

## **Encouragement of social skills and a healthy way of life during distance learning**

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### **Introduction**

Our school is one of the first schools that participated in national project called a *network of HEALTHY SCHOOLS*.

Through years we were building mutual mosaic where every individual (teachers, pupils, parents and closer and wider surroundings) contributed their small stone in and enabled collective growth, development and living in this spirit which this network spreads.

Through different projects and activities, we are keeping a message one must cherish mutual relationships, empathy, solidarity, belonging, hard work, kindness, respect and taking care of health, a healthy life style and nutrition. It is possible to influence developing of listed values in procedure of learning and maturing. There is our principle, that we are able, if we want and if we know how to listen to ourselves, we can do it together.

At the moment one must summarize all knowledge and beliefs in new guidelines, that health over presence of virus of a Covid -19 is ordering us. New reality became ability of transforming and search for quick solutions. We try to tolerate and to keep important values that net of healthy schools expands, despite the situation we are confronting.

We are presenting projects and activities in our school in this article, which we are carrying out also in time of covid-19. We are emphasising a project called **Protective relationship** (an independent project, which is being carried out inside school) and activities in frame of class meetings (**This is me, Maturing through time**) and **recreational break**.

Key words: mutually collaboration, empathy, solidarity, help, kindness, respect, preventing violence among peers, values, healthy life style and movement.

## **PROTECTIVE RELATIONSHIP**

We introduced project Protective relationship in school year 2019/2020. The purpose of this project was mutual collaboration and helping one another. Emphasis is on developing empathy by which we indirectly try to reduce different shapes of violence among peers.

Empathy is an important part of all relationships we have with people around us and is an ability that helps us understand how someone feels. It's an ability to be compassionate with someone and "to put yourself in someone else's skin".

Each second grade pupil (person in care) is assigned with one or more ninth graders (protector), who help younger pupils with everyday chores and they spend some quality time with them. We carry out the project through different activities at our school.

### **Protective relationship before covid-19**

We started the project protective relationship in the week of the child with cognitive plays between second and ninth graders. Pupils expected already impatiently that they met. Protectors accepted new role in school, that helped them on the way to independence, responsibilities and care for a fellow man, with large enthusiasm.

When they first met, protectors made butterflies with a little sweet surprise for their new friends.



We carried out the common field day in month of October. Ninth graders went hiking with pupils from the second grade. They were their companions.

With this, we were strengthening sense of responsibility and interconnection.



Pupils socialized during main breaks, too. Once a week ninth graders visited their friends after their school meal. During that time, they played board games, some pupils just wanted to have a conversation. Protectors were really good listeners and were carrying out their part proudly.



We took care of special atmosphere next to traditional Slovene breakfast in the dining room of our school, when second graders and their protectors had breakfast together.

They proved that they knew how to act polite and exemplary. They were a role model for each other and they made us proud.



They were making New Year's greeting cards, decorations for school etc. together in month of November. Much cooperation, help and toleration were shown through these activities.



The closedown of schools happened in March because of an epidemic. Unfortunately, protectors and persons in care weren't allowed to socialise at the end of school year, that's why they went apart on symbolic manner, namely through butterflies of friendship. Protectors painted a half of a butterfly and the other half was painted by their persons in care.



Short film was made (a summary of activities) about protective relationship.

[\(LOOK HERE\)](#).

### **Protective relationship in time of COVID-19**

In school year 2020/2021 we anticipated that reality will be similar to activities in school in month of June.

Pupils of different classes weren't allowed to socialise because of disabling the spreading of coronavirus again.

Because we gained positive experiences from previous school year, we wanted to guide project forward. We decided that we will continue with protective relationship, however we adapt cooperation to current circumstances.

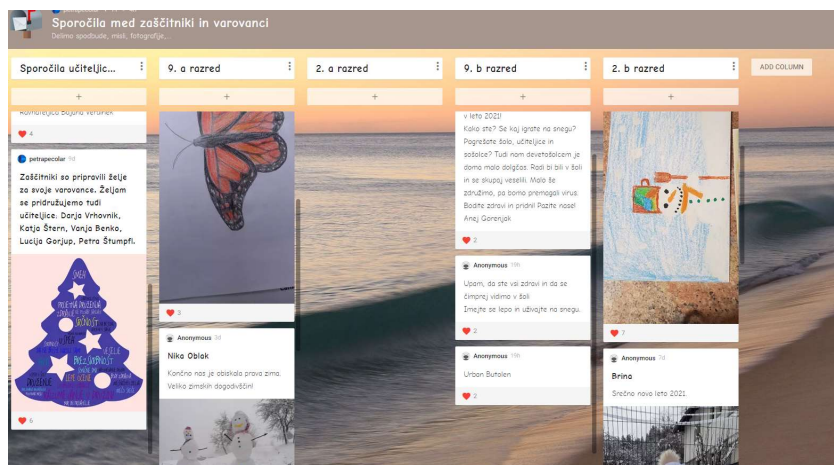
In September we carried out cognitive plays that pupils played outside, on fresh air in front of school and we were careful about safety distance recommendation.



We considered references of the National Institute of Public Health and pupils kept in touch over mailbox. They were writing each other letters, beautiful thoughts, stimulations, wishes and they sent drawings. They opened their letters every time with enthusiasm and expectation.



They awarded themselves with New Year's wishes in digital shape. They stay in touch using a bulletin board Padlet.



## Workshops *This is me* (Maturing through time)

Workshops **This is me** and **Maturing through time** have been a regular feature in school's class meetings for some years now.

Systematic execution influences the improvement of attitudes positively in the classroom as well as on individual's well-being.

Pupils were strengthening their self-image, mutual attitudes with the help of protective workshops also in time of distance learning, and were gaining social competences and other life skills.

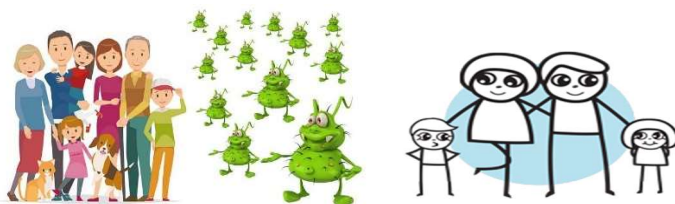
We put emphasis above all on techniques and procedures of disabling an anxiety, stress and to preserving friendliness and taking care of others also in time of a Covid -19.

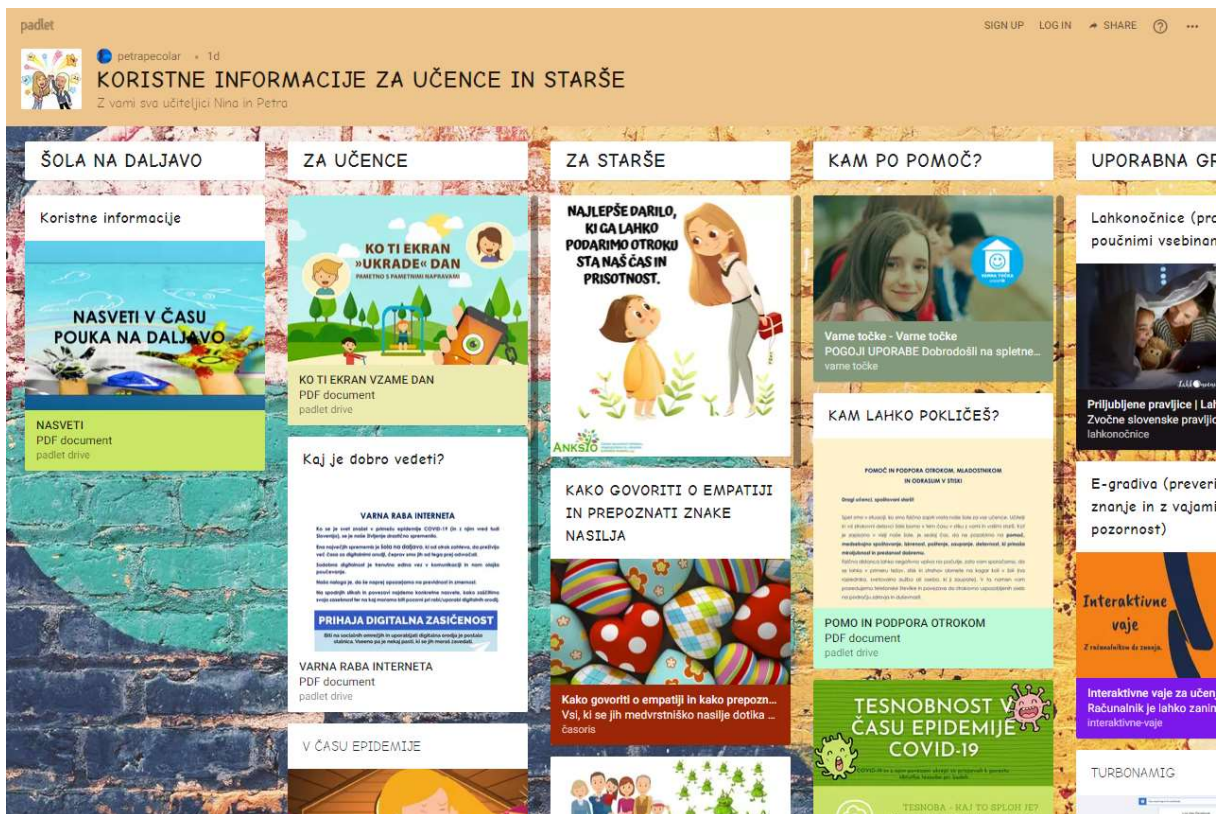
Programme proceeds in shape of workshops that class teachers, special education teacher Nina Vidovič and social educator Petra Štumpfl are carrying out in frame of class meetings.



Photo (performing workshops with entire class before an epidemic)

<http://voranc.splet.arnes.si/?p=5575>





## Let's take care of our health

In order to keep psychophysical abilities in time of distance learning, one must engage movement in daily routine.

We keep in mind that learning is an activity we are training our brain with. With regular training, we encourage flux of blood and level of oxygen, which influences activity of our brain.

We are improving concentration, mental capacity, ability of learning and posture of a body with regular physical activities.

Therefore, we included a minute for movement and the recreational break for pupils and teachers in regular timetable.

Teachers of sport, the teacher of programme, called RAP (extended programme in primary school) and our former pupil, an excellent table tennis player, prepared this recreational break together.

<https://youtu.be/tJIEcq-Bhdo>

<https://youtu.be/9qNCJEwfn0c>

<https://www.youtube.com/watch?v=5foc0jLOZfo&t=1s>