

**SREDNJA POLJOPRIVREDNO-PREHRAMBENA ŠKOLA,
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SOMBOR**



**PRIMERI DOBRE PRAKSE IZ CROCOOS
PROJEKTA**

**GOOD PRACTICE EXAMPLES FROM
THE PROJECT CROCOOS**



CILJ:

- Najvažnije nam je da učenici završe započeto školovanje (da im se pruži pomoć u savladavanju prepreka na koje nailaze) i da se u školi osećaju kao u drugoj kući, da se pored učenja bave i drugim aktivnostima koji će kod njih formirati svest o značaju obrazovanja za budućnost.

THE GOAL:

- It is essential that students finish school (supporting students to overcome the obstacles they encounter) and to make them feel “at home” when at school, engaging them, besides studying, in activities which will help them appreciate the significance of education for their future.



U toku rada na projektu pored niza aktivnosti, naš tim je izdvojio 3 primera dobre prakse:

1. Radionica o asertivnoj komunikaciji
2. Formiranje učeničkog kluba u školi
3. Učešće učenice iz hraniteljske porodice u promo filmu o školi i obrazovnim profilima za buduće srednjoškolce

During the work on the project in addition to a range of activities, our team has singled out three examples of good practice:

1. Workshop on assertive communication
2. The formation of students' club at school
3. The participation of a female student from a foster family in the promo film about the school and educational profiles for future high school students



○ RADIONICA O ASERTIVNOJ KOMUNIKACIJI

Cilj je bio razumevanje i uvežbavanje tehnike asertivne komunikacije sa učenicima i roditeljima.

Ishodi su bili da svi prisutni budu u stanju da oforme “JA” rečenice i da kroz asertivnu komunikaciju rešavaju hipotetičke situacije sukoba, a i realne koje mogu da vode u svađu;

da se bolje razumeju potrebe i osećanja druge strane, odnosno da se nauči razviti empatija.

Oblik rada-grupni, metod-kooperacija u grupama.

○ WORKSHOP ON ASSERTIVE COMMUNICATION

The goal was understanding and practicing the art of assertive communication with students and parents.

The outcome was to enable all participants to form the "I" sentences and solve hypothetical situations of conflict using assertive communication as well as real situations that could lead to a fight;

to better understand the needs and feelings of the other side, i.e. to learn to develop empathy.

A form of work-group, methods-cooperation in groups.



- Učenci i roditelji su rešavali različite situacije kroz igru uloga, a nakon toga sledio je razgovor o osećanjima kroz koja su prošli.
- Prisutni su se upoznali sa pravilima asertivne komunikacije uz navođenje primera iz ugla učenika i roditelja.
- Bilo je zanimljivo čuti i videti reakcije svih strana.



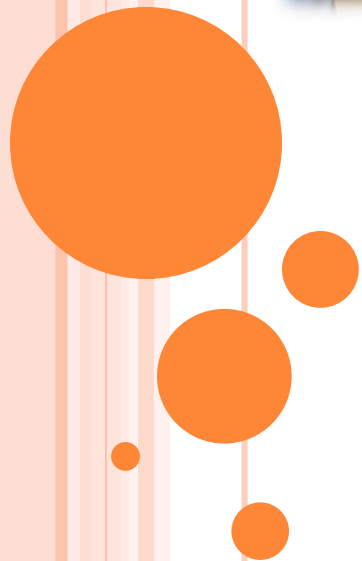
- Students and parents were solving different situations using role-play, and then followed the conversation about the feelings they had.
- Participants were introduced to the rules of assertive communication stating the case from the perspective of students and parents.
- It was interesting to hear and see the reactions of all parties.



- Na radionici je bilo smeha i zadovoljstva, što smo kasnije videli iz evaluacije prisutnih koji su opisali svoja zapažanja nakon obuke , saznali smo koliko su naučili i koliko smatraju da će im ovaj način komunikacije promeniti međusobne odnose u smislu empatije.
- Zaključak je bio da im je bilo korisno i zanimljivo, da bolje shvataju jedni druge, da je bitna pravilna komunikacija za rešavanje svakog problema, da je bolje izbegavati svađe, da je bitno staviti do znanja sagovorniku šta mi je važno, da ne treba naglo reagovati. Zapravo, deca su shvatila kako se roditelji osećaju, a roditelji kako se deca osećaju.

- During the workshop there was laughter and satisfaction, which we later saw from the evaluation of the participants who described their observations after the training, we found out how much they learned and how they realised that this mode of communication will change their mutual relations in terms of empathy.
- The conclusion was that they found it useful and interesting, that they better understand each other, that the correct communication is essential in solving every problem, that it is better to avoid an argument, that it is crucial to be clear when saying something important, and not to rapidly react . In fact, the children understood how their parents feel, and vice versa.





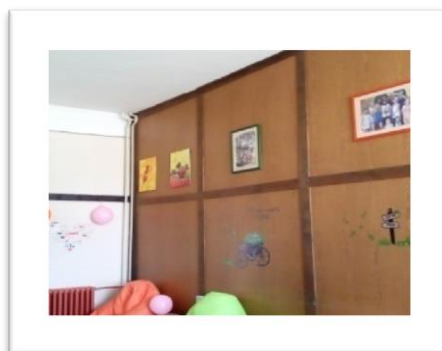
○ FORMIRANJE UČENIČKOG KLUBA U ŠKOLI

- Sredstvima iz projekta je opremljen klub za učenike sa najnovijom tehničkom opremom i nameštajem čiji je cilj da se učenici zbližavaju i druže u pauzama časova, na odmorima, pre i posle nastave.
- Takođe, za neformalne razgovore između učenika i nastavnika, za korišćenje opreme u svrhu učenja dece iz materijalno slabijih porodica.....
- Bitno je napomenuti da su učenici samostalno sređivali svoj kutak i da su uživali dolazeći do ideja za njegovo uređenje, a sada se svakodnevno opuštaju i druže u svom prostoru.

○ FORMATION OF A STUDENT CLUB AT SCHOOL

- Funded by the project, the student club is equipped with state-of-the-art technology and furniture which aim to make students come together and socialize during the class breaks, before and after classes.
- In addition, for informal discussions between students and teachers, to use the equipment for the purpose of teaching children from financially weaker families
- It is important that the students themselves were sorting out their own corner and that they enjoyed coming up with the ideas for its construction, and now they relax and socialize in their own area every day.





- UČENICA IZ HRANITELJSKE PORODICE

U FILMU O ŠKOLI

- Učenica drugog razreda naše škole je bila voditelj u filmu o promociji škole budućim srednjoškolcima. Ona je odabrana da se pojavi u toj ulozi, jer je dete koje bez obzira na životnu situaciju u kojoj se nalazi, propagira i širi vedrinu. Bila je izuzetno bitna i značajna što se našla u toj ulozi, jer joj je prijalo da mlađim generacija prikaže i priča sve najlepše o školi koju pohađa. Zajedno sa kameramanom je obišla učionice, kabinete, igrališta, ekonomiju škole, i to je za nju bilo novo, a pozitivno iskustvo, jer u dotadašnjem školvanju nastavnici nisu prepoznali, a ni dali joj šansu da se istakne na ovakav način. Sve to je uticalo da ona stekne poverenje u druge i sigurnost u sebe, i da vidi da zaposleni u školi brinu o njoj, kao i o svim drugim učenicima.

- FEMALE STUDENT FROM A FOSTER FAMILY

FILM ABOUT SCHOOL

- A second grade female student from our school has been a host in the film promoting our school for future high school students. She was selected to appear in this role, because the child regardless of the social situation in which is located, promotes and spreads cheerfulness. She felt important and significant to be chosen for the role, pleased to present and say all the best about our school to younger generations. Together with the cameraman she toured the classrooms, offices, playgrounds, school farm, and it has been a new and positive experience for her, because in the previous school teachers did not recognize, nor gave her a chance to stand out in this way. All this influenced her to gain confidence in herself and the others, and to see that the school staff care about her, just like they care for all other students.



HVALA NA PAŽNJI!

**THANK YOU FOR YOUR
ATTENTION!**

