and confidence in one's own abilities. Dr. Adler, a student of the famous founder of positive psychology, Dr. Seligman, gave a message for success in school and satisfaction in life. The latter are related to the ability to manage one's own emotions, to relationships with others, to experiencing the meaning of what we do and to commitment. All students must have equal opportunities to progress successfully. The paper will present proven examples of good practice implemented in class meetings over a period of two years. Keywords: safe and inclusive learning environment, school climate, class teacher, examples of good practice.

Simona Šooš, OŠ II Murska Sobota, Murska Sobota

NE ZAVRZI OBLEK - OHRANI PLANET

DON'T THROW AWAY YOUR CLOTHES – SAVE THE PLANET

V današnjem času se svet sooča z velikimi okoljskimi izzivi, kot so globalno segrevanje, onesnaževanje in izčrpavanje naravnih virov. Veliko vlogo pri tem ima tudi modna industrija, ki je velika onesnaževalka našega planeta in prispeva velik delež k izpustom toplogrednih plinov, porabi vode in uporabi kemikalij. Potrošniki pogosto kupujemo oblačila, ki so poceni, vendar nekakovostna in narejena iz umetnih materialov. Trajnostna moda pa v nasprotju hitri modi teži k zmanjšanju negativnih učinkov na okolje. Cilj trajnostne mode je ustvarjanje oblačil iz naravnih materialov in zmanjšanje količine odpadkov. Mlade želimo z različnimi delavnicami in projekti spodbuditi k odgovornejšemu ravnanju in premisleku o nakupu nepotrebni oblačil, ki jih pogosto zavržemo in končajo kot velik odpadek, ki onesnažuje okolje. Z akcijami kot so izmenjevalnica oblačil in predelava oblačil v nek drug koristen izdelek spodbujamo pri mladih kreativnost in jih ozaveščamo v smislu trajnostnega razvoja. Menim, da se vzgoja začne že od mladih nog in samo s skrbnim in odgovornim ravnanjem bomo vzgojili skrbne in odgovorne uporabnike, ki jim bo mar za okolje in naš planet.

Ključne besede: trajnostni razvoj, izmenjevalnica oblačil, predelava oblačil, trajnostna moda.

Today, the world is facing significant environmental challenges such as global warming, pollution and the depletion of natural resources. The fashion industry plays a major role in this, as it is a major polluter of our planet and contributes a large share to greenhouse gas emissions, water consumption and chemical use. Consumers often buy clothes that are cheap, without considering the materials they are made from. Sustainable fashion, unlike fast fashion, seeks to reduce the negative impact on the environment. Its goal is to create clothing from sustainable materials and minimize waste. It also strives for the sustainable use of clothing. Through various workshops and projects, we want to encourage young people to be more responsible and to think about buying unnecessary clothes, which are often thrown away and end up as a big waste that pollutes the environment. Actions such as the clothes swap and the repurposing of clothes into other useful products encourage young people's creativity and raise their awareness in terms of sustainable development. I believe that education starts from a young age, and only by being careful and responsible will we produce caring and responsible users who care about the environment and our planet. Keywords: sustainable development, clothing swap, clothing recycling, sustainable fashion.



Renata Štritof, OŠ Janka Glazerja Ruše, Ruše

VZGOJA ZA MEDGENERACIJSKO SOLIDARNOST IN SOŽITJE

EDUCATION FOR INTERGENERATIONAL SOLIDARITY AND HARMONY

Delež starejših ljudi v razvitem svetu naglo narašča, s čimer je povezan tudi pojav starizma in predsodki do oseb na podlagi starosti, kar je največja ovira za medgeneracijsko povezovanje. Medgeneracijsko sodelovanje temelji na solidarnosti in sožitju generacij. Za sodelovanje s starejšimi je pomembna empatija, spoštovanje, razumevanje starejših, zato je navedene vrednote potrebno sistematično in načrtno razvijati že od zgodnjega otroštva. Poleg družine je za tovrstno vzgojo pomembna šola. V prispevku predstavljamo rezultate raziskave o odnosu do starejših, ki je bila opravljena med učenci OŠ Janka Glazerja Ruše. Za boljše razumevanje starejših in njihovih potreb ter za krepitev spoštljivih odnosov med generacijami in razmišljanje o starosti kot obdobju, ki ga lahko aktivno in lepo preživljamo, smo z učenci izvedli tudi delavnice. Te so vključevale dejavnosti za razumevanje procesa staranja, za odpravo predsodkov, stereotipov, strahov do starejših, njihovih bolezni in morebitnih težav. Zavedati se moramo, da bodo glede na daljšo življenjsko dobo in vse večje število starostnikov potrebe po poklicih, povezanih s tem starostnim obdobjem, v prihodnosti zagotovo še naraščale. Potrebno je sistematično in načrtno izvajati dejavnosti, v katerih bodo sodelovale različne generacije in s katerimi se bosta krepili medgeneracijska solidarnost in sožitje.

Ključne besede: učenci in odnos do starostnikov, medgeneracijsko sodelovanje, dejavnosti za odpravo starizma.

The proportion of older people in the developed world is rapidly increasing, which is also associated with the phenomenon of ageism and prejudices against individuals based on age, which is the biggest obstacle to intergenerational connectivity. Intergenerational cooperation is based on solidarity and harmony between generations. Empathy, respect, and understanding of the elderly are important for collaboration with older people, so these values need to be systematically and intentionally developed from early childhood. In addition to the family, school plays an important role in this type of education. In this article, we present the results of research on attitudes towards the elderly conducted among students of the Janko Glazer Primary School in Ruše. To better understand the elderly and their needs, and to strengthen respectful relationships between generations and rethink aging as a period that can be actively and beautifully lived, we also conducted workshops with students. These included activities to understand the aging process, eliminate prejudices, stereotypes, and fears towards the elderly, their illnesses, and potential difficulties. We must be aware that with longer life expectancy and an increasing number of elderly people, the demand for professions related to this age group will undoubtedly continue to grow in the future. It is necessary to systematically and intentionally carry out activities involving different generations and aimed at strengthening intergenerational solidarity and harmony.

Keywords: students and attitudes towards the elderly, intergenerational cooperation, activities to eliminate ageism.

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UPORABA MUZIKOTERAPIJE PRI DELU Z OTROKI S TEŽAVAMI V RAZVOJU

THE USE OF MUSIC THERAPY WHEN WORKING WITH CHILDREN WITH DEVELOPMENTAL PROBLEMS

Muzikoterapija je novejša veja zdravljenja z glasbo – glasba predstavlja zdravilo, uporablja se v različnih sferah, pri pouku vzpostavlja pozitivno šolsko klimo, vpliva na razvoj, inkluzijo itd. Muzikoterapijo lahko uporabljamo na številnih področjih, tako v osebem življenju, kakor tudi pri delu s starejšimi in otroki.



Muzikoterapija pozitivno vpliva na razvoj človeka, čeprav na tem področju dokazov še ni veliko. Prikazanih bo več načinov, kako muzikoterapija deluje, kakšni so pozitivni učinki ter prednosti uporabe različnih vrst glasbene terapije.

Ključne besede: muzikoterapija, otroci s posebnimi potrebami, integracija, vrste muzikoterapije, avtizem, downov sindrom, zgodovina muzikoterapije, glasbila.

Music therapy is a newer branch of music therapy – music is a medicine, it is used in various spheres, it establishes a positive school climate during lessons, it affects development, inclusion, etc. Music therapy can be used in many areas, both in personal life and when working with the elderly and children. Music therapy has a positive effect on human development, although there is still not much evidence in this area. Several ways of how music therapy works will be shown, what are the positive effects and the benefits of using different types of music therapy.

Keywords: music therapy, children with special needs, integration, types of music therapy, autism, down syndrome, history of music therapy, musical instruments.

Valentina Sobočan Bogdan, Monika Turk, Osnovna škola Sveti Martin na Muri, Sveti Martin na Muri (Hrvaška)

RAZVESELI SE NARAVE, OBARVAJ ŽIVLJENJE ZELENO!

LET NATURE MAKE YOU KEEN, PAINT YOUR LIFE GREEN!

Življenje lahko na različne načine obarvamo z zeleno barvo. Z recikliranjem različnih materialov, izdelavo novih izdelkov iz starih, že uporabljenih, prenašanjem znanja na mlajše generacije. S čim se ukvarjajo učenci na OŠ Sveti Martin na Muri in na kakšen način delujejo "EKO"?

Ključne besede: eko, zeleno, recikliranje, star papir, baterije, sodelovanje.

Life can be colored green in various ways. Through recycling different materials, making new products from old, already used ones, and passing on knowledge to younger generations. What do the students at OŠ Sveti Martin na Muri engage in and how do they operate "ECO"?

Keywords: eco, green, recycling, old paper, batteries, cooperation.

Mojca Vidmar, OŠ dr. Pavla Lunačka Šentrupert - Vrtec Čebelica, Šentrupert

VRNITEV STAREJŠIH V SVET PREDŠOLSKIH OTROK

RETURNING THE ELDERLY TO THE WORLD OF PRESCHOOL CHILDREN

Smo vrtec na podeželju, kjer je med nami vse več starejših ljudi, starši naših otrok pa so do poznih večernih ur v službah. Zato smo najprej začeli v svoje delo vključevati babice in dedke, ki so s svojo prisotnostjo in aktivnostjo nadgradili naš vsakdan in celoten proces. Kmalu pa smo začeli sodelovati tudi še z vsemi starejšimi v našem lokalnem okolju – z društvom upokojencev. Različne vrste sodelovanja (branje, delavnice, nastopi) so dvignile zadovoljstvo starejših, pri otrocih razvile čut do starejših in hkrati željo po nadaljnjem sodelovanju. Z aktivnim vključevanjem starejših v pedagoški program smo razvijali medgeneracijske vrednote in krepili vezi med najmlajšimi in starejšimi.

Ključne besede: medgeneracijsko sodelovanje, delavnice, vrtec, starostniki, otroci, sožitje.

We are a kindergarten in the countryside, where the number of elderly people among us is increasing, while the parents of our children work late into the evening. Therefore, we first began to involve



grandparents in our work, who with their presence and activity upgraded our daily lives and whole process. We soon began to work with all the elderly in our local community – with the retirees' association. Various forms of collaboration (reading, workshops, and performances) have increased the satisfaction of the elderly, developed a sense of respect for the elderly in younger generations, and simultaneously fostered a desire for further cooperation. By actively involving the elderly in the pedagogical program, we developed intergenerational values and strengthened bonds between the youngest and the elderly.

Keywords: intergenerational cooperation, workshops, kindergarten, elderly, children, harmony.

Tadeja Vogrinčič, OŠ Franceta Prešerna Črenšovci, Črenšovci

MOJSTRI ŠIVANJA IN VEZENJA - DEJAVNOST RAZŠIRJENEGA PROGRAMA

MASTERS OF SEWING AND EMBROIDERY - ACTIVITIES OF THE EXTENDED PROGRAM

Tempo današnjega življenja je čedalje hitrejši. Nenehno moramo slediti novim tehnikam razvoja in se prilagajati novemu življenjskemu ritmu, prav tako tudi družbi, ki ima različne želje. Nase in na svoje bližnje pa velikokrat pozabimo. V tem času čedalje redkeje najdemo primere, ko starši ali stari starši učijo svoje otroke različnih ročnih tehnik, kot so šivanje, kvačkanje, vezenje, pletenje ipd. Otroci obiskujejo najrazličnejše obogatitvene dejavnosti, ki so bolj povezane s športom, učenjem tujega jezika idr. Dejavnosti, ki so povezane z ročnimi spretnostmi pa najdemo zelo redko. Na naši šoli smo se odločili, da k dejavnostim razširjenega programa dodamo dejavnost Mojstri šivanja in vezenja, kjer se učenci urijo v ročnih spretnostih. Pri tem nam pomagajo upokojenke Kulturno-turističnega društva Črenšovci. Nastajajo različni izdelki, motive prilagajamo letnemu času in posebnih dogodkih. Učimo se tudi vezenja prav posebnega vzorca mürski cvet. Te aktivnosti od učencev zahtevajo veliko zavzetosti, opažamo pa tudi, da se učenci preko teh dejavnosti sprostitjo in umirijo.

Ključne besede: razširjeni program, ročne spretnosti, vezenje, mürski cvet, medgeneracijsko povezovanje.

The pace of life today is getting faster and faster. We must constantly follow new development techniques and adapt to a new rhythm of life, as well as to a society that has different desires. We often forget about ourselves and our loved ones. At this time, it is increasingly rare to find cases where parents or grandparents teach their children various manual techniques, such as sewing, crocheting, embroidery, knitting, etc. Children attend a wide variety of enrichment activities, which are more related to sports, learning a foreign language, etc. Activities related to manual skills are found very rarely. Therefore, at our school, we decided to add the activity Masters of sewing and embroidery, to the activities of the extended program, where pupils train in manual skills. The pensioners of the Cultural and Tourist Association Črenšovci help us with this. Different products are created, motifs are adapted to the season and special events. We are also learning how to embroider a very special »mürski cvet« (»flower of Mura«) pattern. These activities demand a lot of commitment from the pupils, and we also notice that they relax and calm down through these activities.

Keywords: extended program, manual skills, embroidery, mürski cvet (flower of Mura), intergenerational integration.



Nika Vrbinc Mihelič, OŠ dr. Franceta Prešerna Ribnica, Ribnica

SPREJET UČENEC – USPEŠEN UČENEC

ACCEPTED STUDENT – SUCCESSFUL STUDENT

Prijetna klima in varno učno okolje sta po mojem mnenju dva izmed pogojev za dobro počutje in uspešno delo vseh udeležencev v razredu. Pri ustvarjanju le-tega sta zelo pomembni doslednost in pravičnost. Rezultat vsega naštetega pa je pridobivanje pozitivnih izkušenj učencev, dobro počutje, napredek učencev in s tem povezan tudi uspeh. Ko se vsak posameznik v razredu počuti sprejet, posledično želi prispevati v dobrobit razreda in potem se stvari rešujejo in nadgrajujejo kar same po sebi. Želim, da moji učenci odidejo v naslednji razred z lepimi spomini in izkušnjami, v dobrih odnosih, povezani in z dobro utrjenim znanjem. Naj bo to malim učenjakom moj prispevek in popotnica za nadaljnje življenje.

Ključne besede: Sprejetost, varnost, dobro počutje, uspeh.

In my opinion a good climate and safe learning environment are crucial in order for students and teachers to feel good and work successfully. In order to achieve that it is essential to be consistent and fair. By achieving that students acquire positive experience, they feel good about themselves, they show progress and eventually they become successful. When each and every student feels accepted, they tend to attribute to the well-being of others in the classroom and further on things start to resolve and upgrade on their own. I want my students to finish their school year with nice memories and experience. At the same time I want them to be on good terms with each other and last but not least with proper knowledge. Let that be my contribution to their life.

Keywords: acceptance, safety, feeling good, success.

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UČENJE IN POUČEVANJE NEMATERNEGA JEZIKA V PRIMARNEM IZOBRAŽEVANJU

LEARNING AND TEACHING A NON-NATIVE LANGUAGE IN PRIMARY EDUCATION (EXAMPLES OF GOOD PRACTICE)

V naši šolski praksi se srečujemo z učenci, ki jim hrvaški jezik ni materni jezik, temveč jezik okolja, v katerem živijo, torej drugi jezik (romski učenci). Ker pouk poteka v hrvaškem jeziku, morajo ti učenci obvladati hrvaški jezik, da bi lahko uspešno spremljali pouk in zaključili šolanje. Da bi jim to omogočili, je potrebno organizirati pripravljalne ure za usvajanje hrvaškega jezika. Cilj prispevka je pokazati, kako organizirati pripravljalni pouk, kako poučevati hrvaščino tujerodne učence in kako obstoječo raven jezikovnega znanja v osnovnošolskem izobraževanju dvigniti na raven, da postanejo učenci kompetentni uporabniki jezika.

Ključne besede: nematernalni jezik, poučevanje, pripravljalni pouk.

In our school practice, we meet students for whom the Croatian language is not their mother tongue, but the language of the environment in which they live, that is, a second language (Roma students). Since the classes are conducted in Croatian, these students need to master the Croatian language in order to be able to successfully follow the classes and complete their education. In order to enable them to do this, it is necessary to organize preparatory classes for the acquisition of the Croatian language. The aim of this paper will be to show how to organize preparatory classes, how to teach Croatian to non-native students, and how to raise the existing level of language knowledge in primary education to the level where students become competent language users.

Keywords: non-native language, teaching, preparatory teaching.



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ODSEV DOTIKA – UPORABA GLINE V SVETOVALNEM PROCESU

REFLECTION OF TOUCH – THE USE OF CLAY IN THE COUNSELLING PROCESS

Glina simbolno predstavlja posameznikov notranji svet. Delo z glino je zato še posebej uporabno, kadar delamo z otroki in mladostniki, ki se verbalno težje izražajo in ki so zelo defenzivni. Skulpture, ki nastanejo, razkrivajo tančice podzavesti in tako lažje razumemo posameznikovo notranje doživljanje, raziščemo strahove, damo prostor in obliko vsem, tudi težkim izkušnjam. V osrednjem delu članka razložimo teoretična izhodišča uporabe gline v svetovalnem in terapevtskem procesu, kar ponazorimo s primeri z delavnic, ki smo jih izvedli z otroki in mladostniki. Sledi vpogled v pripravo, izvedbo in zaključek delavnice, v zadnjem delu pa so natančnejši opisi poteka svetovalnega procesa, ki jim sledi interpretacija. S člankom želimo predstaviti manj poznano tehniko, ki se sicer uvršča med umetnostno in igralna terapijo, da bi našli svojo pot k otrokom in mladostnikom ter jim dali prostor za svobodno izražanje. Upamo tudi, da bo članek pritegnil pedagoge, vzgojitelje, svetovalne delavce in terapevte ter vse, ki bi radi v svoje delo z mladostniki in otroki vnesli svežino in globino, in da bodo po prebranem dovolj prepričani, da bi tehniko integrirali v svoj pristop. Članek ponuja oris, je pa za suvereno in strokovno izvajanje tehnike potrebno še krajše usposabljanje, predvsem pa izkustveno učenje.

Ključne besede: glina, glineno polje, terapija, svetovanje, otroci s čustveno vedenjskimi motnjami, kreativni pristopi.

Clay symbolically represents an individual's inner world. Working with clay is particularly useful when working with children and adolescents who have difficulty expressing themselves verbally and who are very defensive. The sculptures that emerge reveal the veils of the subconscious, making it easier for us to understand the individual's inner experiences, explore fears, and give space and form to all experiences, even the difficult ones. In the central part of the article, I explain the theoretical foundations of using clay in the counselling and therapeutic process, illustrating them with examples of workshops I have conducted with children and adolescents. Then I provide insight into the preparation, implementation, and conclusion of the workshop. The last part provides more detailed descriptions of the counselling process, followed by my interpretation. With the article, I aim to present a less-known technique, which is categorized as arts and play therapy, to find its way to children and adolescents, providing them with a space for free expression. I also hope that the article will attract educators, teachers, counselling workers, therapists, and anyone who wants to bring freshness and depth to their work with adolescents and children, and that they will be sufficiently convinced after reading to integrate the technique into their approach. The article offers an overview, but for confident and professional implementation of the technique, shorter training is required, primarily through experiential learning.

Keywords: clay, clay field, therapy, counselling, children with emotional behavioural disorders, creative approaches.

Klara Žerdin, OŠ Odranci, Odranci

SODELOVALNO UČENJE IN POUČEVANJE PRI PREDMETU TUJI JEZIK ANGLEŠČINA

COOPERATIVE LEARNING AND TEACHING IN FOREIGN LANGUAGE ENGLISH CLASS

Poučevanje v današnjih šolah predstavlja učiteljem velik izziv. Stopnja motiviranosti za učenje ali aktivno sodelovanje pri pouku med učenci zelo upada in pri večini učencev samo učenje ne izhaja iz notranjega



vzgiba ali želje po znanju. Čeprav so učenci vsakodnevno v stiku z angleškim jezikom, pa poučevanje le-tega še vedno predstavlja precejšen izziv. Klasičen način poučevanja se namreč že leta umika, nadomeščati so ga začeli sodobni inovativni pristopi poučevanja, ki spodbujajo avtonomijo učenca, poskušajo krepiti njihovo notranjo in učno motivacijo ter k sodelovanju pri pouku vključiti vse učence. Sodelovalno učenje je pri tujem jeziku angleščina lahko dober vir govora in pisanja, saj so učenci pri pouku angleščine v procesu sodelovalnega učenja močno izpostavljeni tujemu jeziku in imajo veliko možnosti za medsebojno komunikacijo. V samem prispevku sta tako na koncu predstavljena še dva primera inovativnega načina poučevanja – sodelovalno učenje in učenec v vlogi učitelja pri pouku tuji jezik angleščina.

Ključne besede: avtonomija učenca, zunanja in notranja motivacija, učna motivacija, sodelovalno učenje, medpredmetno povezovanje.

Teaching at schools nowadays represents a great challenge to the teachers. The level of learning motivation or active participation in classes has been decreasing enormously among students and the learning itself does not come from students' inner reasons or their thirst for knowledge. Although students are in contact with English language on daily basis, the teaching of the language still represents a considerable challenge. Classical way of teaching has been withdrawing for a number of years and it has been replaced by modern innovative teaching methods which encourage student autonomy, try to enhance their inner and learning motivation and try to include all the students in active learning process. Cooperative learning in foreign language English class can be a great source of speaking and writing while students are heavily exposed to the foreign language during the cooperative learning process and there are many possibilities for mutual communications. At the end of the article, two examples of innovative teaching methods are additionally presented – cooperative learning and a student in the role of a teacher at foreign language English classes.

Keywords: student autonomy, intrinsic and extrinsic motivation, learning motivation, cooperative learning, multidisciplinary integration.

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OD PALETE DO ŠOLSKE GARDEROBE

FROM A PALLET TO A SCHOOL WARDROBE

V učnem načrtu za tehniko in tehnologijo je zapisano, da predmet pri učencih spodbuja razvoj psihomotoričnih sposobnosti, pridobivanje spretnosti in stališč, ki pomagajo pri vključevanju v družbo, kar lahko uporabijo v mnogih situacijah, pri reševanju nesoglasij ter oblikovanju socialnih vrednot, hkrati pa razvijajo tudi poklicne interese. Vse to je nujno potrebno za učence, ki so drugačni, a hkrati tudi uspešni, če učitelji, ki jih poučujemo, preženemo strah in občutek njihove nemoči. Vesela sem, da poučujem predmet, ki po svoji naravi dovoljuje in spodbuja praktično delo, kar lahko povezujem z njihovim vsakdanjim življenjem. Pri vsem tem pa pri pouku uporabljamo materiale, s katerimi se učenci vsakodnevno srečujejo in jih preko predmeta učim, kaj vse lahko naredimo iz različnega materiala, če se le malo ozremo okoli sebe, preden se odpravimo v trgovino. Les je pri našem pouku tehnike in tehnologije nepogrešljiv material, iz katerega učenci ustvarijo marsikaj. Pri projektu Pogum so naši možgani še posebej dobili zagon, da smo začeli razmišljati, kaj lahko doprinesemo šoli, če učence prepustimo lastnemu ustvarjanju in pri tem upoštevamo njihove želje. Želja, da si naredimo udobno, funkcionalno garderobo, je bila za učence neomajna, kajti garderoba jim predstavlja prijazen, topel prostor, ki jih pričaka ob vstopu v šolo. Ideja, da uporabimo palete, je bila za marsikoga nerealna. Kot učiteljica sem razmišljala izven svojih okvirjev, v ospredje postavila ustvarjalnost, izkustveno poučevanje, preko katerega lahko učence



opolnomočim za življenje, in njim ter okolici dokažem, da zmoremo vsi, tudi tisti, ki nam okolje včasih prilepi znamko »drugačni«.

Ključne besede: tehnika in tehnologija, ustvarjalnost, izkustveno učenje, praktičen pouk, izdelki iz odpadnega lesa.

The syllabus of Design and Technology subject includes development of psychomotor skills, acquiring skills and views which will help students in social integration, resolving disagreements, forming social values and development of career interests. All of the above mentioned is crucial for students who are different but can still be successful if teachers help them overcome their fears and insecurities. I am glad that I am teaching a subject which allows and encourages practical work that can be connected with students' everyday life. At the same time, we use materials students see every day and can learn how to use materials around them before deciding to go to a store. Wood is an indispensable material in school subject Design and Technology and can be used for many different products. During the project Pogum (courage) we were especially challenged in finding ways to contribute to our school by letting students create and use their own ideas. A need for a comfortable and functional school wardrobe was an excellent inner motivator for students because such a wardrobe represents a warm and cozy place welcoming them every morning. For many, the idea to use construction pallets was unrealistic. As a teacher I was thinking outside the box and I put creativity and experiential teaching at the forefront. In this way students are empowered and can prove to themselves and others that we are all able to create, even those labelled by the society as different.

Keywords: Design and Technology, creativity, experiential learning, practical lessons, products from wood waste.

Petra Žganec, Josip Šipek, Osnovna škola Strahoninec, Strahoninec (Hrvaška)

RAZISKOVANJE LJUDSKE DEDIŠČINE Z DIGITALNIMI ORODJI PRI OSNOVNOŠOLSKIH OTROCIH

RESEARCHING FOLK HERITAGE USING DIGITAL TOOLS WITH CHILDREN OF LOWER SCHOOL AGE

Digitalna orodja so v današnji družbi vseprisotna in otroci se z njimi srečujejo vse prej. Za učence je tehnologija povsem običajen vsakdanji pojav, v njej uživajo, je del njihovega življenja in na nek način določa način učenja. Nemogoče je ločiti tehnologijo od učencev ali prezreti njen obstoj, zlasti pri poučevanju. Učenje zgodovine pomaga otrokom bolje razumeti svojo kulturo, identiteto in izvor, prispeva h krepitvi občutka pripadnosti in razumevanja sveta, v katerem živijo, omogoča, da se učijo iz preteklih dogodkov ter spodbuja razvoj kritičnega mišljenja. V današnjem sodobnem svetu otroci pogosto ne kažejo zanimanja za to, kar se je že zgodilo. Z izobraževanjem jih moramo seznaniti s pomembnostjo ohranjanja ljudske dediščine, lastne identitete, jih naučiti, da obstajajo preteklost, sedanost in prihodnost. Poleg samega učenja ljudske dediščine s pomočjo digitalnih orodij je treba razvijati tudi življenjske praktične veščine, motorične sposobnosti in ustvarjalnost. Učence je treba spremeniti v ustvarjalce vsebin, ne le v potrošnike. Zavedati se morajo pomena sodelovanja v skupnosti in zavzeti stališče glede individualizma, ki se spodbuja preko medijev. Na primeru šolskih projektov »Dvojezična pobarvanka Strahoninec«, animiranega filma »Strahoninec – tam de te stroh mine« in inovativnega produkta »Međimurski gagoljaški pinklec« bomo prikazali, kako lahko otrokom na nižji stopnji približamo digitalni svet in kulturno dediščino.

Ključne besede: digitalna orodja, ljudska dediščina, tradicija, raziskovanje, učenci nižje osnovnošolske starosti.

AVTONOMIJA V ŠOLI
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Digital tools are ubiquitous in today's society, and children encounter them earlier and earlier. For students, technology is a completely normal everyday phenomenon, they enjoy it, it is part of their life and in some way determines the way they learn. It is impossible to separate technology from students or ignore its existence, especially in teaching. Learning history helps children better understand their culture, identity and origins, contributes to strengthening their sense of belonging and understanding of the world they live in, enables them to learn from past events and encourages the development of critical thinking. In today's modern world, children often show no interest in what has already happened. Through education, we must familiarize them with the importance of preserving the national heritage, our own identity, and teach them that there is a past, present and future. In addition to learning folk heritage with the help of digital tools, it is also necessary to develop practical life skills, motor skills and creativity. Learners need to be turned into content creators, not just consumers. They must be aware of the importance of participation in the community and take a stand against the individualism promoted through the media. Using the example of the school projects "Bilingual Strahominec coloring book", the animated film "Strahominec - tam de te stroh mine" and the innovative product "Međimurski Gagoljaški pinklec", we will show how we can bring the digital world and cultural heritage closer to children at a lower level.

Keywords: digital tools, national heritage, tradition, research, students of lower school age.