

Slovenia: Recreational break at Primary School Milojka Štrukelj Nova Gorica

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In school year 2015/16 our school applied for a project »Uživajmo v zdravju« (»Enjoy in health«). We were chosen to participate.

The project »Enjoy in health« was co-financed by Norwegian financial mechanism. The idea to carry out a project arose by health and educational sector as a response to increase of problems people in Slovenia have because of overeating and obesity. (1)

The objective of the project was reduction or prevention of illnesses related to lifestyle (the emphasis on nutrition and regular physical activity). (2)

Our school is a big urban school, the number of students is between 700 and 800. The first three grades are dislocated and students of grades 4 – 9 go to central school. Usually there are four sections of each grade. There were two objectives: the development of good eating habits and implementation of a recreational break for all students at school. Students of the first three grades had "a minute for health" but other students didn't have that. With this project we wanted to encourage our students and teachers to physical activity between the lessons. After the project officially ended (December 2016), we have continued with the activities as a part of "Zdrava šola" ("Healthy School").

In a handbook for prevention teams the term recreational break is defined as a synonym for active, recreational or fit break. School can organise a longer break in the middle of the students' daily lessons according to a timetable (usually after the break for a snack), during this break the students do some exercises and they are physically active. The school provides the place (the gym, playground, basketball court, football field, the hall...) and accessories (sports equipment, music). During the recreational break students should be outside, even in different weather conditions. (3)

When implementing the recreational break into the timetable the biggest problem was the change in our school's timetable, because of a very big number of grades as well as lessons. Another thing was the encouragement of students and teachers to participate in this activity. We tried several variations of implementing the recreational break into our timetable. Finally, we decided to have a break after our third lesson. That is a fifteen-minute break. We also tried to organise the break in several ways, from letting the students choose the place to spend the break actively to organised activity. It turned out that such a big number of students can be problematic if they choose the place to spend the break actively, because of the crowds. Therefore, we created a timetable with the places where the students spend the break. The locations for physical activity during the break are: two separated school yards, football field and basketball court, school hall and the gym. We created groups of students and used this

timetable for spending the recreational break in different places. The students can use the sports equipment, balls, skipping ropes, racquets, but it turned out that they rather choose the activity during this break on their own. Usually, they would go for a walk, play different games with balls or climb the trees. Another problem when spending the break outside were bad weather conditions. Because of a big number of students, it wasn't possible to spend it in our school gym. Moreover, that wouldn't be safe. Therefore, we decided that students spend the break in the classrooms if the weather is bad.

Ana Kašček Bučinel, prof. of sports and the students shot a video in which they show exercises that students can do in the classrooms, next to their desks. That means that they spend a few minutes for physical activity. We also use the videos that are available on the web page SLOfit (www.slofit.org). When our school participated in an Erasmus project "Ti in jaz v družbi" ("You, me & Society"), we had an additional activity for our students – dance in our school yard or in the school gym.

After years of implementing and performing the recreational break in our school, we came to a conclusion that the break has positive effects on students and every year less troubles and more encouragement and enthusiasm for its implementation appear. But we must adapt to the situation, e. g. the epidemic of corona virus in the previous and this school year. To reduce the number of contacts between students of different grades, we spend the break separated and at different times. Students of 6th and 7th grade have a break at the start of our 3rd lesson, right after the snack. Students of 8th and 9th grade have a break when the 3rd lesson finishes. Those students spend time actively during the break in the school yard. Students of grades 1 – 5 spend the break in the school atrium (in front of their classrooms).

Literature:

1. <http://www.uzivajmovzdravju.si/>
2. R. Poličnik, N. Berlic, J. Maučec Zakotnik, S. Kostanjevec, G. Starc, G. Jurak, S. Kalender Smajlović (2016) "Algoritem delovanja različnih deležnikov v lokalnih preventivnih timi po konceptu skupnostnega pristopa", NIJZ.
3. G. Jurak, G. Starc, M. Kovač, S. Kostanjevec, P. Radi, M. Erjavšek, F. Lovšin Kozina, F. Krpač (2016) "Priročnik za preventivne time za izpeljavo dejavnosti na področju gibanja in prehrane v pilotnem testiranju projekta Uživajmo v zdravju", Univerza v Ljubljani.

Gibalni odmor na Osnovni šoli Milojke Štrukelj Nova Gorica

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Osnovna šola Milojke Štrukelj Nova Gorica

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V šolskem letu 2015/2016 smo se kot šola prijaviли na razpis projekta Uživajmo v zdravju in bili tudi zbrani.

Projekt "Uživajmo v zdravju" je bil sofinanciran iz sredstev Norveškega finančnega mehanizma. Ideja za izvedbo projekta je nastala kot odziv zdravstvenega in šolskega sektorja na porast problema prekomerne hranjenosti in debelosti prebivalcev Slovenije. (1)

Cilj projekta je bil zmanjševanje ali preprečevanje bolezni, povezanih z življenjskim slogom (poudarek na prehranjevanju in redni telesni dejavnosti).(2)

Naša šola je velika mestna šola s številom otrok, ki se giblje med 700 in 800. Prva triada je na podružnični šoli, na matični pa druga in tretja triada. Število oddelkov posameznega oddelka je večinoma 4. Na šoli smo si zadali dva cilja: razvijanje dobrih prehranskih navad in uvedba gibalnega odmora za vse učence šole. Predvsem na razredni stopnji se je že izvajala minuta za zdravje, na predmetni stopnji pa take prakse večinoma ni bilo. S projektom smo želeli spodbuditi tako učitelje kot učence k gibanju med poukom. Po uradnem zaključki projekta (december 2016) z dejavnostmi nadaljujemo in jih izvajamo v sklopu Zdrave šole.

V priročniku za preventivne tme je pojem gibalni odmor opredeljen kot sopomenka aktivnemu, rekreacijskemu ali fit odmoru. Šola lahko organizira daljši odmor na približno sredini dnevnega urnika otrok (običajno po odmoru, ki je namenjen malici); med gibalnim odmorom učenci izvajajo različne samoorganizirane gibalne dejavnosti. Šola jim za ta namen zagotovi prostorske možnosti (zunanje površine, telovadnica, večji spremljajoči prostori – npr. avla, hodnik) in pripomočke (npr. športni pripomočki, glasba). Če je le mogoče, naj gibalni odmor poteka zunaj, tudi ob različnih vremenskih pogojih.(3)

Ob umestitvi gibalnega odmora v urnik šole je bila največja težava sprememba urnika, zaradi velikega števila oddelkov in števila ur pouka, in spodbuditev otrok in učiteljev k tej dejavnosti. Poskusili smo več različic umestitve gibalnega odmora v urnik in se nazadnje odločili za odmor, ki je bil umeščen po tretji šolski uri pouka. Odmor skupaj z rednim odmorom traja 15 minut. Preizkusili smo tudi več organizacijskih oblik gibalnega odmora. Od možnosti izbire učencev, kje bodo preživeli gibalni odmor do organizirane vadbe. Izkazalo se je, da pri tako velikem številu otrok (predvsem na predmetni stopnji) ni dobro, da lahko sami izbirajo mesto za gibalni odmor, saj je nastajala gneča. Tako smo se raje odločili za urnik kje bodo učenci preživeli gibalni odmor. Med možnimi lokacijami za izvedbo gibalnega odmora sta bili ločeni dvorišči ob šoli, zunanje športno igrišče, atrij šole in notranja telovadnica. Z urnikom smo tako otroke porazdelili na izbrane lokacije. Preizkusili smo tudi možnost, da imajo na razpolago športne rekvizite, žoge, kolebnice, loparje, kar pa v praksi ni zaživel, saj so otroci gibalni odmor raje preživeli ob svoji izbrani dejavnosti. Ta dejavnost je bila največkrat sprehod, igra z žogo, lovljenje, plezanje po drevesu. Kot dodatna težava se nam je pokazala organizacija gibalnega odmora v primeru slabega vremena. V tem primeru vsi učenci niso mogli telovadnico, saj bi nastala prevelika gneča in tudi iz varnostnega vidika ne bi bilo dobro. Tako smo se odločili, da v tem primeru izvedemo gibalni odmor v učilnici.

Profesorica športa Ana Kašček Bučinel je z učenkami posnela video z vajami, ki jih učenci lahko izvajajo ob šolski klopi in tako vsaj nekaj minut namenijo gibanju. Pomagamo si tudi s posnetki, ki do dostopni na spletni strani SLOfit (<https://www.slofit.org/>). V času ko je šola sodelovala tudi v projektu Erasmus »Ti in jaz v družbi«, pa smo kot dodatno dejavnost izvajali ples na zunanjem igrišču ali v telovadnici šole.

Po vseh letih umeščanja in izvajanja gibalnega odmora na naši šoli ugotavljamo, da ta odmor na učence deluje pozitivno in vsako leto imamo manj težav in več motivacije za izvedbo. Vsekakor pa se moramo prilagajati danim situacijam, kot je v prejšnjem in letošnjem šolskem letu epidemija korona virusa. Da zmanjšamo možnost kontakta med razredi (mehurčki) smo gibalni odmor za 6. in 7. razred premaknili na začetek 3. šolske ure, po malici, za učence 8. in 9. razredov pa po 3 šolski uri. Določili smo tudi prostor izvedbe - zunanje dvorišče in prostor na tem dvorišču kjer razred lahko izvaja gibalni odmor. Na razredni stopnji izvajajo gibalni odmor na šolskem atriju.

Literatura:

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