



**POVZETKI SODELUJOČIH  
REFERENTOV V SKUPINAH  
//  
ABSTRACTS OF PRESENTATIONS IN  
GROUPS**

**Povzetke so v svojih prispevkih pripravili referenti sami.  
Razvrščeni so po abecednem redu priimkov avtorjev.**

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**The abstracts were prepared by the authors themselves.  
They are listed in alphabetical order by the authors' last names.**

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Rebeka Bajec, Osnovna šola Gabrovka - Dole, Gabrovka

### **RAZREDNA KLIMA IN DOBRO POČUTJE V RAZREDU**

#### **CLASSROOM CLIMATE AND WELL-BEING IN THE CLASSROOM**

Šola predstavlja prostor, v katerem se podajajo vzgojno-izobraževalne vsebine. Je pa tudi socialno okolje, v katerem so učenci nenehno vpeti v interakcije z drugimi učenci, sošolci, vrstniki, učitelji, drugimi zaposlenimi. V vsakodnevnih interakcijah v razredu se med posamezniki razvijajo medosebni odnosi. Razredna klima se nanaša na počutje in odnose v razredu. Nanjo vpliva veliko raznovrstnih dejavnikov. Pogosto se sprašujemo, kako povečati motivacijo učencev za sodelovanje pri pouku. Ko se učenci počutijo sprejete, varne in verjamejo vase, se tudi učinkoviteje učijo. V prispevku so opisane dejavnosti, ki so se izvajale v 3. razredu Osnovne šole Gabrovka - Dole. S temi dejavnostmi lahko učitelj vpliva na dobro razredno klimo in vključenost učencev.

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School is a space where educational content is delivered. However, it is also a social environment in which students are constantly engaged in interactions with other students, classmates, peers, teachers, and other staff members. In these daily classroom interactions, interpersonal relationships develop between individuals. Classroom climate refers to the feelings and relationships within the classroom. It is influenced by a wide variety of factors. We often wonder how to increase student motivation for participating in lessons; when students feel accepted, safe, and believe in themselves, they learn more effectively. This article describes activities implemented in the 3rd grade at the Gabrovka – Dole Primary School. Through these activities, a teacher can influence a positive classroom climate and student inclusion.

Ovidiu Florin Calancea, Rimokatoliški teološki licej sv. Frančiška Asiškega, Roman, Romunija

### **ŠOLSKA AVTONOMIJA V AKCIJI: RAZVOJ TRAJNOSTNIH ODNOSOV Z NARAVO IN DRUŽBO PREK PROGRAMA ZELENI TEDEN V ROMUNIJI**

#### **SCHOOL AUTONOMY IN ACTION DEVELOPING SUSTAINABLE RELATIONSHIPS WITH NATURE AND SOCIETY THROUGH THE GREEN WEEK PROGRAM IN ROMANIA**

Prispevek raziskuje manifestacijo šolske avtonomije v romunskem izobraževalnem sistemu prek izvajanja ekološke vzgoje, s posebnim poudarkom na programu "Zeleni teden". Študija, ki temelji na nacionalnem izobraževalnem idealu oblikovanja avtonomne in odgovorne osebnosti, izpostavlja, kako se pedagoška svoboda uresničuje prek kurikulumu po odločitvi učencev (CDEOȘ) in participativnega načrtovanja projektov. Z analizo operacionalizacije "Zelenega tedna" – od pobud učencev do skupnostnih partnerstev – avtor prikazuje, kako šole delujejo kot avtonomna središča, ki teoretično znanje spreminjajo v trajnostne odnose z naravo in sočlovekom. Predstavljeni praktični urnik odraža pristop "od spodaj navzgor", ki opolnomoči učence pri uresničevanju lastne agencije ter spodbuja dolgoročno zavezanost varovanju okolja in družbenemu dostojanstvu.

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This paper explores the manifestation of school autonomy in the Romanian educational system through the implementation of ecological education, specifically focusing on the "Green Week" program. Grounded in the national educational ideal of forming an autonomous and responsible personality, the study highlights how pedagogical freedom is exercised through the Curriculum at the Student's Decision (CDEOȘ) and participatory project design. By analyzing the operationalization of "Green Week"—from student-led initiatives to community partnerships—the author demonstrates how schools function as autonomous hubs that transform theoretical knowledge into sustainable relationships with nature and fellow human beings. The practical schedule presented reflects a



bottom-up approach that empowers students to exercise their own agency, fostering a long-term commitment to environmental protection and social dignity.

Nataša Čeh, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

### **TRAJNOSTNA MOBILNOST KOT RAZVOJNI IZZIV ŠOLE: OD PROMETNE VARNOSTI DO SPREMEMBE PROMETNE KULTURE**

#### **SUSTAINABLE MOBILITY AS A SCHOOL DEVELOPMENT CHALLENGE: FROM ROAD SAFETY TO CHANGING TRAFFIC CULTURE**

Trajnostna mobilnost predstavlja enega ključnih razvojnih izzivov sodobne družbe, saj promet pomembno vpliva na okolje, zdravje in kakovost življenja. Šole kot vzgojno-izobraževalne ustanove imajo pri oblikovanju trajnostnih potovalnih navad otrok posebno vlogo. Prispevek predstavlja teoretični okvir trajnostne mobilnosti, analizo stanja mobilnosti na Osnovni šoli Franceta Prešerna Črenšovci ter prikaz sistematičnega dela na področju prometne varnosti in kolesarskega izpita. Analiza vprašalnika o varnih šolskih poteh je pokazala, da večina učencev živi v neposredni bližini šole, vendar je pri mlajših učencih delež prihodov z avtomobilom zelo visok. V prispevku so predstavljeni pedagoški, organizacijski in razvojni ukrepi ter model organizacije tedna mobilnosti, ki se zaključí z dnevom brez avtomobila. Ugotovitve kažejo, da trajnostna mobilnost v šoli ni enkratni projekt, temveč dolgoročen proces spreminjanja prometne kulture.

Sustainable mobility represents one of the key development challenges of modern society, as traffic significantly affects the environment, health, and quality of life. Schools, as educational institutions, play a special role in shaping children's sustainable travel habits. This article presents the theoretical framework of sustainable mobility, an analysis of mobility patterns at Primary School of France Prešeren, Črenšovci, and an overview of systematic work in road safety and the cycling proficiency exam. The analysis of the safe school routes questionnaire showed that most students live close to the school; however, among younger pupils, the proportion of car arrivals is very high. The article presents pedagogical, organizational, and developmental measures, as well as a model for organizing Mobility Week, which concludes with a Car-Free Day. The findings indicate that sustainable mobility in schools is not a one-off project but a long-term process of changing traffic culture.

Žiga Duh, Osnovna šola Janka Glazerja Ruše, Ruše

### **SKUPINSKI MURAL KOT SPODBUDA ZA RAZVIJANJE TRAJNOSTNIH VREDNOT IN SODELOVALNEGA UČENJA PRI LIKOVNI UMETNOSTI V 4. RAZREDU OSNOVNE ŠOLE**

#### **GROUP MURAL AS AN INITIATIVE FOR DEVELOPING SUSTAINABLE VALUES AND COOPERATIVE LEARNING IN FINE ARTS IN 4TH GRADE OF ELEMENTARY SCHOOL**

Trajnostna vzgoja ima pomembno vlogo pri oblikovanju odgovornega odnosa učencev do narave in soljudi. Šola kot vzgojno-izobraževalna institucija lahko trajnostne vrednote razvija tudi skozi ustvarjalne in sodelovalne učne pristope. Prispevek predstavlja primer dobre prakse pri likovni umetnosti v 4. razredu osnovne šole, kjer učenci sodelujejo pri ustvarjanju skupinskega murala na temo skupnosti, sodelovanja in spoštovanja med ljudmi. Proces nastajanja murala temelji na skupnem načrtovanju, izmenjavi idej ter sodelovalnem likovnem ustvarjanju, pri katerem učenci razvijajo ustvarjalnost, komunikacijo in občutek pripadnosti skupnosti. Poseben poudarek je namenjen vlogi učitelja kot spodbujevalca dialoga, sodelovanja in vključujočega učnega okolja. Analiza dejavnosti kaže, da skupinski umetniški projekti pomembno prispevajo k razvijanju trajnostnih vrednot ter krepitvi pozitivnih odnosov med učenci. Likovna umetnost se tako izkazuje kot



pomemben prostor za celostni razvoj učencev in za spodbujanje trajnostnega razmišljanja v šolskem prostoru.

Sustainable education plays an important role in shaping students' responsible attitudes towards nature and fellow human beings. As an educational institution, a school can also develop sustainable values through creative and collaborative learning approaches. The paper presents an example of good practice in fine arts in the 4th grade of primary school, where students participate in creating a group mural on the topic of community, cooperation and respect between people. The process of creating a mural is based on joint planning, exchange of ideas and collaborative artistic creation, in which students develop creativity, communication and a sense of belonging to a community. Special emphasis is placed on the role of the teacher as a promoter of dialogue, cooperation and an inclusive learning environment. The analysis of the activities shows that group art projects significantly contribute to the development of sustainable values and the strengthening of positive relationships between students. Fine arts thus prove to be an important space for the holistic development of students and for promoting sustainable thinking in the school environment.

Vanja Grišin Šertelj, Osnovna šola Ob Rinži, Kočevje

#### **VREDNOTE IN TRAJNOSTNI RAZVOJ V OSNOVNI ŠOLI**

#### **VALUES AND SUSTAINABLE DEVELOPMENT IN PRIMARY SCHOOL**

Med pogovori z otroki, starši in sodelavci velikokrat omenimo pomen vrednot v naših življenjih. Potrebno jih je razvijati tako v domačem kot v šolskem okolju. V prispevku želim predstaviti primere iz svoje prakse, ki se dotikajo vprašanj, kako lahko krepimo pomen vrednot za posameznika in skupnost ter jih uresničujemo v medsebojnih odnosih in v odnosu do narave. Sem uvrščamo skrb za okolje, živali in rastline, pa tudi za naše zdravje ter odnose, ki nas spremljajo od rojstva in se naprej sooblikujejo v učnem okolju. Pri delu z učenci se poslužujem različnih dejavnosti na različnih področjih, pri učnih predmetih, različnih projektih in akcijah. Aktivna vključenost učencev v proces jih opolnomoči z znanjem, ki ga lahko uporabljajo ali prenašajo na ostale vidike svojega življenja.

During conversations with children, parents and coworkers, we often mention the importance of values in our lives. They need to be developed both in the home and in the school environment. In this article, I would like to present examples from my practice that touch on the issues of how we can strengthen the importance of values for the individual and the community and implement them in mutual relationships and in relation to nature. This includes caring for the environment, animals and plants, as well as for our health and the relationships that accompany us from birth and continue to be shaped in the learning environment. When working with students, I use various activities in different areas, in subjects, various projects and campaigns. The active involvement of pupils in the process empowers them with knowledge that they can use or transfer to other aspects of their lives.

Samira Horvat, OŠ Franceta Prešerna Črenšovci, Črenšovci

#### **UČITELJ KOT DEJAVNIK ZMANJŠEVANJA VRSTNIŠKE STIGMATIZACIJE V INKLUZIVNEM RAZREDU**

#### **THE TEACHER AS A FACTOR IN REDUCING PEER STIGMATIZATION IN AN INCLUSIVE CLASSROOM**

Prispevek obravnava učitelja kot pomembnega dejavnika pri zmanjševanju stigmatizacije med vrstniki v inkluzivnem razredu. Osredotoča se na vlogo učiteljevih pedagoških pristopov pri oblikovanju socialne dinamike v razredu ter pri krepitvi občutka sprejetosti in pripadnosti med učenci. Ugotovitve kažejo, da učitelji kot najpogostejše razloge za stigmatizacijo prepoznajo vidne telesne razlike,



čustvene stiske ter umikajoče se ali odstopajoče vedenje, medtem ko učenci najpogosteje poročajo o izključevanju zaradi zunanjega videza in učnih težav. Rezultati potrjujejo, da formalna inkluzija sama po sebi še ne zagotavlja dejanske socialne vključenosti vseh učencev. Učinkovito zmanjševanje stigmatizacije zato zahteva načrtne pedagoške intervencije, sistematično razvijanje socialnih kompetenc ter ustrezno institucionalno podporo učiteljem. Pri tem imata pomembno vlogo tudi preventivno delovanje ter sodelovanje šole s starši, ki lahko pomembno prispevata k oblikovanju vključujočega in podpornega razrednega okolja.

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The article addresses teachers as key agents in reducing peer stigmatization in inclusive classrooms. It focuses on the role of teachers' pedagogical approaches in shaping classroom social dynamics and fostering a sense of acceptance and belonging among students. Findings indicate that teachers most frequently identify visible physical differences, emotional difficulties, and withdrawn or deviant behaviors as reasons for stigmatization, while students most often report exclusion due to physical appearance and learning difficulties. The results confirm that formal inclusion alone does not guarantee genuine social inclusion for all students. Effective reduction of stigmatization therefore requires deliberate pedagogical interventions, systematic development of social competencies, and appropriate institutional support for teachers. Preventive actions and collaboration between schools and parents also play a crucial role in creating an inclusive and supportive classroom environment.

Sandra Ivanuša, Osnovna šola Franceta Prešerna Maribor, Maribor

#### **SPODBUJANJE KULTURE MEDOSEBNIH ODNOSOV V OSNOVNI ŠOLI**

#### **FOSTERING A CULTURE OF INTERPERSONAL RELATIONSHIPS IN PRIMARY SCHOOLS**

Šola je prostor, kjer učenci poleg akademskega znanja razvijajo tudi socialne in čustvene kompetence. Prispevek predstavlja pomen pozitivne kulture medosebnih odnosov med učenci v osnovni šoli. Predstavljeni so dejavniki, ki vplivajo na kakovost odnosov med učenci, kot so spoštovanje, empatija, sodelovanje, s poudarkom na učinkoviti komunikaciji. Posebna pozornost je namenjena vlogi učitelja pri ustvarjanju varnega in vključujočega šolskega okolja ter strategijam za preprečevanje konfliktov in medvrstniškega nasilja ter razvijanju kompetenc asertivne komunikacije. V prispevku so predstavljene delavnice »Kultura medosebnih odnosov« s posameznimi strategijami razvijanja omenjenih kompetenc. Prispevek sklepno izpostavlja, da sistematično razvijanje kulture medosebnih odnosov pomembno prispeva k boljšemu počutju učencev, uspešnejšemu učenju, celostnemu razvoju posameznika ter trajnostnemu odnosu do soljudi.

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Schools are spaces where students develop not only academic knowledge but also social and emotional competencies. This paper highlights the importance of fostering a positive culture of interpersonal relationships among primary school students. Factors influencing the quality of relationships among students, such as respect, empathy, and collaboration, are discussed, with an emphasis on effective communication. Special attention is given to the teacher's role in creating a safe and inclusive school environment, as well as strategies for preventing conflicts and peer violence and for developing assertive communication skills. The paper presents workshops on the "Culture of Interpersonal Relationships," including specific strategies for nurturing these competencies. In conclusion, the paper emphasizes that systematically cultivating a culture of interpersonal relationships significantly contributes to students' well-being, more successful learning, holistic personal development, and sustainable attitudes toward others.



Nina Jerončič, Osnovna šola Komenda Moste, Komenda

**PISANJE KOT ORODJE ZA RAZVIJANJE USTVARJALNOSTI, PERSPEKTIVE IN SOČUTJA PRI POUKU ANGLEŠČINE**

**WRITING AS A TOOL OF DEVELOPING CREATIVITY, PERSPECTIVE AND COMPASSION IN ENGLISH LESSONS**

Pisanje v tujem jeziku presega zgolj uporabo slovnice in besedišča, pač pa učencem omogoča oblikovanje stališč, razumevanja drugih ljudi in samorefleksijo. Pri pouku angleščine je lahko pisanje uporabljeno kot orodje za razvijanje ustvarjalnosti, sočutja in prevzemanja perspektive. Prispevek predstavlja primer dobre prakse za doseganje teh ciljev pri učencih devetega razreda. Opisane so različne dejavnosti, pri katerih so učenci postopno razvijali sposobnost življenja v druge: od pisanja o dobrotelčnih dogodkih, prek dnevniških zapisov in pisem osebam iz preteklosti, do sodobnih pisem z nasveti in ustvarjalnih zapisov notranjega monologa iz perspektive neživih predmetov. Analiza izdelkov kaže opazne napredke na jezikovni, kognitivni in socialni ravni, še zlasti v argumentaciji, empatiji in zmožnosti refleksije. Izkazalo se je, da kombinacija podpornih strategij (bralno razumevanje, strukturirani izročki, kriteriji uspešnosti) ter sodelovalnih oblik dela pomembno vpliva na večjo angažiranost učencev pri pouku in na kakovost njihovih pisnih izdelkov. Ugotovitve potrjujejo, da je sočutje mogoče uriti tudi pri pouku tujega jezika ter da je pisanje učinkovita pot do razvijanje kompetenc 21. stoletja za vključujoče sobivanje.

Writing in a foreign language goes above simply using appropriate grammar and vocabulary, it enables students to form opinions and gain understanding of other people and of themselves. Writing can be used as a tool to develop creativity, empathy and perspective-taking in the context of learning English as a foreign language. The paper presents examples of good practice of achieving these objectives with ninth-grade students. It describes a series of activities through which students gradually develop the ability to adopt different viewpoints: from writing letters about charitable events, to diary entries and letters to people from the past, to contemporary advice letters and creative internal monologues written from the perspective of an inanimate object. The analysis of students' work shows noticeable progress on linguistic, cognitive and social levels, particularly in argumentation, empathy and the ability to reflect. The results indicate that a combination of scaffolding activities (reading comprehension tasks, structured worksheets, success criteria) and collaborative forms of work significantly increase student engagement and improve the quality of their writing. The findings confirm that compassion can be cultivated in foreign language classes and that writing represents an effective path toward developing sustainability-related skills for inclusive living.

Mario Kanižaj in Dijana Pasarić, Osnovna šola Strahoninec, Strahoninec, Hrvaška

**»MALI AVTORJI, VELIKE ZGODBE – FILMSKO USTVARJANJE V OSNOVNI ŠOLI«**

**"LITTLE AUTHORS, BIG STORIES – FILMMAKING IN ELEMENTARY SCHOOL"**

Majhni avtorji, velike zgodbe – filmsko ustvarjanje v osnovni šoli

Vodenje filmske skupine v osnovni šoli temelji na premišljenem povezovanju organizacijskih in pedagoških pristopov. Poseben poudarek je na razvijanju filmske kulture med učenci in na ustvarjanju spodbudnega okolja, v katerem lahko nastane uspešna in ustvarjalna skupina. Učitelj predstavi ključne korake, ki vodijo do aktivnega in smiselnega sodelovanja učencev pri filmskem ustvarjanju.



Pomembno vlogo ima pogovor o filmu, ki spodbuja razvoj kritičnega mišljenja in pogloblja razumevanje filmskega jezika. Hkrati je pomembno zagotoviti dobro organizacijo dela znotraj skupine, kjer sodelovanje in timski duh omogočata nastanek skupnih filmskih projektov.

Pomemben je tudi tehnični vidik, saj se učenci skozi praktično delo spoznajo z osnovno opremo, montažo in osnovnimi postopki filmskega ustvarjanja. Hkrati se spodbuja njihova ustvarjalnost in možnost osebnega izražanja. Osnovna šola tako postane prostor, kjer lahko mladi filmski ustvarjalci svobodno razvijajo svoje ideje in izpopolnjujejo svoje spretnosti na področju filmske umetnosti.

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Small authors, big stories – filmmaking in primary school

Leading a film group in primary school is based on a thoughtful integration of organizational and pedagogical approaches. Special emphasis is placed on developing film culture among students and on creating a stimulating environment in which a successful and creative group can emerge. The teacher presents the key steps that lead to active and meaningful participation of students in filmmaking.

Discussion about the film plays an important role, encouraging the development of critical thinking and deepening the understanding of the film language. At the same time, it is important to ensure good organization of work within the group, where cooperation and team spirit enable the creation of joint film projects.

The technical aspect is also important, because through practical work, students learn about basic equipment, editing and basic filmmaking procedures. At the same time, their creativity and the possibility of personal expression are encouraged. Primary school thus becomes a place where young filmmakers can freely develop their ideas and improve their skills in the field of film art.

Andreja Kavaš, Osnovna šola Miška Kranjca Velika Polana, Velika Polana

#### **TRADICIJA V TRENDU – MICA STOLEC KOT PRIMER TRAJNOSTNEGA UČENJA**

#### **TRADITION IN CONTEMPORARY CONTEXT – THE MICA STOLEC AS AN EXAMPLE OF SUSTAINABLE LEARNING**

Prispevek predstavlja primer projektnega učenja, pri katerem učenci skozi raziskovanje lokalne kulturne dediščine razvijajo trajnostne vrednote, ustvarjalnost in občutek odgovornosti do skupnosti. V okviru turistične projektne naloge so turistični podmladkarji iz Velike Polane raziskovali tradicionalni stolec za luščenje koruze, ki je bil nekoč pomemben del kmečkega vsakdana v Prekmurju. S pomočjo terenskega raziskovanja, pogovorov s starejšimi prebivalci ter sodelovanja z lokalnimi rokodelci so spoznavali pomen ohranjanja kulturne dediščine in prenosa znanja med generacijami.

Na podlagi zbranih informacij so učenci zasnovali sodobno interpretacijo tega predmeta – mica stolec. Pri tem so izhajali iz načel trajnostnega razvoja, saj projekt vključuje uporabo lokalnih naravnih materialov, spoštovanje rokodelske tradicije ter povezovanje šole z lokalnim okoljem. Pri projektu so sodelovali tudi predstavniki zadruga Pomelaj in lokalni mojster mizarstva, kar je učencem omogočilo neposredno izkušnjo sodelovanja z lokalno skupnostjo.

Projekt spodbuja razvijanje trajnostnega razmišljanja, medgeneracijskega sodelovanja, ustvarjalnosti in podjetnosti. S promocijskim videom – mica rap – učenci tradicijo predstavljajo tudi na sodoben in mladim bližji način. Predstavljeni primer prikazuje, kako lahko šola s projektno in raziskovalno usmerjenim delom prispeva k ohranjanju kulturne dediščine ter k vzgoji mladih za odgovorno in trajnostno delovanje v družbi.



This paper presents a case of project-based learning in which students, through exploring local cultural heritage, develop sustainable values, creativity, and a sense of responsibility for their local community. As part of a tourism project, a group of young local tourism ambassadors from Velika Polana investigated a traditional wooden stool used for shelling corn, once an important element of everyday rural life in the Prekmurje region. Through fieldwork, conversations with older residents, and collaboration with local craftspeople, students gained insight into the importance of preserving cultural heritage and passing knowledge across generations.

Based on the information they gathered, the students created a contemporary interpretation of this object – mica stolec, a locally inspired concept combining tradition and modern design. The project was grounded in sustainable development principles, incorporating the use of local natural materials, respect for traditional craftsmanship, and strong connections between the school and the local environment. The project involved the Pomelaj cooperative and a local master carpenter, providing students with valuable direct engagement within the local community.

The project encourages the development of sustainable thinking, intergenerational cooperation, creativity, and entrepreneurship. Through a promotional video – the mica rap – the students reinterpret tradition in a modern way that appeals to younger audiences. This example demonstrates how schools, through project-based and inquiry-driven learning, can contribute to preserving cultural heritage while fostering responsible and sustainable engagement in society among young people.

Ana Elizabeta Kerman De Luisa, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

#### **BESEDNOVRSTNIK ZA V 6. ŽEP/ALAVENGRO RENDO ANDI ŠOFTI POSITJA**

#### **A POCKET GUIDE TO PARTS OF SPEECH**

Prispevek opisuje nastajanje trajnostnega priročnika o besednih vrstah za učence 6. razreda osnovnih šol z naslovom Besednovrstnik za v 6. žep, ki je ga pripravljamo v okviru romskih ur in dejavnosti za vedoželjne učence na Osnovni šoli Franceta Prešerna Črenšovci. Priročnik predstavlja besedne vrste pri predmetu slovenski jezik v 6. razredu in je zajema slovenski in romski jezik ter podaja tudi morebitne izjeme oz. zanimive razlike v romskem jeziku. Ker je ideja o priročniku nastala kot plod avtonomnega stila poučevanja, zavedanja pomena medjezikovnega povezovanja ter medvrstniškega sodelovalnega učenja zelo uspešnih učencev in učencev Romov, je skozi določeno fazo predstavljen pomen izvajanja učne ure dodatne strokovne pomoči za učence Rome in delo z nadarjenimi učenci. Poučevanje učencev Romov zahteva premišljeno kombinacijo učnih stilov, zato je v prispevku predstavljena smiselna vključenih le-teh.

The article describes the development of a sustainable handbook on parts of speech for 6th-grade elementary school students titled \*Besednovrstnik za v 6. žep\* (A Pocket Guide to Parts of Speech), which we are preparing as part of Roma-focused lessons and activities for inquisitive students at the Franceta Prešerna Elementary School in Črenšovci. The handbook presents parts of speech in the 6th-grade Slovenian language curriculum and covers both the Slovenian and Romani languages, while also highlighting potential exceptions or interesting differences in the Romani language. Since the idea for the handbook came as a result of an autonomous teaching style, an awareness of the importance of interlingual integration and peer-collaborative learning among high-achieving students and Romani students, the article highlights the significance of implementing additional specialized support lessons for Romani students and working with gifted students. Teaching Roma students requires a thoughtful combination of teaching styles; therefore, the article presents a meaningful integration of these styles.



Mateja Kregar, učiteljica dopolnilnega pouka slovenskega jezika in kulture v tujini, Avstrija  
**DOPOLNILNI POUK SLOVENŠČINE IN KULTURE KOT PROSTOR RAZVOJA TRAJNOSTNIH VREDNOT IN**  
**MEDKULTURNEGA DIALOGA**  
**TEACHING SLOVENIAN LANGUAGE AND CULTURE ABROAD AS A SPACE FOR THE DEVELOPMENT OF**  
**SUSTAINABLE VALUES AND INTERCULTURAL DIALOGUE**

Dopolnilni pouk slovenščine in kulture v tujini je prostor za ohranjanje in razvijanje slovenskega jezika, kulturne identitete ter pripadnosti slovenskemu narodu.

Mateja Kregar poučuje odrasle v Avstriji (Gradec) na Slovenskem jezikovnem inštitutu, na daljavo v Federaciji BiH (Sarajevo, Kakanj, Zenica), v Južni Srbiji (Kragujevac) in od aprila tudi v Španiji, kjer so udeleženci otroci, mladostniki in odrasli. Poleg tega ima bogate izkušnje s poučevanjem v Švici, Kneževini Liechtenstein in na Predarlškem ter na Evropski šoli Bruselj I, kar ji omogoča delo v zelo raznolikih mednarodnih okoljih.

Tovrsten pouk spodbuja razvoj medkulturne, jezikovne in kulturne identitete ter razumevanje trajnostnih vrednot v lokalnih in globalnih kontekstih. Je prostovoljen, brezplačen ter prilagojen različnim starostnim skupinam in predznanju slovenščine. Vključuje jezikovno poučevanje, spoznavanje književnosti in kulturnega izročila ter zgodovinskih, naravnih in etnoloških značilnosti Slovenije.

Učitelji sodelujejo s slovenskimi kulturnimi društvi in diplomatsko-konzularnimi predstavništvi ter organizirajo kulturne dejavnosti, delavnice in mednarodna povezovanja, ki krepijo socialne in medkulturne kompetence udeležencev.

Dopolnilni pouk tako presega zgolj učenje jezika in kulture, saj ustvarja prostor za medkulturni dialog in trajnostno oblikovanje vrednot pri vseh generacijah Slovencev v tujini.

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Teaching Slovenian language and culture abroad provides a space for preserving and developing the Slovenian language, cultural identity, and sense of belonging to the Slovenian nation.

Mateja Kregar teaches adults in Austria (Graz) at the Slovenian Language Institute, as well as remotely in the Federation of Bosnia and Herzegovina (Sarajevo, Kakanj, Zenica), southern Serbia (Kragujevac), and, starting in April, in Spain, where participants include children, adolescents, and adults. She also has extensive experience teaching in Switzerland, the Principality of Liechtenstein, the Vorarlberg region, and at the European School Brussels I, which allows her to work in highly diverse international environments.

The teaching fosters the development of intercultural, linguistic, and cultural identity, while promoting understanding of sustainable values in local and global contexts. The courses are voluntary, free of charge, and adapted to different age groups and levels of Slovenian proficiency. They combine language instruction with the study of literature, cultural heritage, and Slovenia's historical, natural, and ethnological characteristics. Teachers collaborate with Slovenian cultural societies and diplomatic-consular representations, organizing cultural activities, workshops, and international networking, all of which strengthen participants' social and intercultural competencies. Teaching Slovenian Language and Culture Abroad thus goes beyond language and culture instruction, creating a space for intercultural dialogue and the sustainable development of values across generations of Slovenians abroad, while drawing on the richness of diverse international experiences.



Nataša Kuhar Čerpnjak, OŠ Tišina, Tišina

**POKLIC UČITELJA – IZZIV, TEŽAVA ALI PRILOŽNOST, DA TE SREČA POKLICNA SREČA?**

**IS THE TEACHING PROFESSION A CHALLENGE, A PROBLEM, OR AN OPPORTUNITY FOR PROFESSIONAL HAPPINESS?**

Šolski prostor ponuja več različnih možnosti za zaposlitev in s tem tudi priložnosti za širjenje lastne karijerne poti, sodelovanje v projektih, v razvojnih nalogah, ki zadevajo njegova interesna področja, delovanje v RaP-u, vodenje interesnih dejavnosti, sodelovanje z zunanjimi institucijami. Vendar pa je tudi v pedagoški stroki nemalo kdo izmed nas sam sebi že postavil vprašanje, ali je poklic učitelja njegova prava izbira. Vsak tak učitelj se še toliko bolj zaveda pomena dodane vrednosti v kvaliteti profesionalnega in socialnega okolja, ki jo lahko ima njegovo delovno mesto, ki tako ni le način preživetja, ampak predstavlja način za lastno osebnostno rast in razvoj.

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The school environment offers several different employment opportunities and thus also opportunities to expand one's own career path, participation in projects, in development tasks that concern one's areas of interest, activity in the RaP, leading interest activities, cooperation with external institutions. However, even in the pedagogical profession, many of us have already asked ourselves the question of whether the teaching profession is the right choice for us. Every such teacher is all the more aware of the importance of the added value in the quality of the professional and social environment that their workplace can have, which is thus not only a way of survival, but also represents a way for one's own personal growth and development.

Simona Kuplen, Osnovna šola IV Murska Sobota, Murska Sobota

**RECIKLIRANJE IN PONOVA RABA: UČENJE ODGOVORNE POTROŠNJE IN ROČNIH SPRETNOSTI**

**RECYCLING AND REUSE: LEARNING RESPONSIBLE CONSUMPTION AND MANUAL SKILLS**

Prispevek opisuje primer dobre prakse recikliranja in ponovne rabe odpadkov v vzgojni skupini Osnovne šole IV Murska Sobota. Osnovna šola IV Murska Sobota izvaja program domov za učence s posebnimi potrebami, v katerega je vključeno 16 učencev. Poleg glavnih ciljev vzgojnega programa učenci razvijajo socialne veščine, praktične življenjske spretnosti in okoljsko ozaveščenost. Te veščine pridobivajo preko izkustvenega učenja in socialnega učenja, kjer učenci ustvarjajo uporabne in dekorativne izdelke iz odpadnih materialov, kot so steklenice, odpadni tulci in stara oblačila. Aktivnosti vključujejo izdelavo izdelkov za božični bazar, velikonočnih okraskov, barvanje jajčk s čebulnimi olupki ter izmenjavo in popraviljanje oblačil. Prispevek opisuje primer dobre prakse vključevanja trajnostnih vsebin v življenje in delo v vzgojni skupini.

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The paper presents an example of good practice in recycling and reusing waste materials in the educational group of primary school Osnovna šola IV Murska Sobota. Osnovna šola IV Murska Sobota implements a residential programme for students with special needs, which includes 16 students. In addition to the main objectives of the educational programme, students develop social skills, practical life skills, and environmental awareness. These skills are acquired through experiential learning and social learning, where students create useful and decorative products from waste materials such as bottles, toilet paper rolls, and old clothes. Activities include making items for the Christmas bazaar, Easter decorations, dyeing eggs with onion skins, as well as exchanging and repairing clothes. The paper describes an example of good practice in integrating sustainability content into everyday life and work within the educational group.



Barbara Lejko, Vrtec Plavček pri OŠ Tišina, Tišina

**OD PROJEKTA ZDRAVJE V VRTCU DO KREPITVE TRAJNOSTNEGA RAZVOJA KOT POT K ZDRAVEMU IN ODGOVORNEMU ŽIVLJENJSKEMU SLOGU**

**FROM THE "HEALTH IN KINDERGARTEN" PROJECT TO STRENGTHENING SUSTAINABLE DEVELOPMENT AS A PATH TO A HEALTHY AND RESPONSIBLE LIFESTYLE**

V članku predstavljamo, kako smo trajnostni razvoj z dolgoročni cilji uvrstili v predšolsko obdobje preko vsebin projekta Zdravje v vrtcu. Z premišljenimi pristopi, primerno umeščenostjo glede na starostno stopnjo in zmožnost otrok ter aktivno vlogo smo dosegli kontinuirano delovanje skozi celotno predšolsko vertikalo. Povod za izvedbo tovrstnih dejavnosti in razmišljanje o trajnostnem razvoju je bil projekt Zdravje v vrtcu, saj smo se zavedali, da bomo samo z dolgoročnimi cilji motivirali tako otroke, zaposlene kot njihove družine. Članek je odlična motivacija strokovnim delavcem v vrtcu in prvi triadi osnovne šole, da v vsakodnevne vsebine vnesejo tovrstne dejavnosti. Ne samo v igralnici oz. učilnici, ampak da se pri tem poslužujejo tudi narave in tako razbijajo ter občasno prekinejo monotonost rutinskih dejavnosti v vrtcu in šoli.

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In this article, we present how we integrated sustainable development with long-term goals into the preschool period through the content of the Health in Kindergarten project. Through carefully considered approaches, appropriate adaptation to children's age and abilities, and their active involvement, we achieved continuous implementation across the entire preschool vertical.

The initiative for carrying out such activities and reflecting on sustainable development stemmed from the Health in Kindergarten project, as we recognized that only long-term goals can effectively motivate children, staff, and their families.

The article serves as strong motivation for professional staff in kindergartens and the first triad of primary school to incorporate such activities into everyday practice. Not only within the playroom or classroom, but also by making use of nature, thereby breaking and occasionally interrupting the monotony of routine activities in kindergarten and school.

Tatjana Levstik, Osnovna šola dr. Franceta Prešerna Ribnica, Ribnica

**S POMOČJO TEHNIK SPROŠČANJA IN UMIRJANJA Z LIKOVNO UMETNOSTJO DO SPODBUDNEGA UČNEGA OKOLJA**

**USING RELAXATION AND CALMING TECHNIQUES THROUGH VISUAL ART TO CREATE STIMULATING LEARNING ENVIRONMENT**

Tempo današnjega časa je zelo hiter in stres ter njegove negativne posledice niso značilne samo za odrasle, temveč tudi za otroke in mladostnike. Način njihovega življenja, obremenjenost in vključevanje v vodene aktivnosti, ki potekajo skozi celoten dan, privedejo do utrujenosti, raztresenosti in nemirnosti. Posledično v razredu zaradi tega prihaja do trenj in medsebojnih konfliktov. Ravno zaradi tega je za učitelja zelo pomembno, da pri otrocih vsakodnevno izvaja različne aktivnosti za sproščanje in umirjanje, saj le-te pozitivno vplivajo na njihov čustven in socialni razvoj ter pripomorejo k spodbudnemu učnemu okolju.

V prispevku sem predstavila različne tehnike sproščanja in umirjanja z likovno umetnostjo, ki jih izvajam z učenci pri pouku v 4. razredu. Le te nedvomno pripomorejo k izboljšanju počutja in razumevanja med otroki ter prispevajo k spodbudnemu učnemu okolju.

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Due to the increasing demands of modern life, stress and its negative consequences are no longer characteristic only of adults but also affect children and adolescents. Their lifestyle, heavy workload,



and participation in organized activities throughout the day often lead to fatigue, distractibility, and restlessness. Consequently, tensions and interpersonal conflicts frequently arise in the classroom. For this reason, it is important for teachers to incorporate various relaxation and calming activities into daily classroom practice, as such practices positively influence students' emotional and social development and contribute to a supportive learning environment.

This article presents various relaxation and calming techniques using visual arts that I implement with students in my fourth-grade classroom. These techniques contribute to improved well-being and better mutual understanding among children, while also fostering a positive and stimulating learning environment.

Monika Lorbek, Osnova šola Franceta Prešerna Črenšovci, enota vrtec, Črenšovci

### **MALI RAZISKOVALCI: NARAVOSLOVNI NAHRBTNIK KOT MODEL SODELOVANJA S STARŠI**

#### **LITTLE EXPLORERS: THE SCIENCE BACKPACK AS A MODEL OF COLLABORATION WITH PARENTS**

Za uspešen razvoj otroci potrebujejo raznolike in bogate vsebine, ki zagotavljajo pestrost vtisov in prijetna doživetja. Pri tem je vloga vzgojitelja zelo velika. Biti moramo pozitivno naravnani do vsakega posameznika, otroke spodbujati k dejavnostim in k aktivnemu sodelovanju ter oblikovati bogato okolje, deluje spodbudno. Le spodbudno okolje otroku ponuja veliko možnosti za izražanje čustev, zadovoljevanje potreb in postopno razvijanje samostojnosti.

V prispevku bo predstavljen projekt našega oddelka raziskovalni nahrbtnik: raziskovanje narave z naravoslovnimi pripomočki v sodelovanju s starši otrok. Gre za dejavnost, pri kateri otrok iz vrtca domov odnese nahrbtnik z različnimi pripomočki in navodili, ki spodbujajo raziskovanje, opazovanje in pogovor v družini. Starši z otrokom sodelujejo v dejavnostih, beležijo opaženo in skupaj ustvarijo izdelek, ki ga otrok nato v vrtcu predstavi.

Takšen način sodelovanja povezuje in krepi odnos med vrtcem in družino, saj so starši aktivno vključeni v učni proces skozi igro, ki je osnovna dejavnost otroka. Ob tem, ko otrok svoje izkušnje deli z vrstniki, razvija radovednost, komunikacijske spretnosti, samozavest in samostojnost.

For successful development, children need diverse and rich content that provides a variety of experiences and enjoyable moments. In this regard, the educator's role is very important. We must maintain a positive attitude towards everyone, encourage children to engage in activities and actively participate, and create a stimulating environment. Only a stimulating environment offers children ample opportunities to express their emotions, meet their needs, and gradually develop independence.

This article will present our department's project - the "exploration backpack": exploring nature with science tools together with the children's parents. This is an activity in which a child takes a backpack home containing various tools and instructions that encourage exploration, observation, and conversation within the family. Parents participate in the activities with their child, record their observations, and together create a project that the child then presents in kindergarten.

This type of collaboration strengthens the relationship between the kindergarten and the family, as parents are actively involved in the learning process through games, which is the child's primary activity. In doing so, the child develops curiosity, communication skills, self-confidence, and independence as they share their experiences with peers.

Milan Lukovic, Katarina Diklic, Zorica Mitrovic, OŠ 22. oktobar Surčin, Beograd, Srbija

### **RAZVOJ MODELA GIS PODRZANE NASTAVE PRIRODE I DRUSTVA NA PRIMERU OPSTINE IVANJICA**



### **RAZVOJ MODELA GISA U REKREATIVNIM NASTAVAMA**

Na podlagi teoreticne analize metodoloskega in studije primera občine Ivanjica je mogoče opredeliti ključne ugotovitve, ki potrjujejo pedagoški in metodoloski potencial poučavanja narave in družbe, podprtrega z GIS, v sobodnem izobraževalnem sistemu. Savremeni obrazovni trendovi naglašavajo potrebo za razvojem digitalnih kompetencija,

istraživačkom duha i funkcionalnog znanja. Integracija GIS-a u nastavu Prirode i društva predstavlja odgovor na ove izazove, jer omogućava učenicima da kroz rad sa realnim prostornim podacima stiču znanja koja su primenljiva i dugoročno održiva.

U tom smislu, predmet ovog istraživanja prevazilazi lokalni okvir i ima potencijal šire primene u drugim opštinama Srbije, naročito u sredinama sa izraženim prirodno-geografskim specifičnostima. Model razvijen na primeru Opštine Ivanjica može poslužiti kao prototip za sistemsku integraciju GIS tehnologija u osnovno obrazovanje, čime se doprinosi modernizaciji nastavnog procesa i unapređenju kvaliteta obrazovanja u celini (Burel and Baudry, 2004). Savremeni obrazovni trendovi naglašavaju potrebu za razvojem digitalnih kompetencija,

istraživačkom duha i funkcionalnog znanja. Integracija GIS-a u nastavu Prirode i društva predstavlja odgovor na ove izazove, jer omogućava učenicima da kroz rad sa realnim prostornim podacima stiču znanja koja su primenljiva i dugoročno održiva.

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Savremeni obrazovni trendovi naglašavaju potrebu za razvojem digitalnih kompetencija, istraživačkom duha i funkcionalnog znanja. Integracija GIS-a u nastavu Prirode i društva predstavlja odgovor na ove izazove, jer omogućava učenicima da kroz rad sa realnim prostornim podacima stiču znanja koja su primenljiva i dugoročno održiva.

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Maja Martinčič, Osnovna šola Mirna, vrtec Deteljica, Mirna

### **TRAJNOSTNI RAZVOJ IN MEDGENERACIJSKO POVEZOVANJE V VRTCU SKOZI IZKUSTVENO UČENJE** **SUSTAINABLE DEVELOPMENT AND INTERGENERATIONAL COOPERATION IN KINDERGARTEN** **THROUGH EXPERIENTIAL LEARNING**

Trajnostni razvoj je pomembna usmeritev sodobne družbe in ključno izhodišče tudi na področju predšolske vzgoje. Predšolsko obdobje je čas oblikovanja temeljnih vrednot, navad in odnosa posameznika do okolja, narave ter skupnosti, zato ima vrtec pomembno vlogo pri razvoju trajnostne miselnosti že v zgodnjem otroštvu.

Prispevek prikazuje primere dobre prakse v vrtcu, kjer je trajnostni razvoj ena izmed osrednjih nalog vzgojno-izobraževalnega procesa. Dejavnosti temeljijo predvsem na izkustvenem učenju in učenju v



naravi, kjer otroci skozi raziskovanje, igro in gibanje razvijajo radovednost ter spoštljiv odnos do naravnega okolja. Trajnostna načela vključujemo tudi v vsakodnevne rutine, kot so ponovna uporaba materialov, uporaba trajnostnih vrečk in sušenje oblačil na vrvicah.

Poseben primer dobre prakse je projekt »Knjigomobil«, ki spodbuja bralno kulturo, ponovno uporabo knjig in sodelovanje z lokalnim okoljem. Pomemben vidik dejavnosti je tudi medgeneracijsko povezovanje z vključevanjem staršev, babic in dedkov.

Sustainable development is a key focus of modern society and a crucial foundation in early childhood education. The preschool period is when fundamental values, habits, and attitudes toward the environment, nature, and community are formed. Therefore, kindergartens play a significant role in fostering sustainable thinking from an early age.

This paper presents examples of good practice in a kindergarten where sustainable development is a central task of the educational process. Activities are primarily based on experiential and outdoor learning, allowing children to develop curiosity and a respectful attitude toward nature through exploration, play, and movement. Sustainable principles are also integrated into daily routines, such as reusing materials, using sustainable bags, and drying clothes on lines.

A notable example of good practice is the bookmobile project, which promotes a culture of reading, the reuse of books, and cooperation with the local community. Intergenerational cooperation with parents and grandparents is also an important aspect of these activities.

Alma Novak, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

**TRAJNOSTNA VZGOJA V RAZŠIRJENEM PROGRAMU OSNOVNE ŠOLE: PRIMER PROJEKTA EKO PAKET**  
**SUSTAINABLE EDUCATION IN THE EXTENDED PROGRAM OF PRIMARY SCHOOL: THE CASE OF THE "ECO PACKAGE" PROJECT**

V sodobnem času okoljskih in družbenih izzivov postaja vloga šole pri razvijanju trajnostnega odnosa do narave in (so)ljudi ena ključnih vzgojno-izobraževalnih nalog. Avtonomija šole omogoča strokovnim delavcem, da kurikularne cilje nadgradijo z vsebinami, ki spodbujajo trajnostne kompetence, odgovornost ter sodelovalno učenje. V teoretičnem delu prispevka so predstavljeni temeljni vidiki ekološke vzgoje, cilji trajnostnega razvoja v izobraževanju ter pomen zgodnjega ozaveščanja učencev o odgovornem ravnanju z okoljem. V praktičnem delu je predstavljen primer dobre prakse izvajanja projekta Eko paket v razširjenem programu osnovne šole, v katerega so bili vključeni učenci od 1. do 4. razreda. Dejavnosti so temeljile na izkustvenem učenju, medpredmetnem povezovanju ter aktivnem vključevanju učencev v proces pravičnega ravnanja z odpadno kartonsko embalažo za mleko in sokove (KEMS). Izvedene dejavnosti so prispevale k razvijanju okoljske odgovornosti, sodelovalnih veščin ter razumevanja pomena recikliranja in ponovne uporabe materialov. Projekt potrjuje pomen avtonomije šole pri oblikovanju trajnostne kulture v vzgojno-izobraževalnem prostoru.

In today's era of environmental and social challenges, the role of schools in developing a sustainable attitude toward nature and fellow humans has become one of the key educational tasks. School autonomy allows educational professionals to enhance curricular goals with content that promotes sustainable competencies, responsibility, and collaborative learning. The theoretical part of the article presents fundamental aspects of ecological education, the objectives of sustainable development in education, and the importance of early student awareness regarding responsible environmental behavior. The practical part presents a good practice example of the "Eco Package"



project implemented in the extended program of a primary school, involving students from grades 1 to 4. Activities were based on experiential learning, interdisciplinary connections, and the active involvement of students in the proper handling of used cardboard packaging for milk and juices (KEMS). The implemented activities contributed to developing environmental responsibility, collaborative skills, and understanding the importance of recycling and reusing materials. The project confirms the significance of school autonomy in shaping a sustainable culture within the educational environment.

Petra Novinščak in Sandra Vlahek, Osnovna škola Sveti Martin na Muri, Sveti Martin na Muri, Hrvaška  
**IZVEDBA PILOTNEGA PROJEKTA UVAJANJA EKOLOŠKO IN LOKALNO PRIDELANE HRANE V PREHRANO UČENCEV OSNOVNIH ŠOL V MEDŽIMURSKI ŽUPANIJ**  
**INTRODUCTION OF ORGANIC AND LOCALLY PRODUCED FOOD INTO SCHOOL NUTRITION – EXAMPLE OF GOOD PRACTICE**

Prispevek predstavlja izvedbo pilotnega projekta uvajanja ekološke in lokalno pridelane hrane v prehrano učencev osnovnih šol v Medžimurski županiji, R. Hrvaška, konkretno v dveh šolah, OŠ Sveti Martin na Muri in OŠ Donji Kraljevec. Poudarek je na konkretnih dejavnostih v šolah, vključevanju učencev, učiteljev in kuharjev ter oblikovanju jedilnikov na osnovi lokalnih in sezonskih živil. Projekt naslavlja izzive sodobnih prehranskih navad otrok in nizko zastopanost ekoloških živil v šolski prehrani. S pomočjo izobraževalnih dejavnosti, raziskovalnega dela učencev, sodelovanja s pridelovalci ter participativnega oblikovanja jedilnikov se spodbujajo zdrave prehranske navade in krepi povezava med šolo in lokalnim okoljem. Rezultati kažejo visoko stopnjo zanimanja deležnikov in velik potencial za širšo uporabo modela.

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This paper presents the implementation of a pilot project introducing organic and locally produced food into the nutrition of primary school students in Međimurje County. The focus is on practical school-based activities, including the involvement of students, teachers, and kitchen staff, as well as the development of school menus based on local and seasonal ingredients. The project addresses current challenges related to children's eating habits and the low presence of organic products in school meals. Through educational activities, student research, cooperation with local producers, and participatory menu creation, healthier eating habits are promoted and stronger links between schools and the local community are established. The results indicate a high level of stakeholder interest and strong potential for wider implementation.

Dijana Pasarić in Mario Kanižaj, Osnovna škola Strahoninec, Strahoninec, Hrvaška  
**»MALI AVTORJI, VELIKE ZGODBE – FILMSKO USTVARJANJE V OSNOVNI ŠOLI«**  
**“LITTLE AUTHORS, BIG STORIES - FILMMAKING IN ELEMENTARY SCHOOL”**

Majhni avtorji, velike zgodbe – filmsko ustvarjanje v osnovni šoli  
Vodenje filmske skupine v osnovni šoli temelji na premišljenem povezovanju organizacijskih in pedagoških pristopov. Poseben poudarek je na razvijanju filmske kulture med učenci in na ustvarjanju spodbudnega okolja, v katerem lahko nastane uspešna in ustvarjalna skupina. Učitelj predstavi ključne korake, ki vodijo do aktivnega in smiselnega sodelovanja učencev pri filmskem ustvarjanju. Pomembno vlogo ima pogovor o filmu, ki spodbuja razvoj kritičnega mišljenja in pogloblja razumevanje filmskega jezika. Hkrati je pomembno zagotoviti dobro organizacijo dela znotraj skupine, kjer sodelovanje in timski duh omogočata nastanek skupnih filmskih projektov.



Pomemben je tudi tehnični vidik, saj se učenci skozi praktično delo spoznajo z osnovno opremo, montažo in osnovnimi postopki filmskega ustvarjanja. Hkrati se spodbuja njihova ustvarjalnost in možnost osebnega izražanja. Osnovna šola tako postane prostor, kjer lahko mladi filmski ustvarjalci svobodno razvijajo svoje ideje in izpopolnjujejo svoje spretnosti na področju filmske umetnosti.

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Small authors, big stories – filmmaking in primary school

Leading a film group in primary school is based on a thoughtful integration of organizational and pedagogical approaches. Special emphasis is placed on developing film culture among students and on creating a stimulating environment in which a successful and creative group can be created. The teacher presents the key steps that lead to active and meaningful participation of students in filmmaking.

An important role is played by a discussion about the film, which encourages the development of critical thinking and deepens the understanding of the film language. At the same time, it is important to ensure good organization of work within the group, where cooperation and team spirit enable the creation of joint film projects.

The technical aspect is also important, as through practical work, students become familiar with basic equipment, editing and basic filmmaking procedures. At the same time, their creativity and the possibility of personal expression are encouraged. Primary school thus becomes a place where young filmmakers can freely develop their ideas and improve their skills in the field of film art.

Aleksandra Petek, Osnovna šola dr. Franceta Prešerna Ribnica, Ribnica

### **VKLJUČUJOČA ŠOLA - ZADOVOLJNI UČENCI**

#### **INCLUSIVE SCHOOL – SATISFIED PUPILS**

V svojih letih poučevanja na razredni stopnji opažam velik porast tako besednega kot tudi fizičnega nasilja med učenci. Besedno nasilje se nemalokrat preseli tudi izven razredov in skupnosti ter se razvije v uničujoče spletno nasilje. Med učenci se pojavljajo čustvene težave in odklonilna vedenja kar posledično večkrat vodi v zelo slabo razredno klimo in odnose. V svojem prispevku sem želela prikazati, na kakšen način kot učiteljica delujem v razredu, da se izognem nasilnemu in odklonilnemu vedenju učencev. Osredotočila sem se predvsem na preizkušene dejavnosti, ki jih uporabljam za razvoj vključujočega, varnega in spodbudnega učnega okolja. Predstavila bom tudi odzive otrok in sprejetost omenjenih dejavnosti med učenci.

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During my years of teaching at the primary level, I have noticed a significant increase in both verbal and physical violence among students. Verbal violence often spreads beyond the classroom and community and develops into destructive online violence. Emotional problems and deviant behaviour arise among pupils, which often leads to a very poor classroom atmosphere and relationships. In my contribution, I wanted to show how I, as a teacher, work in the classroom to avoid violent and deviant behaviour among pupils. I focused primarily on tried-and-tested activities that I use to develop an inclusive, safe and stimulating learning environment. I will also present the pupil's responses and the acceptance of these activities among them.



Polona Pintar Hedl, Center za sluh in govor Maribor, Maribor

**RAZISKOVANJE NARAVE KOT PRILožNOST ZA RAZVOJ AVTONOMIJE PRI PREDŠOLSKIH OTROCIH Z GOVORNO-JEZIKOVNO MOTNJO IN OTROCIH Z AVTISTIČNO MOTNJO**

**EXPLORING NATURE AS AN OPPORTUNITY FOR DEVELOPING AUTONOMY IN PRESCHOOL CHILDREN WITH SPEECH-LANGUAGE DISABILITIES AND CHILDREN WITH AUTISTIC DISORDERS**

Prispevek obravnava raziskovanje narave kot pomembno učno priložnost za razvijanje avtonomije pri predšolskih otrocih z govorno-jezikovno motnjo in otrok z avtistično motnjo. Naravno okolje omogoča odlično izkustveno in multisenzorično učenje, pri katerem otrok raziskuje okolje z vsemi čutili, doživlja ugodje ter pridobiva neposredne in avtentične izkušnje v konkretnih situacijah. Takšne multisenzorne in izkustvene učne situacije imajo pri otrocih s posebnimi potrebami ključno vlogo, saj jim omogočajo boljše razumevanje sveta in okolja, lažje vključevanje v dejavnosti, otrok pa ob tem razvija komunikacijske in socialne spretnosti ter razvija samostojnost. V prispevku bo predstavljen primer dobre prakse predšolskih otrok, ki so vključeni v prilagojen predšolski program, kjer so otroci skozi opazovanje pomladnih rastlin in raziskovanje življenjskega okolja razvijali občutek odgovornosti do narave in sodelovanja z vrstniki, pri čemer so bile vključene ustrezne pedagoške prilagoditve za otroke s posebnimi potrebami.

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The article discusses nature exploration as an important learning opportunity for developing autonomy in preschool children with speech-language disorders and children with autism spectrum disorder. The natural environment enables excellent experiential and multisensory learning, in which the child explores the environment with all senses, experiences pleasure and gains direct and authentic experiences in concrete situations. Such multisensory and experiential learning situations play a key role in children with special needs, as they enable them to better understand the world and the environment, easier inclusion in activities, and the child develops communication and social skills and independence. The article will present an example of good practice of preschool children who are included in an adapted preschool program, where children, through observing spring plants and exploring the living environment, developed a sense of responsibility towards nature and cooperation with peers, including appropriate pedagogical adjustments for children with special needs.

Sandra Pučko, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

**LOKALNO ČEBELARSTVO KOT OBLIKA TRAJNOSTNEGA RAZVOJA: ŠOLSKI RAZISKOVALNI PROJEKT**  
**LOCAL BEEKEEPING AS A FORM OF SUSTAINABLE DEVELOPMENT: A SCHOOL RESEARCH PROJECT**

Raziskovalno delo z naslovom »Lokalno čebelarstvo kot oblika trajnostnega razvoja« je nastalo v okviru dejavnosti razširjenega programa z učenci 9. razreda Osnovne šole Franceta Prešerna Črenšovci, ki so se v sklopu projekta pripravljali tudi na državno tekmovanje »Trajnostni svet«. Osrednji namen raziskave je bil preučiti pomen lokalnega čebelarstva kot primera trajnostne prakse ter njegov vpliv na okoljske, družbene in gospodarske vidike trajnostnega razvoja.

Učenci so skozi projektno in izkustveno učenje raziskovali vlogo čebel pri ohranjanju biotske raznovrstnosti, primerjali lastnosti lokalnega in uvoženega medu ter analizirali vpliv transporta hrane na ogljični odtis. Izvedene so bile ankete med učenci in lokalnim prebivalstvom, terenski ogledi čebelnjakov, intervjuji s čebelarji ter ustvarjalne delavnice.

Poseben poudarek je bil namenjen eksperimentalnemu delu z medom ter degustaciji lokalnega medu, kjer so udeleženci ocenjevali njegove senzorične lastnosti in izvor. Rezultati kažejo, da lokalno

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čebelarstvo prispeva k zmanjševanju okoljskih obremenitev, podpira lokalno gospodarstvo ter krepi ozaveščenost o pomenu trajnostne prehranske izbire.

Projekt potrjuje, da je čebelarstvo učinkovit didaktični primer za razvijanje trajnostne pismenosti ter povezovanje šole z lokalnim okoljem.

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The research work titled “Local Beekeeping as a Form of Sustainable Development” was carried out within the extended programme activities involving 9th-grade students, who were also preparing for the national competition “Sustainable World” as part of the project. The main aim of the study was to examine the importance of local beekeeping as an example of sustainable practice and its impact on environmental, social, and economic aspects of sustainable development.

Through project-based and experiential learning, students explored the role of bees in maintaining biodiversity, compared the properties of local and imported honey, and analysed the impact of food transport on the carbon footprint. Surveys were conducted among students and local residents, along with field visits to apiaries, interviews with beekeepers, and creative workshops.

Particular emphasis was placed on experimental work with honey and the tasting of local honey, where participants evaluated its sensory properties and origin. The results show that local beekeeping contributes to reducing environmental impacts, supports the local economy, and raises awareness of the importance of sustainable food choices.

The project confirms that beekeeping is an effective didactic example for developing sustainability literacy and connecting schools with the local environment.

Ines Rekar, Zavod RS za šolstvo, Kranj

**VKLJUČUJ, NE IZKLUČUJ!**

**INCLUDE, DON'T EXCLUDE!**

Za varno in vključujoče šolsko okolje je ključen celosten pristop, ki gradi na dobrih odnosih med učitelji in učenci, čustvenem učenju, empatiji ter jasnih protokolih za preprečevanje medvrstniškega nasilja. S spodbujanjem medsebojne povezanosti in pripadnosti se zmanjšujejo tveganja, hkrati pa se podpira razvojno naravnano in spodbudno učno vzdušje. Šolski sistem je usmerjen na akademski uspeh, težava pa je, da moramo otroke naučiti soočati se s čustvi in jih spremeniti v vire moči. Šole bi morale intenzivno “delati” na spodbudnem učnem okolju, kjer so upoštevane individualne potrebe učencev, kjer se spodbuja celosten razvoj učencev in se fizični prostor prilagaja procesom učenja in poučevanja in učenci razvijajo socialne veščine ter se pripravljajo na kakovostno življenje in sobivanje z drugimi. Raziskave kažejo, da se otroci, ki se teh veščin učijo, lažje spopadajo s stresom in izzivi, so bolj empatični, vzpostavljajo boljše odnose in so bolj pozitivno naravnani ter bolje pripravljeni na življenje. Na Osnovni šoli Spodnja Šiška smo v šolskem letu 2024/2025 izvedli delavnico od 3 do 5. razreda z naslovom Vključuj, ne izključuj! Skupaj z učitelji smo ugotovili, da se je v tistem obdobju spremenila razredna klima, otroci so bili bolj uvidevni drug do drugega, si pripravljani pomagati in so se kot skupina bolje povezali. Menimo, da je potrebnih več delavnic, dnevov dejavnosti in razrednih ur, ki bi se namenile spodbudnemu učnemu okolju, čustvenemu in socialnemu opismenjevanje ter soustvarjanju in delovanju v učeči se skupnosti.

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A holistic approach is essential for a safe and inclusive school environment, building on good teacher-student relationships, emotional learning, empathy, and clear protocols for preventing peer violence. Promoting connection and belonging reduces risks while supporting a developmentally-oriented and



stimulating learning environment. The school system is focused on academic success, but the challenge is that we need to teach children to deal with emotions and turn them into sources of strength. Schools should work hard to create a stimulating learning environment where the individual needs of students are taken into account, the holistic development of students is encouraged, the physical space is adapted to the learning and teaching processes, and students develop social skills and prepare for a quality life and coexistence with others. Research shows that children who learn these skills cope with stress and challenges more easily, are more empathetic, establish better relationships, and are more positive and better prepared for life. At the Spodnja Šiška Primary School in the 2024/2025 school year, we conducted a workshop for grades 3-5 entitled Include, Don't Exclude! Together with the teachers, we found that the classroom climate changed during that period, the children were more considerate of each other, willing to help each other, and they connected more as a group.

We believe that more workshops, activity days, and classroom hours are needed that would be dedicated to a stimulating learning environment, emotional and social literacy, and cocreation and action in learning community.

Katja Rus, Osnovna šola dr. Franceta Prešerna Ribnica, Ribnica

#### **AKTIVNA VLOGA UČENCEV V ŠOLSKI SKUPNOSTI**

#### **ACTIVE ROLE OF STUDENTS IN THE SCHOOL COMMUNITY**

V članku želim izpostaviti, kako pomembno je spodbujanje ustvarjalnosti in izvajanja aktivnosti v razvoju otroka oziroma mladostnika. Otrokova igra in ustvarjalnost ter medsebojno sodelovanje in druge vrste aktivnosti, spodbujajo razvoj ustvarjalnosti ter usmerjajo otrokove interese, kar pozitivno vpliva na otrokov razvoj osebnosti in pozitivne samopodobe. Sledeč tej ideji so najprej predstavljeni teoretični okviri skupnosti učencev šole, ki se povezujejo s teorijo razvoja osebnosti in pozitivne samopodobe. V nadaljevanju so predstavljeni konkretni primeri delovanja učencev razredne stopnje ribniške osnovne šole v skupnosti učencev šole ter v skladu s prakso doseženi cilji. Iz zapisanega v zaključnem delu lahko povzamem, da imajo dejavnosti, katere posameznik izvaja, pomemben vpliv na razvoj njegove osebnosti in pozitivne samopodobe.

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In this article, I would like to highlight the importance of encouraging creativity and carrying out activities in the development of a child or adolescent. A child's play and creativity, as well as mutual cooperation and other types of activities, encourage the development of creativity and direct the child's interests, which has a positive effect on the child's development of personality and positive self-image. Following this idea, the theoretical framework of the school's student community is first presented, which is connected to the theory of personality development and positive self-image. The following are specific examples of the activities of students of the Ribnica primary school in the school's student community and the goals achieved in practice. From what was written in the final part, I can summarize that the activities that an individual performs have a significant impact on the development of his personality and positive self-image.



Aleksander Saša Trajber, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

**UČENJE SKOZI IGRO: DIDAKTIČNE IGRE, KOT PODPORA MOTIVACIJI IN TRAJNOSTNEMU RAZMIŠLJANJU PRI POUKU NEMŠČINE**

**LEARNING THROUGH GAMES: EDUCATIONAL GAMES AS SUPPORT FOR MOTIVATION AND SUSTAINABLE THINKING IN GERMAN LESSONS**

Učenje skozi igro predstavlja pomemben didaktični pristop, ki spodbuja aktivno sodelovanje učencev ter povečuje njihovo notranjo motivacijo za učenje tujega jezika. Pri pouku nemščine imajo didaktične igre posebno vlogo, saj omogočajo naravno rabo jezika, razvijajo komunikacijske spretnosti in ustvarjajo sproščeno učno okolje. Učenci se skozi igro lažje vključujejo v učni proces, saj dejavnosti temeljijo na sodelovanju, tekmovalnosti in ustvarjalnosti, kar pozitivno vpliva na njihovo zanimanje za predmet.

Didaktične igre lahko učinkovito podpirajo tudi razvoj trajnostnega razmišljanja. Z ustreznimi izbranimi temami in nalogami lahko učitelji v igrah obravnavajo vsebine, povezane z varovanjem okolja, odgovorno potrošnjo, ponovno uporabo materialov ter pomenom trajnostnega načina življenja. Tako učenci poleg jezikovnega znanja razvijajo tudi vrednote in stališča, ki so pomembna za trajnostni razvoj družbe.

Pri pouku nemščine lahko učitelji uporabljajo različne vrste didaktičnih iger, kot so jezikovne igre s karticami, igre vlog, kvizi, gibalne igre ali digitalne igre. Takšne aktivnosti omogočajo ponavljanje besedišča, utrjevanje slovničnih struktur ter razvijanje sporazumevalnih zmožnosti. Hkrati pa učenci skozi igro razvijajo socialne spretnosti, kot so sodelovanje, reševanje problemov in sprejemanje odgovornosti v skupini.

Učenje skozi igro tako predstavlja učinkovit pedagoški pristop, ki povezuje jezikovno učenje z razvijanjem trajnostnega razmišljanja in pozitivnega odnosa do učenja. Z vključevanjem didaktičnih iger lahko učitelji ustvarijo motivacijsko bogato učno okolje, v katerem učenci aktivno sodelujejo, poglobljajo znanje in razvijajo kompetence, potrebne za odgovorno delovanje v sodobni družbi.

Learning through games is an important pedagogical approach that encourages active student participation and increases their intrinsic motivation to learn a foreign language. In German language classes, educational games play a special role, as they facilitate natural language use, develop communication skills, and create a relaxed learning environment. Through games, students find it easier to engage in the learning process, as the activities are based on cooperation, competition, and creativity, which positively influences their interest in the subject.

Educational games can also effectively support the development of sustainable thinking. With appropriately selected themes and tasks, teachers can use games to address topics related to environmental protection, responsible consumption, the reuse of materials, and the importance of a sustainable lifestyle. In this way, students develop not only language skills but also values and perspectives that are important for the sustainable development of society.

Teachers can use various types of games, such as language card games, role-playing activities, quizzes, movement-based games, or digital games. These activities allow for the revision of vocabulary, the reinforcement of grammatical structures, and the development of communication skills. At the same time, through play, students develop social skills such as cooperation, problem-solving, and taking responsibility within a group.

Learning through games thus represents an effective pedagogical approach that combines language learning with the development of sustainable thinking. By incorporating games, teachers can create



a highly motivating learning environment in which students actively participate, deepen their knowledge, and develop the competencies necessary for responsible participation in modern society.

Patricija Utroša, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

**OD VRTA DO PONOVNE UPORABE: RAZVIJANJE TRAJNOSTNE MISELNOSTI PRI NAJMLAJŠIH V RAZŠIRJENEM PROGRAMU**

**FROM THE GARDEN TO REUSE: DEVELOPING A SUSTAINABLE MINDSET IN YOUNG CHILDREN IN THE EXTENDED PROGRAM**

Dejavnosti v razširjenem programu učencem omogočajo učenje skozi neposredne izkušnje, raziskovanje in aktivno sodelovanje. S sistematičnim izvajanjem različnih dejavnosti se pri učencih spodbuja razumevanje trajnostnega razvoja ter odgovorno ravnanje do narave in skupnosti. Skozi opazovanje, praktično delo in sodelovanje učenci razvijajo odgovornost do naravnega okolja, sodelovalne veščine ter razumevanje trajnostne potrošnje.

V okviru dejavnosti so učenci skozi šolsko leto vrtnarili v razredu in na novem šolskem vrtu, pri čemer so spoznavali pot od semena do pridelka ter pomen hrane za zdrav razvoj človeka. Spoznavali so osnovne naravne procese, skrb za rastline in pomen lokalno pridelane hrane. Del dejavnosti je bil namenjen tudi pripravi preprostih jedi ter spodbujanju racionalne rabe materialov.

Poseben poudarek je bil namenjen tudi odgovornemu ravnanju z materiali. Učenci so se učili pravilnega ločevanja odpadkov, racionalne rabe materialov ter pomena ponovne uporabe. V okviru dejavnosti so sodelovali tudi pri izmenjavi oblačil, kjer so spoznavali pomen ponovne uporabe in zmanjševanja potrošnje.

Prispevek predstavlja primer dobre prakse razvijanja trajnostne miselnosti pri najmlajših ter poudarja pomen izkustvenega učenja in celostnega pristopa pri vključevanju vsebin trajnostnega razvoja v razširjeni program osnovne šole.

Activities in the extended school program enable pupils to learn through direct experience, exploration, and active participation. By systematically carrying out various activities, pupils are encouraged to understand sustainable development and to act responsibly toward nature and the community. Through observation, practical work, and cooperation, pupils develop responsibility for the natural environment, collaborative skills, and an understanding of sustainable consumption.

Throughout the school year, as part of the activities, pupils gardened in the classroom and in the new school garden, learning about the path from seed to harvest and the importance of food for healthy human development. They learned about basic natural processes, plant care, and the significance of locally grown food. Part of the activities was also dedicated to preparing simple dishes and promoting the rational use of materials.

Special emphasis was also placed on the responsible handling of materials. Pupils learned proper waste separation, the rational use of materials, and the importance of reuse. Within the activities, they also participated in a clothing exchange, where they learned about the value of reuse and reducing consumption.

The contribution presents an example of good practice in developing sustainable thinking among young pupils and highlights the importance of experiential learning and a holistic approach when integrating sustainable development content into the extended elementary school program.



Tadeja Vogrinčič, Osnovna šola Franceta Prešerna Črenšovci, Črenšovci

### **OHRANJANJE LOKALNE KULTURNE DEDIŠČINE SKOZI TRAJNOSTNE DEJAVNOSTI**

#### **PRESERVING LOCAL CULTURAL HERITAGE THROUGH SUSTAINABLE ACTIVITIES**

Trajnostni razvoj postaja eno ključnih izhodišč sodobnega vzgojno-izobraževalnega sistema. Šola ima pomembno vlogo pri oblikovanju odgovornega odnosa do narave, družbe in kulturne dediščine, saj lahko s premišljenim načrtovanjem učnega procesa spodbuja razvoj trajnostnih vrednot, spretnosti in ravnanj. Pri tem je pomembno, da trajnost ne ostaja zgolj na ravni teoretičnih vsebin, temveč se uresničuje skozi konkretne učne situacije, ki učencem omogočajo aktivno sodelovanje, raziskovanje in povezovanje znanja z vsakdanjim življenjem.

Posebno vrednost pri razvijanju trajnostnega odnosa ima tudi ohranjanje lokalne kulturne dediščine. Spoznanje, da so tradicionalna znanja, obrti in kulinarika del identitete lokalnega okolja, prispeva k razumevanju pomena medgeneracijskega prenosa znanja ter spoštovanja do dela preteklih generacij. Povezovanje trajnostnih vsebin z lokalnim okoljem omogoča učencem, da lažje razumejo pomen odgovornega ravnanja z naravnimi viri, materialnimi dobrinami ter kulturnimi vrednotami.

Prispevek izhaja iz prepričanja, da lahko šola pomembno prispeva k razvijanju trajnostnega načina razmišljanja in delovanja, kadar učencem ponuja priložnosti za izkustveno učenje ter sodelovanje z lokalno skupnostjo. Tak pristop spodbuja razvoj socialnih in državljskih kompetenc, občutek pripadnosti lokalnemu okolju ter zavedanje o pomenu trajnostnega ravnanja. Poudarjena je tudi vloga šole kot prostora povezovanja različnih generacij, kjer se srečujejo tradicionalna znanja in sodobni pedagoški pristopi.

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Sustainable development is becoming one of the key foundations of the modern educational system. Schools play an important role in shaping a responsible attitude toward nature, society, and cultural heritage, since thoughtful planning of the learning process can promote the development of sustainable values, skills, and behaviors. It is essential that sustainability is not limited to theoretical content but is implemented through concrete learning situations that allow students to actively participate, explore, and connect knowledge with everyday life.

Preserving local cultural heritage also holds special value in developing a sustainable mindset. Understanding that traditional knowledge, crafts, and culinary practices are part of the identity of the local environment contributes to recognizing the importance of intergenerational knowledge transfer and respect for the work of past generations. Linking sustainability content with the local environment enables students to better understand the significance of responsible management of natural resources, material goods, and cultural values.

This contribution is based on the belief that schools can significantly foster a sustainable way of thinking and acting when they offer students opportunities for experiential learning and collaboration with the local community. Such an approach promotes the development of social and civic competencies, a sense of belonging to the local environment, and awareness of the importance of sustainable practices. The role of the school as a space for connecting different generations—where traditional knowledge meets modern pedagogical approaches—is also emphasized.

Nika Vrbinc Mihelič, Osnovna šola dr. Franceta Prešerna Ribnica, Ribnica

### **KO NARAVA POSTANE UČILNICA, UČITELJ PA NAVDIH**

#### **WHEN NATURE BECOMES THE CLASSROOM, AND THE TEACHER BECOMES INSPIRATION**

Z dejavnostmi, kot so dolgotrajna skrb za živali v razredu, enodnevni obiski živali, igre na snegu in odhodi v gozd, spodbujamo trajnostni odnos učencev do narave in ljudi. Učenci pri teh dejavnostih



razvijajo odgovornost, empatijo, timsko delo, potrpežljivost in komunikacijo, hkrati pa pridobivajo novo znanje in izkušnje.

Spontani in prilagojeni pristopi, ki upoštevajo zanimanja otrok, so pogosto učinkovitejši od strogega sledenja urniku. Prisotnost narave in živali prinaša navdušenje, spodbuja ustvarjalnost ter uči spoštovanja do živih bitij in okolja. Prav tako kot učenci veliko pridobi tudi učitelj – nauči se prilagajati, opazovati, spodbujati in graditi zaupanje.

Pomembno je, da učitelj z navdušenjem in srcem pristopa k svojemu delu, saj lahko tako v učencih zaneti iskro, ki jih spodbuja k učenju, sodelovanju in trajnostnemu načinu razmišljanja.

Through activities such as long-term care for classroom animals, one-day visits to animals, snow games, and forest excursions, students are encouraged to develop a sustainable relationship with nature and people. During these activities, they cultivate responsibility, empathy, teamwork, patience, and communication skills, while also gaining new knowledge and valuable experiences.

Spontaneous and adaptable approaches that take into account children's interests are often more effective than strictly following a schedule. The presence of nature and animals brings excitement, stimulates creativity, and teaches respect for living beings and the environment. Just like the students, the teacher also gains a lot from these experiences—learning to adapt, observe, encourage, and build trust.

It is important for the teacher to approach their work with enthusiasm and heart, as this can ignite a spark in students that motivates learning, collaboration, and sustainable thinking.

Barbara Waldhütter, Osnovna šola J. Hudalesa Jurovski Dol, Jurovski Dol

### **JOGA V OSNOVNI ŠOLI KOT PEDAGOŠKI PRISTOP ZA RAZVIJANJE TRAJNOSTNEGA ODNOSA DO SEBE, DRUGIH IN NARAVE**

#### **YOGA IN PRIMARY SCHOOL AS A PEDAGOGICAL APPROACH TO FOSTERING A SUSTAINABLE RELATIONSHIP WITH ONESELF, OTHERS AND NATURE**

Prispevek predstavlja primer pedagoške prakse vključevanja joge v razširjenem programu osnovne šole kot pristop, ki podpira celosten razvoj učencev in razvijanje trajnostnih kompetenc. Joga v šolskem prostoru ni razumljena le kot telesna dejavnost, temveč kot dejavnost, ki povezuje gibanje, dihanje, zavedanje telesa, pogovor in domišljijo ter spodbuja razvoj pozornosti, samoregulacije, empatije in sodelovanja. Na ta način lahko pomembno prispeva tudi k razvijanju trajnostnih vrednot ter k oblikovanju odgovornega odnosa do sebe, drugih ljudi in narave.

V prispevku je joga predstavljena kot celostni pristop k razvoju otroka, ki se smiselno povezuje z izobraževanjem za trajnostni razvoj in evropskim okvirom kompetenc GreenComp. Predstavljen je tudi potek učne ure joge v praksi, ki vključuje uvodni del s čuječnostjo in dihalnimi vajami, osrednji del z gibanjem in zgodbami ter zaključni del z umirjanjem in sprostitvijo. Posebna pozornost je namenjena vlogi domišljije, pripovedovanju zgodb in ustvarjanju varnega ter sprejemajočega učnega okolja.

Na podlagi opažanj pri delu z učenci so predstavljeni odzivi otrok ter spremembe v njihovi zbranosti, izražanju čustev in medsebojnih odnosih. Ugotovitve kažejo, da lahko vključevanje joge v šolski prostor pomembno prispeva k razvijanju trajnostnih vrednot, občutku povezanosti z drugimi in naravo ter k oblikovanju varnega in spodbudnega učnega okolja.

This paper presents an example of pedagogical practice that integrates yoga into the extended programme of primary school, as an approach that supports the holistic development of pupils and



the development of sustainability competences. In the school context, yoga is not understood merely as physical exercise, but as a practice that combines movement, breathing, body awareness, dialogue and imagination, thereby fostering the development of attention, self-regulation, empathy and cooperation. In this way, it can also contribute to the development of sustainability values and to fostering a responsible relationship with oneself, others and nature.

The paper presents yoga as a holistic approach to child development and highlights its connection with education for sustainable development and the European sustainability competence framework GreenComp. It also describes the structure of a yoga session in practice, including an introductory phase with mindfulness and breathing exercises, a central phase based on movement and storytelling, and a concluding phase focused on calming and relaxation. Particular attention is given to the role of imagination, storytelling and the creation of a safe and supportive learning environment.

Based on observations from classroom practice, the paper presents pupils' responses and changes in their concentration, emotional expression, and interpersonal relationships. The findings suggest that integrating yoga into the school environment can significantly contribute to the development of sustainability values, a sense of connectedness with others and nature, and the creation of a safe and stimulating learning environment.

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### **SLOVENSKI TRADICIONALNI ZAJTRK – PRILOŽNOST ZA ZDRAV IN TRAJNOSTEN POGLED NA PRIHODNOST**

#### **THE SLOVENIAN TRADITIONAL BREAKFAST – AN OPPORTUNITY FOR A HEALTHY AND SUSTAINABLE OUTLOOK ON THE FUTURE**

V članku predstavljam pomen slovenskega tradicionalnega zajtrka kot iztočnico, na kateri smo gradili na ozaveščanju otrok o zdravem načinu življenja ter o podpori lokalne hrane ter njenih pridelovalcev. S trajnostno naravnostjo aktivne vključenosti otrok, pedagogov in lokalnih pridelovalcev hrane se okoljska vzgoja zlahka umesti v vsakdan vrtca kot del rutine.

Poudarek je na vključenosti vseh deležnikov, ki pridelajo in predelajo lokalno hrano, ter tudi tistih, ki jo uživamo. Z inovativnimi pedagoškimi pristopi, ki udeležujejo cilje trajnostnega razvoja, smo iz teme, vezane na en dan, ustvarili trajnostno razvojno prakso z namenom razumevanja pomena spoštovanja lokalne hrane, njenih pridelovalcev in nenazadnje tudi skrbi za svoje zdravje.

Otrokom želimo tako že od malih nog privzgjati in predstaviti medgeneracijsko odgovornost, ki smo jo trajnostno zasnovali, saj lahko le tako dosegamo cilje, povezane z zdravo okoljsko vzgojo. S strokovnim člankom želim pedagogom približati pomen trajnostnega delovanja in razmišljanja skozi že poznane in uveljavljene teme, pri katerih se morda preveč striktno oklepamo znanega in si ne upamo stopiti izven okvirjev. Predstavljen primer dobre prakse ponuja priložnost za širši pogled na koristno in vseživljenjsko tematiko, povezano z zdravim načinom življenja in s trajnostno okoljsko vzgojo, kjer že najmlajše aktivno vključujemo v soustvarjanje boljšega sveta.

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This article presents the importance of the Slovenian Traditional Breakfast as a starting point for raising children's awareness of a healthy lifestyle, as well as supporting local food and its producers. With a sustainability-oriented approach that actively involves children, educators, and local food producers, environmental education can easily become part of everyday kindergarten routine.

The emphasis is on the involvement of all stakeholders who produce and process local food, as well as those who consume it. Through innovative pedagogical approaches that implement the goals of



sustainable development, we have transformed a topic traditionally linked to a single day into a sustainable practice aimed at fostering an understanding of the importance of respecting local food, its producers, and, ultimately, caring for one's own health.

From an early age, we aim to instill in children a sense of intergenerational responsibility, designed with sustainability in mind, as this is the only way to achieve goals related to healthy environmental education. Through this professional article, I aim to bring educators closer to the importance of sustainable action and thinking through already familiar and established topics, where we may sometimes adhere too strictly to what is known and hesitate to step beyond established frameworks. The example of good practice presented in this article highlights and offers an opportunity for a broader perspective on a meaningful and lifelong topic related to a healthy lifestyle and sustainable environmental education, in which even the youngest are actively involved in co-creating a better world.

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### **INOVATIVNO LIKOVNO UČENJE KROZ MEĐUNARODNU LIKOVNU KOLONIJU**

#### **INNOVATIVE ART LEARNING THROUGH AN INTERNATIONAL ART COLONY**

Likovna kolonija »Hantlarija« Osnovne šole Strahoninec je postala ustvarjalno in izobraževalno srečanje za učence, katerega cilj je umetniško ustvarjanje, izmenjava izkušenj in spodbujanje umetnosti med mladimi.

Kolonija iz leta v leto raste: iz majhnega srečanja učencev dveh osnovnih šol se je razvila v dogodek, ki se odpira lokalni, regionalni in mednarodni skupnosti. Leta 2021 je prva kolonija, posvečena muralom, združila 30 učencev iz Osnovne šole Strahoninec in Osnovne šole Vratišinec. Leta 2022 je tema pokrajin in tihožitij privabila 20 učencev iz istih šol. Tretja kolonija leta 2023, »Hantlarji in stari obrti«, ki je združila 120 otrok iz vrtcev, osnovnih in srednjih šol ter študentov Pedagoške fakultete, je preseгла lokalne meje in postala pomemben umetniški dogodek.

Lanska »Črno-bela svet« in letošnja »Umetnost kot zdravilo« sta privabili po okoli 100 učencev. Pomembno je poudariti, da imata obe mednarodni značaj, saj sodelujejo šole iz Slovenije, Portugalske in Španije, letos pa potekata pod pokroviteljstvom Ministrstva za izobraževanje, znanost in mladino. Od skromnih začetkov do mednarodnega projekta se je umetniška kolonija razvila tako po tematiki kot po številu udeležencev in partnerjev. Ključni vrhunci so zaključna razstava in tiskani katalog del, ki je bil izdelan v šolski tiskarni Študentske zadruge Strahoninec in povezuje učence znotraj in zunaj šole. Ta razvoj potrjuje vrednost kolonije kot modela dobre prakse in navdiha za druge šole.

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The Art Colony "Hantlarija" of Strahoninec Primary School has become a creative and educational gathering of students with the aim of artistic creation, exchange of experiences and promotion of art among young people.

The colony grows from summer to summer: from a small meeting of students from two primary schools, it has become an event that is open to the local, county and international community. In the summer of 2021, the first colony, dedicated to the mural, brought together 30 students from Strahoninec and Vratišinec elementary schools. In the summer of 2022, the theme of landscape and still life attracted 20 students from the same school. The third colony in the summer of 2023, "Carpenters in old trades", gathered 120 children from kindergartens, primary and secondary schools and students of the Faculty of Education, grew beyond the local framework and became an important art event.

**AVTONOMIJA V ŠOLI**  
**16. mednarodna strokovna konferenca**  
**Črenšovci, 17. in 18. april 2026**



Last year's colony "Black and white world" and this year's "Art as medicine" each attracted around 100 students. Important: both have international significance with schools from Slovenia, Portugal and Spain, this year under the auspices of the Ministry of Education, Science and Youth. From modest beginnings to an international project, the colony grows thematically, in terms of the number of participants and partners. The closing exhibition event and the printed catalog part of the school printing house of the Strahoninec Student Cooperative, which connects students inside and outside the school, is key.