

**UČNI NAČRT PREDMETA / COURSE SYLLABUS**

**Predmet:** NARAVA IN MLAJŠI OTROCI  
**Course title:** Nature and young children

**Vrsta predmeta / Course type**

D - Splošni izbirni predmet

**Univerzitetna koda predmeta / University course code:**

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Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje work	Druge oblike študija	Samost. delo Individ. work	ECTS
6	0	9		15	120	5

**Nosilec predmeta / Lecturer:**

doc. dr. Marjanca Kos

**Jeziki /**

**Languages:**

**Predavanja / Lectures:** slovenščina, angleščina

**Vaje / Tutorial:** slovenščina, angleščina

**Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:**

Aktivno sodelovanje pri vajah in priprava poročil so pogoj za pristop k izpitu.

**Prerequisites:**

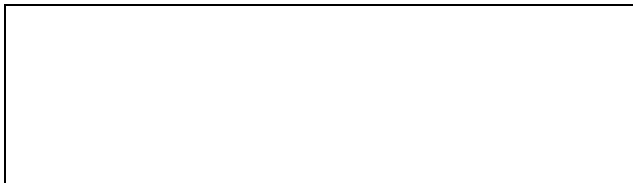
Active participation in tutorials and preparation of reports are a prerequisite to take the exam.

**Vsebina:**

1. Pomen igre in učenja na prostem (outdoor play and learning) za otroke.
2. Značilnosti gozdnih vrtcev in šol.
3. Naravoslovne didaktične igre v naravi.
4. Didaktični pristopi pri vodenju otrok ob spoznavanju gozda, travnika, mlake in potoka.
5. Organizacija in varnost dejavnosti v naravi s predšolskimi otroki in z otroki na razredni stopnji osnovnega šolanja.
6. Hospitacije skupin otrok v živalskem vrtu in botaničnem vrtu.
7. Gojenje živali v vrtcu in šoli (vivaristika): akvarij, akvaterarij, terarij.
8. Gojenje rastlin v vrtcu in šoli: okrasne rastline, zelenjava, jagodičje, zeliščni vrt.
9. Metoda spoznavanja živali z neposredno izkušnjo.
10. Didaktični pristopi pri spoznavanju lastnosti živih bitij (prehranjevanje, razmnoževanje, razvoj in rast, rojstvo in smrt...) in potreb živih bitij (hrana, voda, zrak, prostor...).
11. Razvijanje spoštljivega odnosa do živega.

**Content (Syllabus outline):**

1. The importance of outdoor play and learning for children.
2. The characteristics of forest kindergartens and schools.
3. Didactic science games in nature.
4. Didactic approaches to the management of children when learning about the forest, meadow, pond and stream.
5. Organization and safety of outdoor activities with preschool children and children at primary school children.
6. Visitation of groups of children at the zoo and in the botanical garden.
7. Animal farming in kindergarten and school (vivaristics): aquarium, aqua-terrarium, terrarium.
8. The cultivation of plants in the kindergarten and in school: ornamental plants, vegetables, berries, herb garden.
9. Method of learning about animals through direct experience.
10. Didactic approaches to learning about the characteristics of living organisms (nutrition, reproduction, growth and development, birth and



death ...) and about the needs of living organisms (food, water, air, space ...).

11. Developing a respectful attitude towards living creatures.

### Temeljni literatura in viri / Readings:

1. Cornell, J. (1998). Sharing nature with children. Nevada City: Dawn Publications.
2. Danks, F.; Schofield, J. (2007) Nature's playground: activities, crafts and games to encourage children to get outdoors. Chicago: Chicago Review Press.
3. Gilbertson, K., Bates, T., McLaughlin, T., Ewert, A. (2006). Outdoor education: Methods and strategies. Leeds: Human Kinetics.
4. Knight, S. (2009). Forest schools and outdoor learning in the early years. London: SAGE.
5. Tovey, H. (2007). Playing outdoors: Spaces and places, risk and challenge. Maidenhead: Open University Press.
6. Warden, C. (2012). Nature kindergartens and forest schools : an exploration on naturalistic learning with nature kindergartens and forest schools. Auchterarder: Mindstretchers.
7. White, J. (2008). Playing and learning outdoors: Making provision for high-quality experiences in the outdoor environment. Oxon: Routledge.
8. Wilson, R. (2008). Nature and young children: Encouraging creative play and learning in natural environments. Oxon: Routledge.

### Cilji in kompetence:

1. Poznavanje metod, oblik in vsebine ter sposobnost avtonomnega izvajanja in razvijanja dejavnosti na področju začetnega naravoslovja.
2. Negovanje radovednosti otrok, upoštevanje notranje motivacije in interesov, širjenje interesov ter spodbujanje raziskovalnega in aktivnega učenja.
3. Refleksija in izboljševanje kakovosti lastne prakse.
4. Opazovanje in spremljanje dosežkov, napredka in razvoja otrok.
5. Razgledanost, refleksivnost in samokritičnost.
6. Sposobnost za sodelovanje in komuniciranje.

### Objectives and competences:

1. Knowledge of methods, forms and content, and the ability of the autonomous implementation and development of activities in the introduction to science.
2. Nurturing the curiosity of children, taking into account their intrinsic motivation and interests, developing and encouraging the interests and the exploratory and active learning.
3. Reflection and improving the quality of own practice.
4. Observation and monitoring of achievements, of progress and development of children.
5. General knowledge, reflection and self-criticism.
6. Ability to cooperate and communicate.

### Predvideni študijski rezultati:

- Znanje in razumevanje:
1. pozna metode terenskega dela, ki so primerne v predšolskem in zgodnješolskem obdobju;
  2. pozna najpogostejše organizme v gozdu, mlaki, potoku in na travniku;
  3. razume negativni vpliv predsodkov do živali na splošno naravnost družbe do narave.
- Uporaba:

### Intended learning outcomes:

- Knowledge and understanding:
1. knowledge of fieldwork methods that are appropriate in the preschool and early primary school period;
  2. knowledge of the most common organisms in a forest, a pool, a stream and a meadow;
  3. understanding of the negative impact of prejudice towards animals on the general attitude of the society towards nature.

<p>1. je sposoben organizirati in voditi naravoslovne dejavnosti v naravi, primerne za vrtec in razredno stopnjo osnovne šole;</p> <p>2. uporabi metodo spoznavanja živali z neposredno izkušnjo pri delu z otroki;</p> <p>3. je sposoben skrbeti za vivarij v vrtcu in šoli;</p> <p>4. zna uporabljati akvarijske tehnične pripomočke.</p> <p>Refleksija:</p> <p>1. vrednoti in analizira uspešnost svojega dela.</p> <p>Prenosljive spretnosti:</p> <p>1. smiselno izbira in uporablja strokovno literaturo in druge vire;</p> <p>2. izkazuje organizacijske spretnosti (načrtuje, komunicira in organizira kompleksno dejavnost, ki zahteva usklajeno delovanje vseh udeleženi), izkazuje ročne spretnosti in suvereno obvlada tehnične pripomočke.</p>	<p>Application:</p> <p>1. ability to organize and manage science outdoor activities suitable for preschool and class level of primary school;</p> <p>2. using the method of learning about animals through direct experience with working with children;</p> <p>3. the ability to take care of a vivarium in kindergarten and school;</p> <p>4. the ability to use technical aids for the aquarium.</p> <p>Reflection:</p> <p>1. evaluation and analysis of the work performance.</p> <p>Transferable skills:</p> <p>1. appropriate selection and use of professional literature and other sources;</p> <p>2. demonstration of organizational skills (planning, organizing and communicating complex activities that require coordinated action of all participants), manual skillfulness, confidence in using technical aids.</p>
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<p><b>Metode poučevanja in učenja:</b></p> <p>1. Predavanja.</p> <p>2. Vaje.</p> <p>3. Delo v skupinah (sodelovalno učenje).</p> <p>4. Samostojno delo.</p> <p>5. Izkustveno učenje.</p> <p>6. Konzultacije.</p> <p>7. Pisna poročila.</p> <p>8. Samostojni študij strokovne literature.</p> <p>9. Uporaba IKT .</p>	<p><b>Learning and teaching methods:</b></p> <p>1. Lectures.</p> <p>2. Tutorials.</p> <p>3. Group work (participatory learning).</p> <p>4. Individual work.</p> <p>5. Experiential learning.</p> <p>6. Consultations.</p> <p>7. Written reports.</p> <p>8. Literature self- study.</p> <p>9. The use of ICT.</p>
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Načini ocenjevanja:	Delež (v %) / Weight (in %)	Assessment:
Ustni izpit.	30	Oral exam.
Poročila iz vaj.	70	Tutorial reports.
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<p><b>Reference nosilca / Lecturer's references:</b></p> <p>doc. dr. Marjanca Kos:</p> <p>1. Kos, M., Jerman, J.in Torkar, G. (2021). Preschool children's attitude toward some unpopular animals and formation of a positive attitude toward them through hands-on activities. Journal of biological education. 55(19), <a href="https://doi.org/10.1080/00219266.2021.1877779">https://doi.org/10.1080/00219266.2021.1877779</a>.</p> <p>2. Torkar, G. in Kos, M. (2021). Do tick-borne diseases affect outdoor teaching in Slovenian preschools?. Ticks and tick-borne diseases 12(4), <a href="https://doi-org.nukweb.nuk.uni-">https://doi-org.nukweb.nuk.uni-</a></p>
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lj.si/10.1016/j.ttbdis.2021.101728.

3. Kos, M. in Jerman, J. (2019). Gardening activities at school and their impact on children's knowledge and attitudes to the consumption of garden vegetables. *Problems of education in the 21st century* 77(1), 270-290.
4. Kos, M. in Jerman, J. (2013). Provisions for outdoor play and learning in Slovene preschools. *Journal of adventure education and outdoor learning* 13(3), 189-205.
5. Kos, M. in Jerman, J. (2012). Preschool children learning about the origin of food, on local farms and in the preschool garden. *Nutrition & food science* 42(5), 324-331.
6. Kos, M. (2013). Začetno naravoslovje ob didaktičnih igrah v naravnem okolju. V M. Duh in J. Ambrožič-Dolinšek (ur.), *Okoljsko izobraževanje za 21. stoletje : znanstvena monografija* (str. 113-126). Univerza v Mariboru, Pedagoška fakulteta; RIS Dvorec.
7. Kos, M. in Jerman, J. (2012). Izkušnje z živim v zgodnjem otroštvu - pot do znanja in pozitivnega odnosa do narave. V M. Duh in J. Ambrožič-Dolinšek (ur.), *Ekološka in etična zavest skozi edukacijski odnos do narave in družbe : znanstvena monografija* (str. 99-109). Univerza v Mariboru, Pedagoška fakulteta; RIS Dvorec.