dr. Kristijan Musek Lešnik
dr. Petra Lešnik Musek

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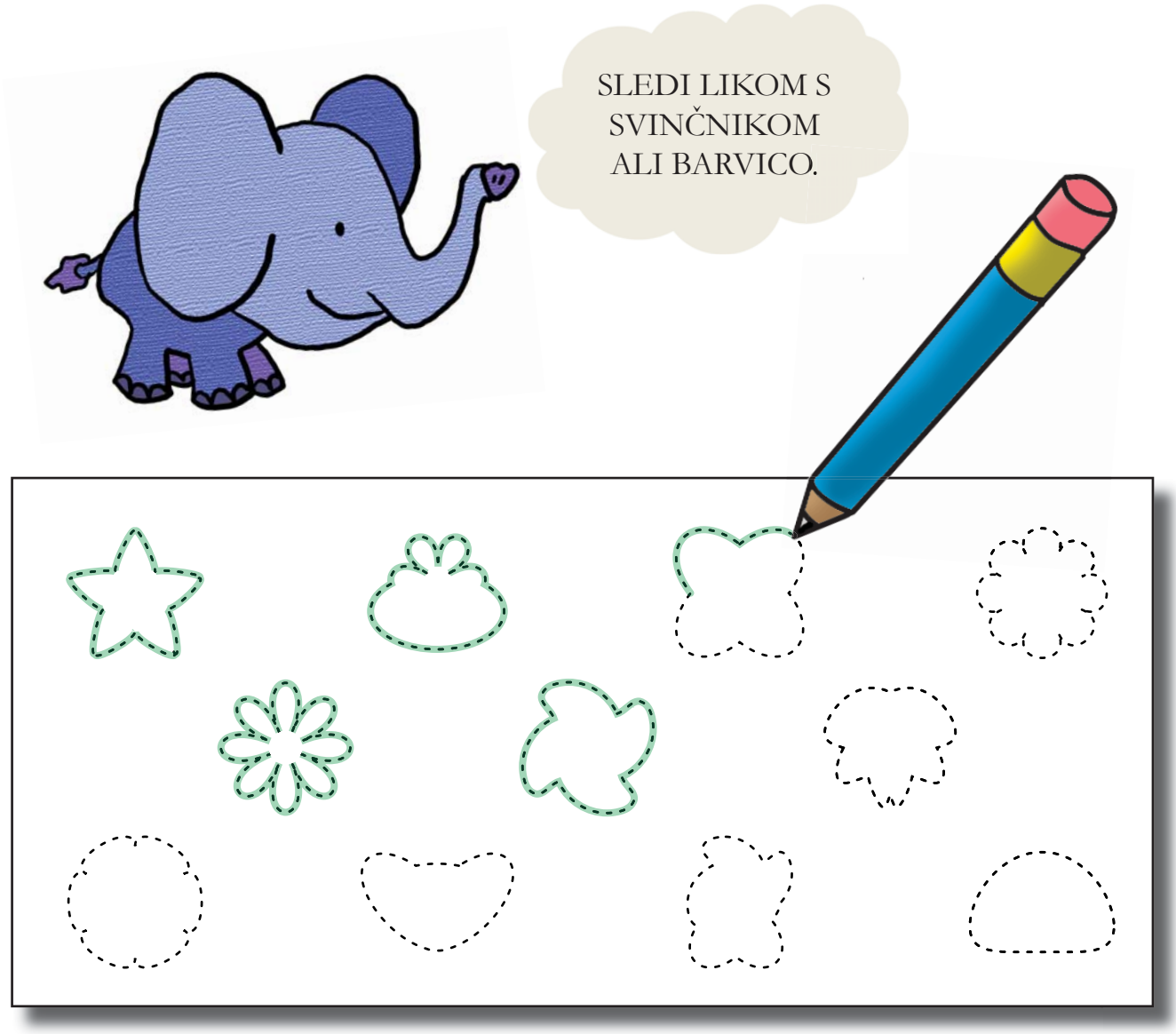
SLEDENJE LIKOM:
ZAOBLJENI LIKI



Program za spodbujanje razvoja drobno gibalnih, grafomotoričnih in pisalnih spretnosti

SLEDENJE LIKOM:
ZAOBLJENI LIKI

dr. Kristijan Musek Lešnik

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V zadnjih letih vse več raziskav opozarja, kako pomembno vlogo v otrokovem razvoju igra razvoj drobno gibalnih spretnosti.

Drobno gibalne in vidno prostorske spretnosti so pri predšolskih in šolskih otrocih povezane s splošnimi in specifičnimi kognitivnimi zmožnostmi kot so kratkoročni spomin, vizualno procesiranje, dolgoročni spomin in priklic, fluidno mišljenje in kristalizirana inteligentnost, pa tudi s poznejšimi dosežki ter učnim uspehom, ali neuspehom.

Nekatere raziskave kažejo, da mnogi učenci prav zaradi slabše razvitih drobno gibalnih spretnosti dosegajo slabše rezultate, kot bi jih pričakovali glede na njihove intelektualne zmožnosti.

Druge raziskave opozarjajo, da ustrezno strukturirani programi v predšolski in v šolski dobi vodijo k izboljšanju vidno prostorskih in drobno gibalnih spretnosti ter posledično k boljšim dosežkom.

Zato je še kako pomembno, da pri predšolskih in šolskih otrocih sistematično spodbujamo in krepimo razvoj drobno gibalnih spretnosti in grafomotorike.

KAZALO

POMEN URJENJA DROBNO GIBALNIH SPRETNOSTI IN GRAFOMOTORIKE

Drobno gibalne in vidno prostorske spretnosti so pri predšolskih in šolskih otrocih povezane z različnimi kognitivnimi zmožnostmi (kratkoročni spomin, vizualno procesiranje, dolgoročni spomin in priklic, fluidno mišljenje, kristalizirana inteligentnost, ipd.), pa tudi z njihovimi poznejšimi dosežki ter učnim uspehom, ali neuspehom.

"Eno je gotovo – pisani jezik otrok se razvija tako, da se pomika od risanja stvari k risanju besed. Vsa skrivnost poučevanja pisanega jezika je pripraviti in organizirati ta naravni prehod na ustrezen način.

Lev S. Vygotsky, esej "*The Prehistory of Writing*", 1930 v knjigi *The Mind in Society*, 1978, po Sheridan, 2002

»Čeprav se zdi ponavljajoče mehanično urjenje, ki spremlja vaje ročnega pisanja, zastarelo, tovrstna telesna dejavnost pomaga učencem uspeti. Te dejavnosti spodbujajo aktivnost možgan, vodijo k bolj tekočemu jeziku in pripomorejo v razvoju pomembnega znanja.«

Frank Wilson, *"The Hand: How Its Use Shapes the Brain, Language and Human Culture"*, 1999)

Kaj so drobnogibalne spretnosti?

Drobno gibalne (*finomotorične*) spretnosti so priučene spretnosti, ki vključujejo gibe manjših delov telesa (rok, zapestij, prstov, pa tudi drugih manjših sklopov mišic) v sodelovanju z vidom. Razvijajo se od zgodnjega otroštva naprej in otrokom omogočajo vse bolj natančna dejanja (*na primer rokovanje z jedilnim priborom, natančen pincetni prijem, popravilo drobnih delov ure, ipd.*). Med ključne drobnogibalne spretnosti sodijo grafomotorične spretnosti.

Zakaj so drobnogibalne spretnosti tako pomembne?

V zadnjih letih vse več raziskav opozarja, kako pomembno vlogo v otrokovem razvoju igra razvoj drobno gibalnih spretnosti. Drobno gibalne in vidno prostorske spretnosti so pri predšolskih in šolskih otrocih povezane s splošnimi in specifičnimi kognitivnimi zmožnostmi kot so kratkoročni spomin, vizualno procesiranje, dolgoročni spomin in priklic, fluidno mišljenje in kristalizirana inteligentnost (*Davis, Pitchford in Limback, 2011*), pa tudi s poznejšimi dosežki ter učnim uspehom, ali neuspehom pri matematiki in pri drugih predmetih (*Beery in Beery, 2004; Cameron in sod., 2012; Carlson, Rowe in Curby, 2013; Curby in Carlson, 2014; Cirelli Coppede, in sod. 2012; Dineheart in Manfra, 2013; Grissmer in sod., 2010; Gunderson in sod., 2012; Lahav, Apter in Ratzon, 2013; Luo in sod., 2007; Morales in sod., 2011; Murrah, Chen in Cameron, 2013; Pagani in sod., 2010, 2011, 2012; Pereira, Araujo in Bracciali, 2011, Pontart in sod., 2013; Roebers in sod., 2013; Sortor in Kulp, 2003; Stoeger, Suggate in Ziegler, 2013; Stoeger in Ziegler, 2010*). Mnogi učenci prav zaradi slabše razvitih drobno gibalnih spretnosti dosegajo slabše rezultate, kot bi jih pričakovali glede na njihove intelektualne zmožnosti (*Stoeger, Ziegler in Martzog, 2008; Stoeger, Suggate in Ziegler, 2013; Stoeger in Ziegler, 2013*).

Pomembno je vedeti, da lahko razvoj drobno gibalnih spretnosti pri predšolskih in šolskih otrocih sistematično spodbujamo in krepimo. Raziskave potrjujejo, da ustrezno strukturirani programi v predšolski in v šolski dobi vodijo k izboljšanju vidno prostorskih in drobno gibalnih spretnosti ter posledično k boljšim dosežkom (*Eisenstat, 2006; Fahimi in sod., 2013; Brown, 2010; Grissmer in sod., 2013, po Sparks, 2013; Hamm in Harper, 2014; St. John, 2013; Stewart, Rule in Giordano, 2007*).

Kaj so grafomotorične spretnosti?

Grafomotorične spretnosti so kombinacija spoznavnih (*kognitivnih*), zaznavnih (*perceptivnih*) in drobnogibalnih (*finomotoričnih*) spretnosti, ki otroku omogočajo, da na papir, ali na drugo podlago prenese podobe, ki si jih zamisli. Grafomotorične spretnosti zahtevajo dobro sodelovanje med vidno zaznavnimi in mišičnimi sistemi. Razvijajo se vzporedno z zorenjem različnih spoznavnih, zaznavnih in gibalnih spretnosti. Njihov postopni razvoj se dogaja ob spontanih izkušnjah, naj pa lahko vplivamo tudi s pomočjo usmerjene vadbe.

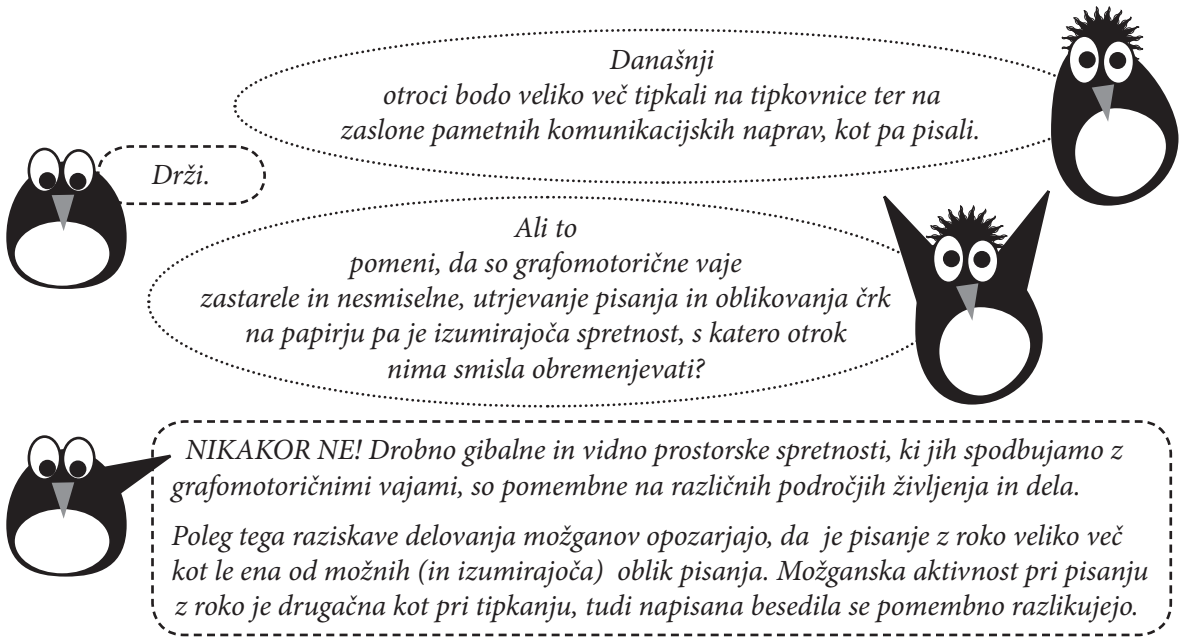
Razvijajoče se grafomotorične spretnosti otrokom omogočajo napredovanje od prvih poskusov beleženja pomembnih idej ali podob iz okolja proti zapletenejšemu izražanju in trajnemu beleženju simbolov in misli. Ena od najbolj kompleksnih spoznavno-zaznavno-gibalnih spretnosti je pisanje. Zato ni naključje, da so raziskovalci v večini študij, ki so v zadnjih letih opozorile na pomen drobno gibalnih spretnosti za kognitivni razvoj in učne dosežke, raven drobno gibalnih spretnosti pri otrocih med drugim ugotavljali prav s pomočjo grafomotoričnih nalog (prim.: *Cameron in sod., 2012; Davis, Pitchford in Limback, 2011; Dineheart in Manfra, 2013; Grissmer in sod., 2010; Luo in sod., 2007; Piek, Hands in Licari, 2012; Pontart in sod., 2013; Stoeger, Suggate in Ziegler, 2013*).

Zakaj grafomotorične vaje, če pisanje z roko izumira?

Razvoj in širjenje informacijske tehnologije ob koncu 20. in na začetku 21. stoletja globoko vpliva na izobraževalne procese v šolah. Ena od nenačrtovanih posledic tega razvoja je postopno spontano opuščanje "zastarelih" praks. Tudi popuščanje pri učenju in utrjevanju pisanja in s pisanjem povezanih spretnosti, je velikokrat pospremljeno z ugotovitvijo, da bodo današnji otroci v prihodnosti veliko več tipkali na tipkovnice ali pritiskali znake na zaslonih različnih komunikacijskih naprav, kot pa pisali.

Danes večina pisanih besedil ne nastaja več s pisanjem na papir, pač pa s pomočjo digitalnih pripomočkov, od računalnikov do pametnih telefonov in tabličnih računalnikov. Učenje pisanja, ki je bilo več stoletij en od temeljev izobraževanja otrok, se lahko zdi v času razcveta komunikacijske tehnologije, ko otroci pišejo s tipkovnicami, ali preko tabličnih računalnikov, zastarelo in nepotrebno. Vse več otrok zapušča osnovno šolo, ne da bi resnično osvojili in obvladali pisanje s pisanimi črkami. Vedno več srednješolcev in študentov pisne izdelke pripravlja z računalnikom, če že morajo pisati, pa pišejo z velikimi tiskanimi črkami. (Raziskava več kot 1.5 milijona esejev, ki so jih v letu 2005 pisali 16 in 17 letni ameriški dijaki, je na primer pokazala, da jih je le 15 odstotkov pisalo s pisanimi črkami; vir *CollegeBoard, 2006.*)

Popuščanje pri učenju in utrjevanju predpisalnih spretnosti in pisanja se zdi logična posledica ugotovitve, da današnjih otrok nima smisla obremenjevati z izumirajočo spretnostjo, ki jim v življenju ne bo pomembno koristila. Ta ugotovitev sloni na predpostavki, da se da pisanje z roko preposto nadomestiti z drugimi oblikami pisnega izražanja, od tipkanja do uporabe pametnih tzabličnih pripomočkov. Vendar ima ta predpostavka resno in globoko težavo: **JE NAPAČNA in NEVARNA**!



Zaradi takšnih poenostavljenih in napačnih predpostavk se v mnogih šolah in šolskih sistemih vse manj časa in pozornosti namenja urjenju in utrjevanju drobno motoričnih, grafomotoričnih, predpisalnih in pisalnih spretnosti. Otroci, katerih starši so v šolah popisali kilometre vrstic v zvezke, obkrožajo in podčrtujejo besedila v delovnih zvezkih, tipkajo besedila prek tipkovnic in pomikajo prste ter izbirajo znake na zaslonih tabličnih računalnikov in pametnih telefonov.Dobra plat tega je, da se učijo uporabljati komunikacijska orodja in tehnologijo. Slaba pa, da veliko manj urijo grafomotoriko in pisanje z roko.

Uveljavljeni nevrolog F. R. Wilson poudarja, da je prav edinstvena struktura človeške roke in njena evolucija v sodelovanju z možgani omogočila človeški vrsti postati najbolj inteligentno bitje na Zemlji. V knjigi *"The Hand: How its Use Shapes the Brain, Language, And Human Culture"* (2001) opozarja, da je roka prav tako pomembna kot so pomembni naši možgani in da je neločljivo povezana z učenjem. Zato poudarja, da vsako izobraževanje, ki se osredotoča zgolj na um, vodi v osiromašenje in da bo v šolskih okoljih, kjer bo upadal poudarek na dejavnostih, ki vključujejo gibanje rok in telesa, prejkoslej tudi drugo znanje slabše obdelano in nezadostno naučeno. Spoznanje, da je roka organ, ki izdatno sodeluje pri spodbujanju umske dejavnosti in prevajanju misli v jezik, potrjujejo tudi sodobne raziskave, ki vključujejo slikanje možgan s funkcionalno magnetno resonanco (*Berninger, 2012*).

GRAFOMOTORIČNE VAJE ZA OTROKE

Kaj so grafomotorične vaje?

Grafomotorične vaje so različne dejavnosti tipa pisalo-papir, ki so namenjene spodbujanju drobnogibalnih spretnosti roke, izboljšanju koordinacije oko – roka, spodbujanju pozornosti in natančnosti. Tovrstne vaje ne prispevajo le k utrjevanju spretnosti, ki jih potrebujemo za pisanje, pač pa spodbujajo razvoj drobnogibalnih spretnosti, ki jih potrebujemo tudi pri številnih drugih dejavnostih, kjer pridejo do izraza drobni gibi in občutljiva koordinacija med očmi in rokami.

Raziskave (*Golos in sod., 2011; Kambas in sod., 2010; Keller, 2001; Ratzon, Efraim in Bart, 2007; Vinter in Chartrel, 2010*) opozarjajo, da dejavnosti, ki spodbuajo senzorno integracijo in prispevajo k spodbujanju in vizualno-motoričnega nadzora, vodijo k utrjevanju grafomotoričnih spretnosti in pisanja ter pozitivno vplivajo na učenje pisanja. To še posebno velja za vizualno motorične vaje oziroma urjenje (*Kambas in sod., 2010; Sudsawad in sod, 2002; Vinter in Chartrel, 2010*). Vaje v okviru programa ABC.ED so namenjene takšnemu vizualno-motoričnemu urjenju in utrjevanju predpisalnih in pisalnih spretnosti učencev. Načrtovane so tako, da spodbujajo različne vidike razvoja grafomotorike in različne spretnosti, ki postopoma prispevajo k razvoju drobno gibalnih spretnosti, grafomotorike in pisanja.

Dejavnosti, ki spodbujajo senzorno integracijo in prispevajo k spodbujanju in vizualno-motoričnega nadzora, vodijo k utrjevanju grafomotoričnih spretnosti in pisanja ter dolgoročno pozitivno vplivajo na učenje pisanja.

Grafomotorične vaje in razvoj vizualno motorične integracije

Vizualno motorična integracija je koordinacija vidnih zaznav z gibi telesa, še posebno z gibi roke in prstov (Beery in Beery, 2004). Najbolj intenzivno se razvija v otroških letih, ko se morajo otroci naučiti koordinirati gibe telesa z okoljem in s predmeti okrog njih. Čeprav je vizualno motorična integracija ena od temeljnih zmožnosti za uspešno ukvarjanje tako s telesnimi aktivnostmi in športom kot tudi za umetniško izražanje (od slikanja do kiparjenja in drugih vrst oblikovanja različnih snovi), jo velikokrat najbolj povezujemo prav s pisanjem. Vendar se njen domet tu nikakor ne zaključi: tako kot je pomembna za pisanje z roko, je vizualno motorična integracija nujen pogoj za široko paleto raznovrstnih človeških opravil, tudi za uspešno rokovanje s sodobnimi komunikacijskimi orodji, od računalnika do tabličnih računalnikov in pametnih telefonov. Sodobne raziskave opozarjajo tudi, da se učinkovita vizualno motorična integracija povezuje še z mnogimi drugimi pomembnimi dejavniki uspešnega življenja; pri otrocih se na primer povezuje z večjo uspešnostjo pri branju, računanju, matematiki in drugih dejavnostih (*Beery in Beery, 2004; Lahav, Apter in Ratzon, 2013; Pereira, Araujo in Bracciali, 2011, Sortor in Kulp, 2003*).

Grafomotorične vaje niso namenjene le otrokom s težavami pri pisanju

V preteklosti so bili programi grafomotoričnih vaj namenjeni predvsem otrokom, ki so imeli težave pri učenju pisanja. Vaje, kakršne so na primer zajete v programu Write from the start (*Teodorescu in Addy, 1996*), so bile namenjene podpori otrokom s težavami na področju grafomotorike. Podobne grafomotorične vaje je v slovenskem prostoru pred 40 leti pripravil Borut Šali.

Vaje v okviru programa ABC.ED so namenjene vsem otrokom. Načrtovane so tako, da spodbujajo različne vidike razvoja senzomotorike, grafomotorike in drugih spretnosti, ki prispevajo k razvoju predbralnih in predpisalnih spretnosti ter k razvoju pisanja in drugih drobno gibalnih spretnosti. V vsakem delovnem zvezku je večje število različnih vaj, ki jih lahko izbiramo glede na trenutne spretnosti in izkušnje različnih otrok za optimalen učinek.

Vaje v okviru programa ABC.ED spodbujajo različne vidike razvoja senzomotorike in grafomotorike in različne spretnosti, ki prispevajo k razvoju pisanja in drugih drobno-gibalnih spretnosti.

SLEDENJE

O sledenju

Sledenje je pomembna aktivnost pri spodbujanju koordinacije oko - roka. Ko s svinčnikom ali drugim risalom sledi narisani predlogi, otrok s pogledom sproti primerja napredujočo risbo z osnovno predlogo. Pri tem se utrjuje nadzor nad drobnimi gibi roke s katerimi otrok nadzira gibanje piosala in se krepi vizualno motorična integracija.

Naloge sledenja so pomembne za pridobivanje spretnosti, ki igrajo pomembno vlogo pri razvoju pisanja, risanja in drugih drobno gibalnih spretnosti.

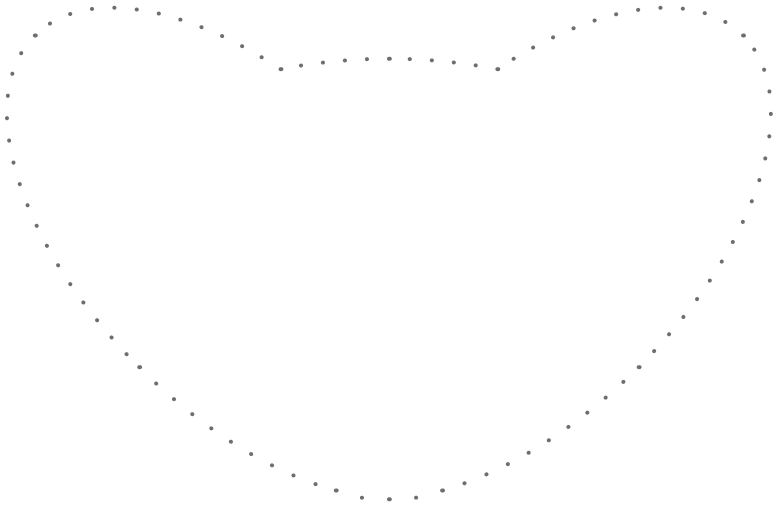
Med risanjem oziroma sledenjem predlogam naj otrok ne spreminja položaja lista in naj ga ne obrača. Če je le mogoče, naj poskusi risati posamezen lik v eni potezi, brez ustavljanja ali prestavljanja pisala.

Delovni listi in dejavnosti v tem delovnem zvezku

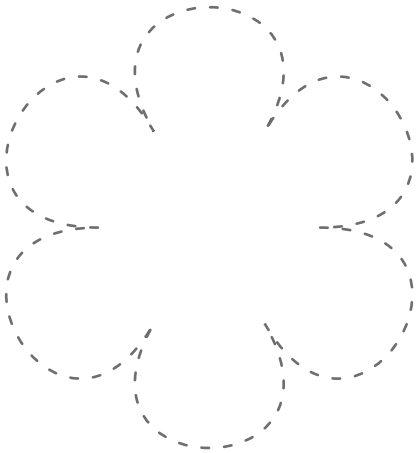
Naloge v tem delovnem zvezku so načrtovane tako, da otrok s sledenjem različnim zaobljenim likom utrjuje vizualno motorično integracijo in grafomotorične spretnosti. Predloženi liki so narisani z nizom pikic ali črtic, ki jim mora otrok slediti med risanjem. Težavnost nalog v delovnem zvezku se stopnjuje v treh smereh:

- s stopnjevanjem kompleksnosti likovnih predlog,
- z manjšanjem likovnih predlog,
- z naraščajočim razmakom med pikicami, ki zarisujejo predloženi lik.

Primer: večja predloga, preprosta, pikice



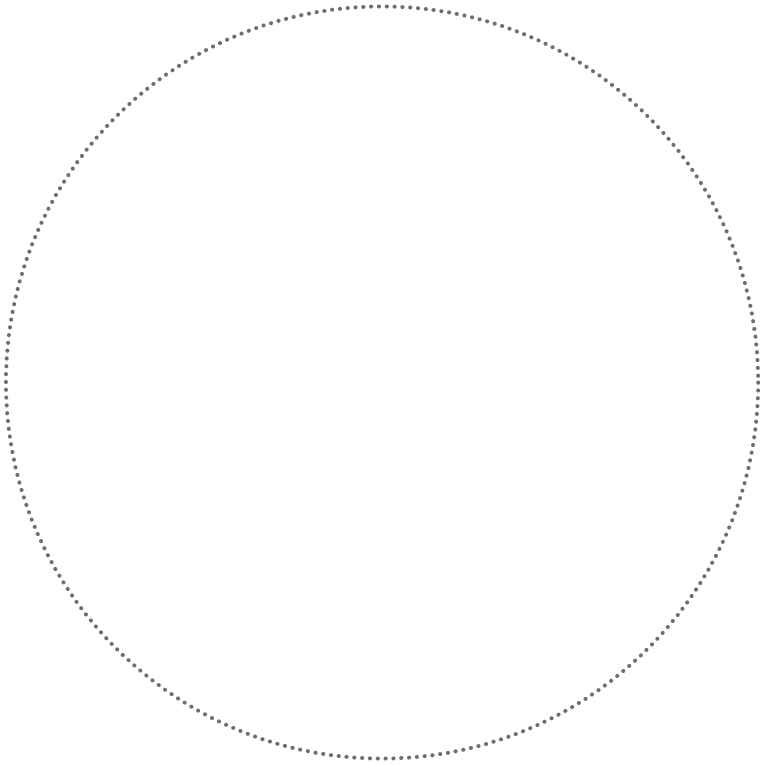
Primer: srednja predloga, težja, črtice

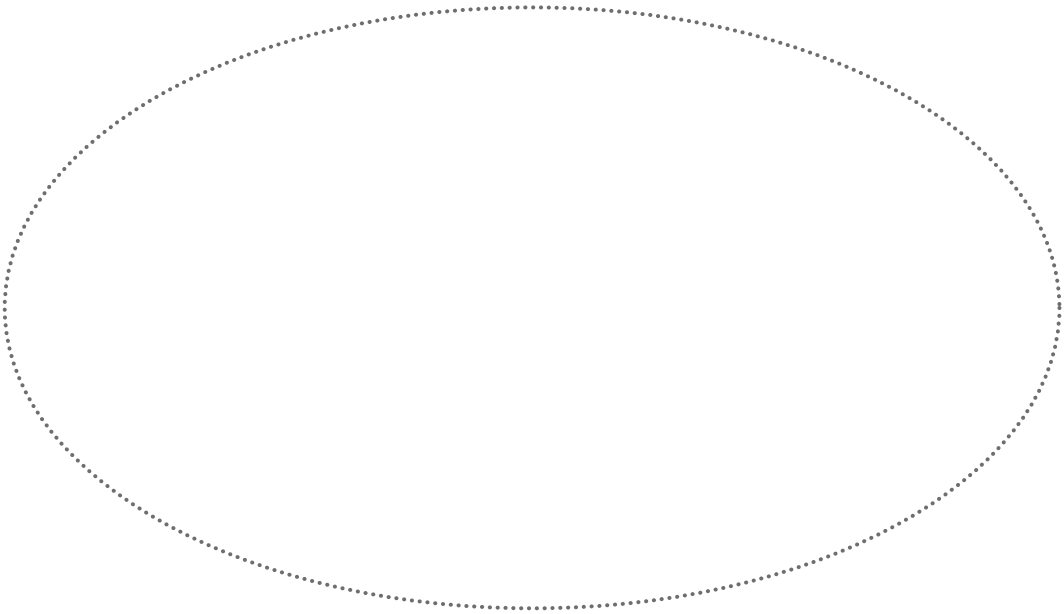


Primer: manjše predloge, različno zahtevne, siva črta

DELOVNI LISTI

Sledi likom s svinčnikom ali barvico.





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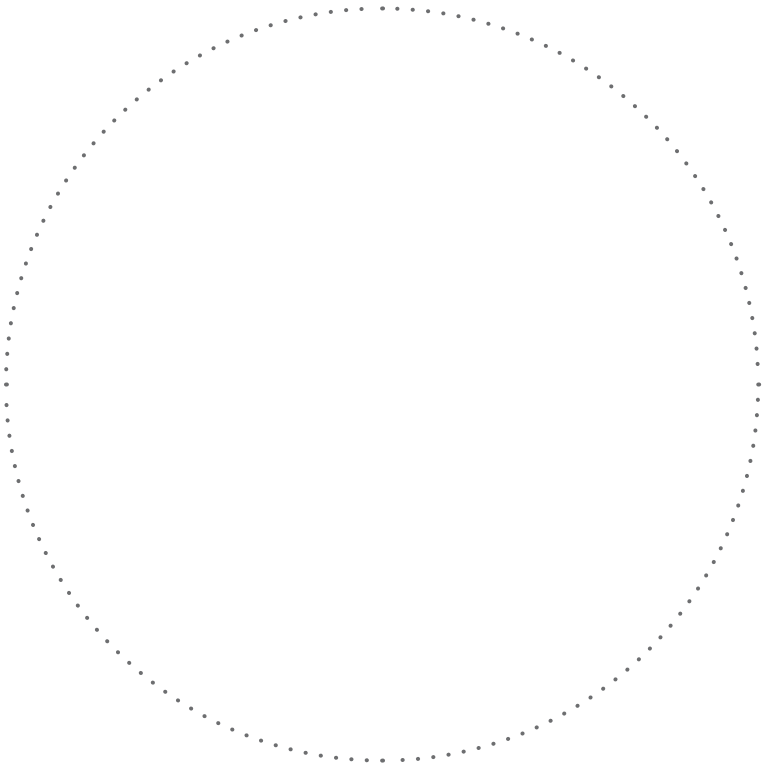

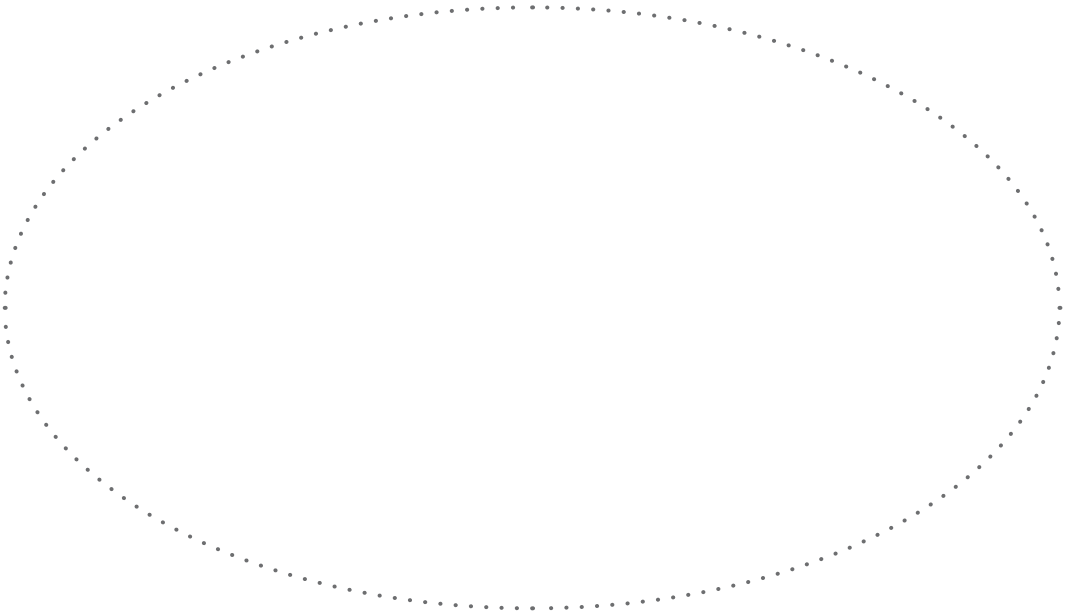

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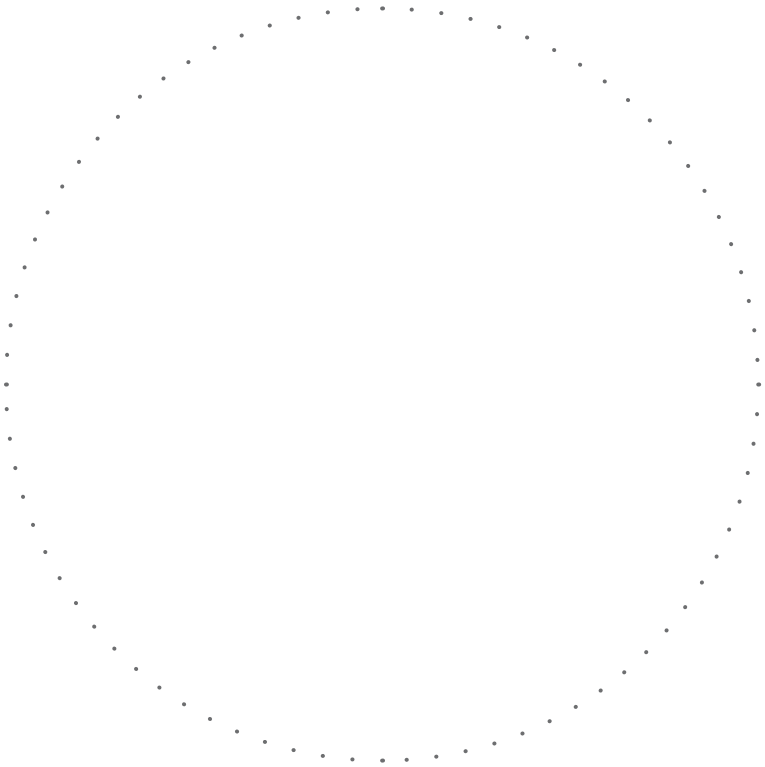

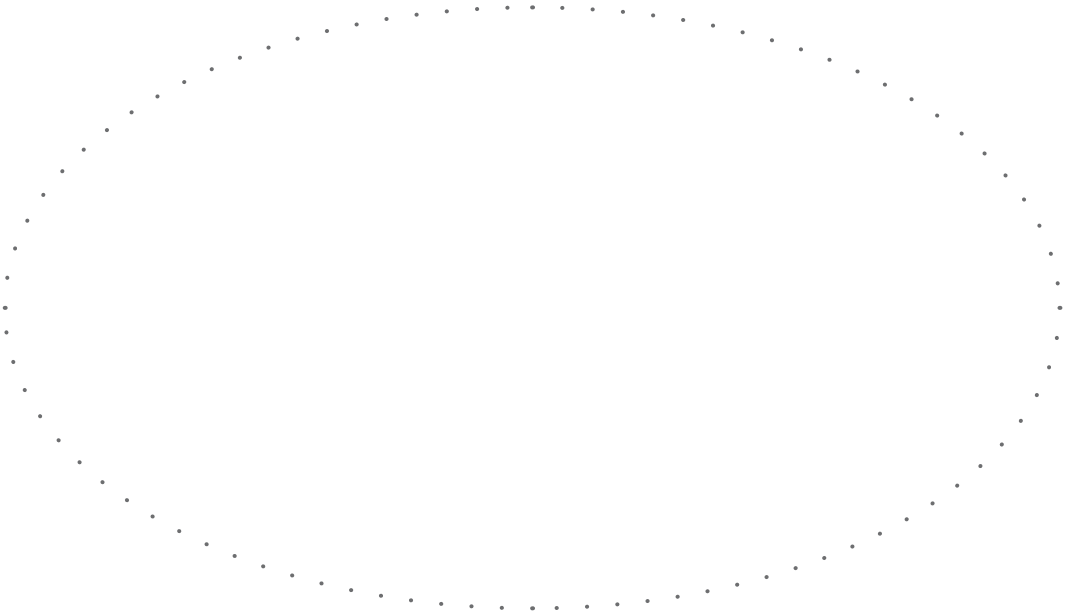

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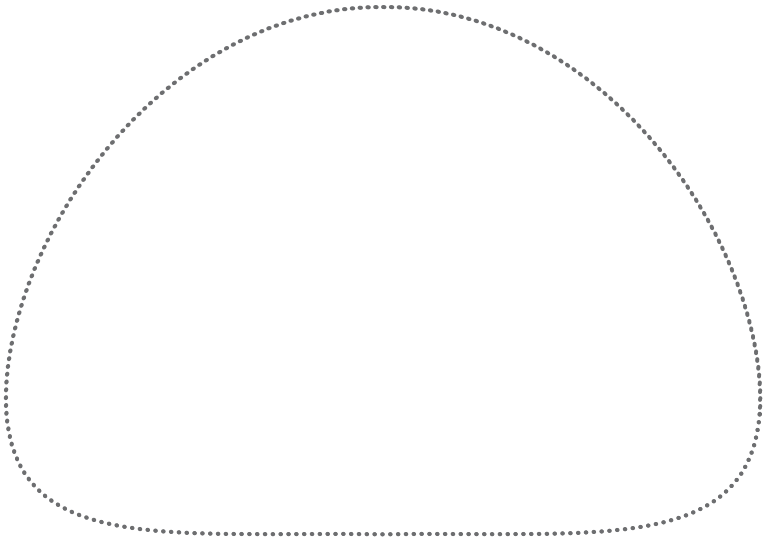

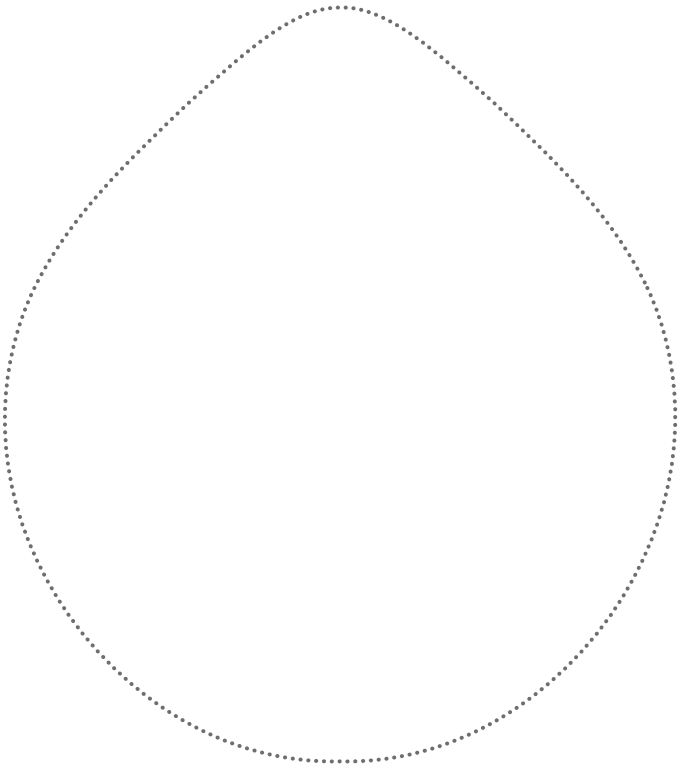

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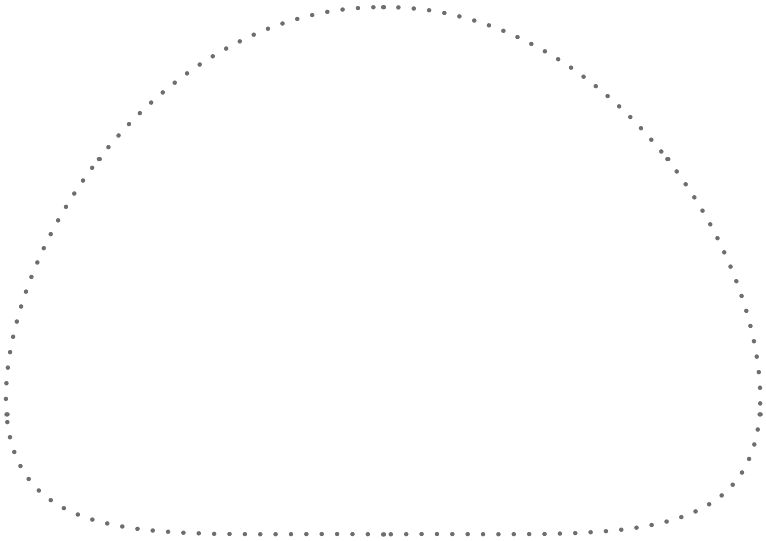

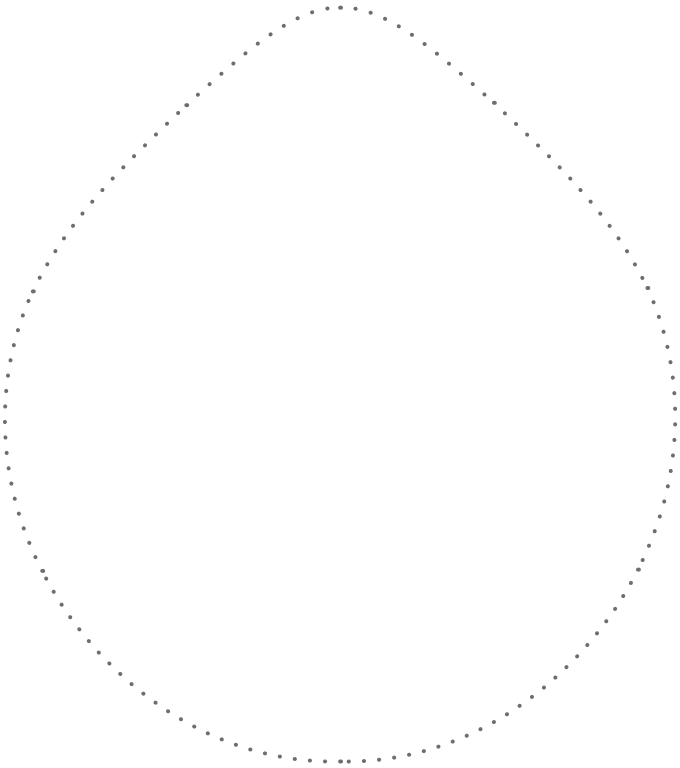

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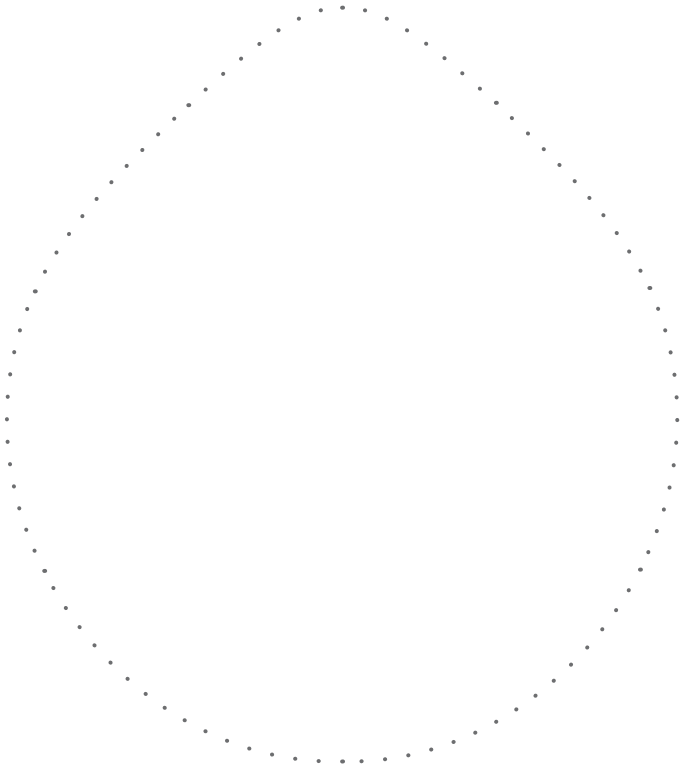

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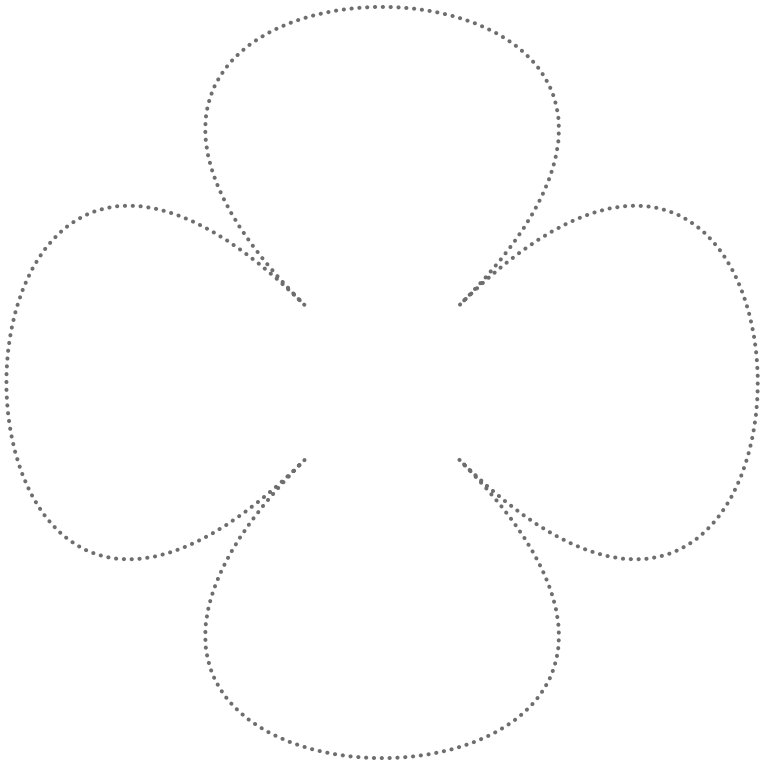

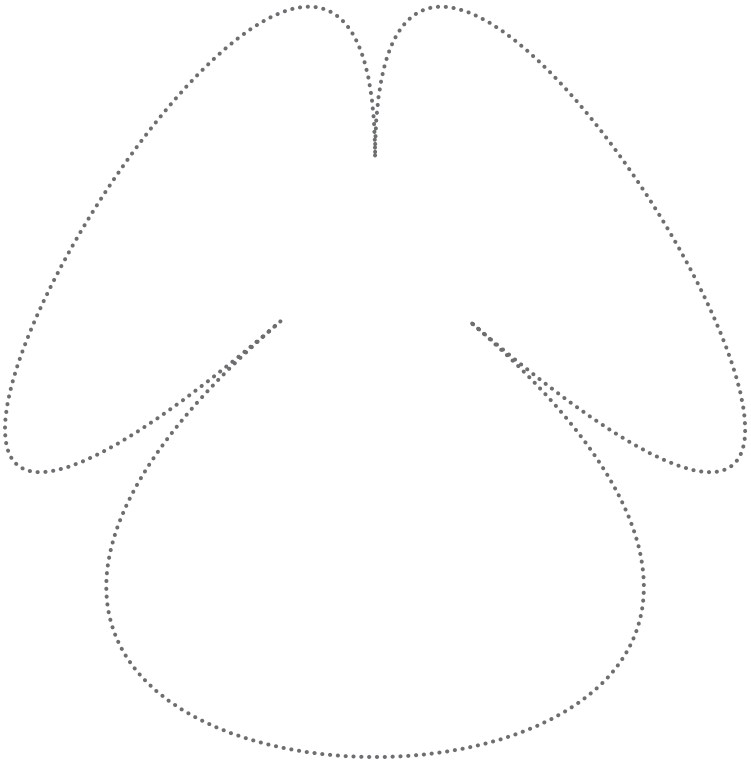

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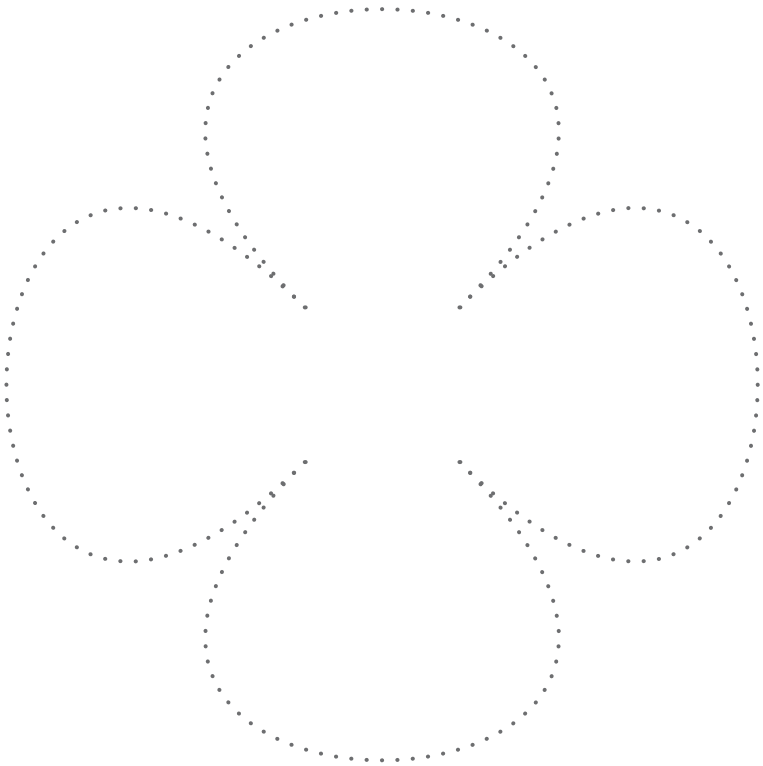

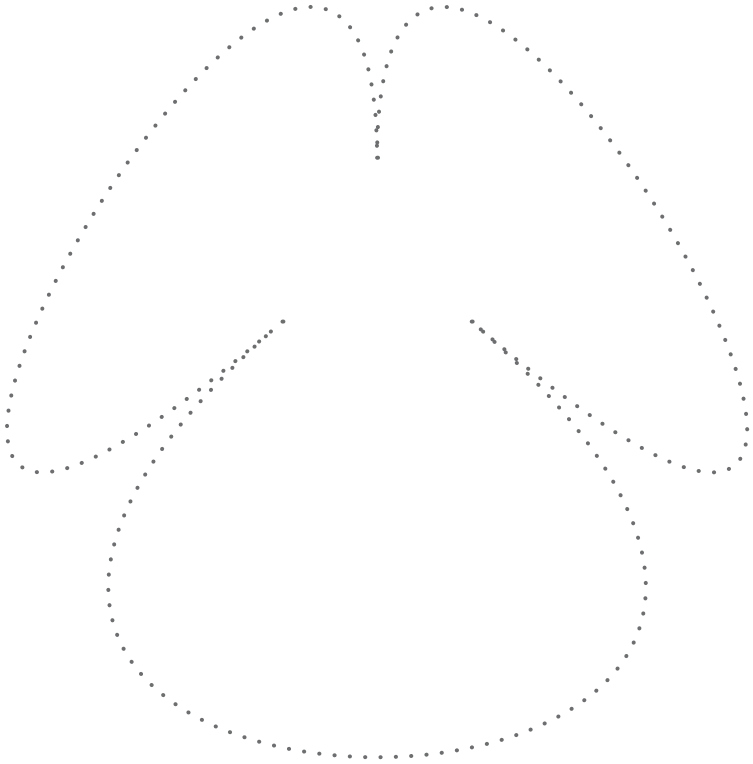

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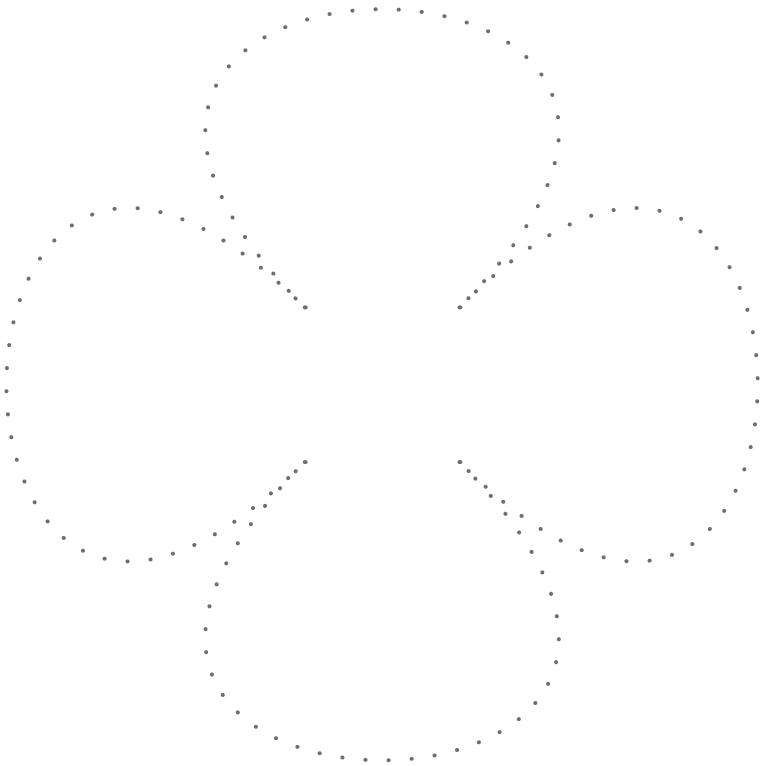

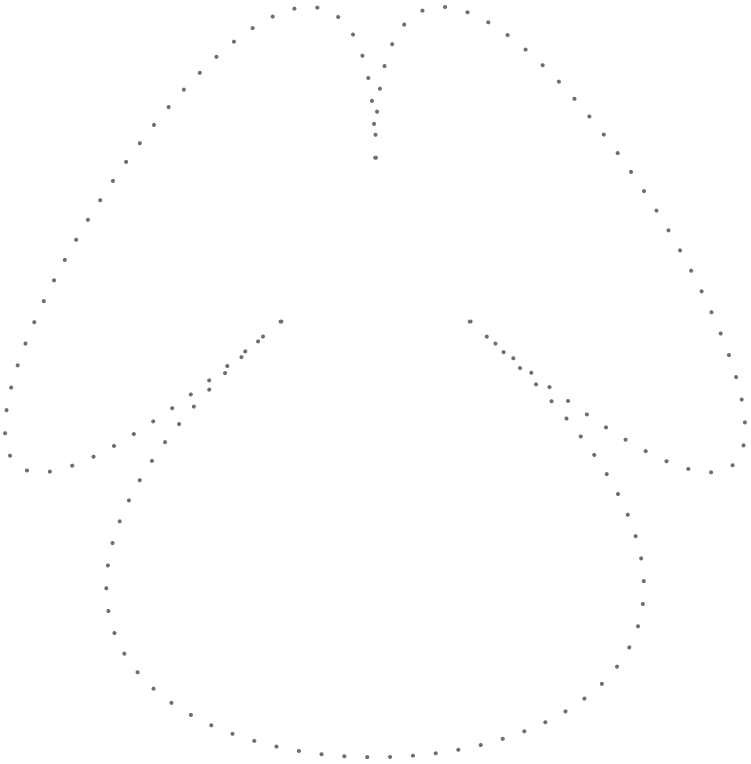

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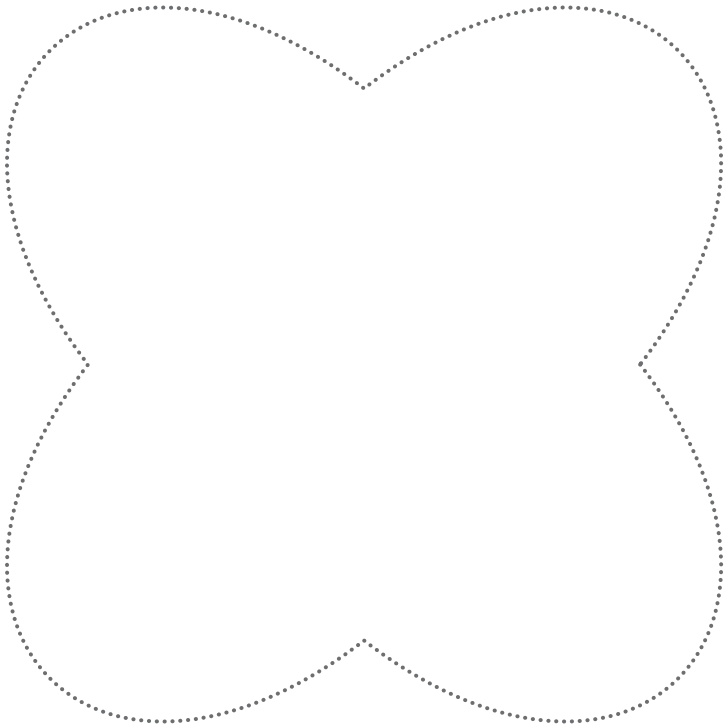

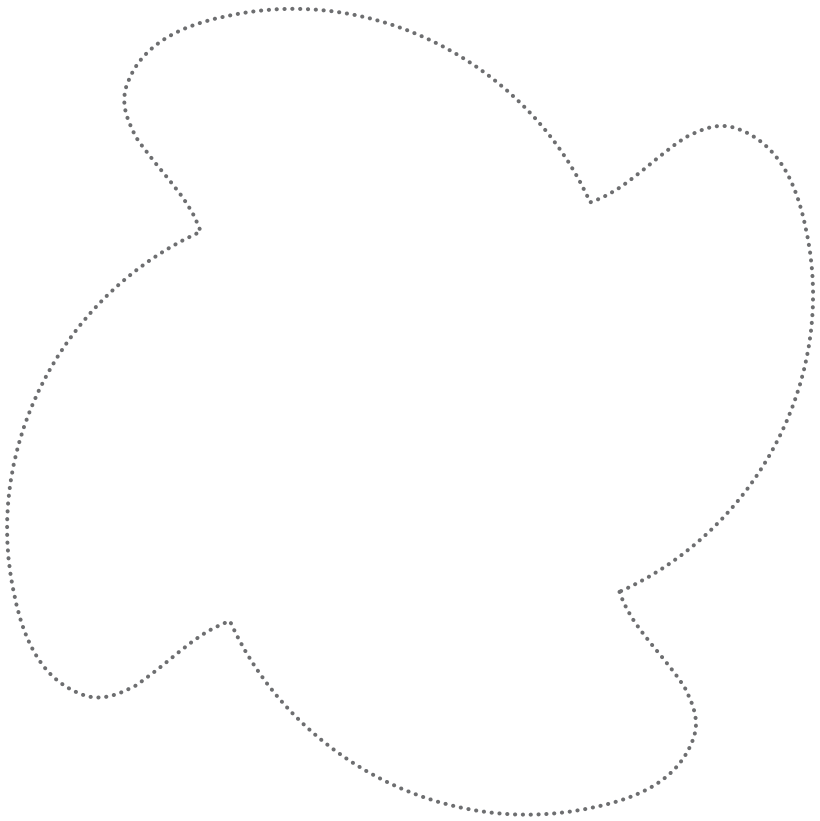

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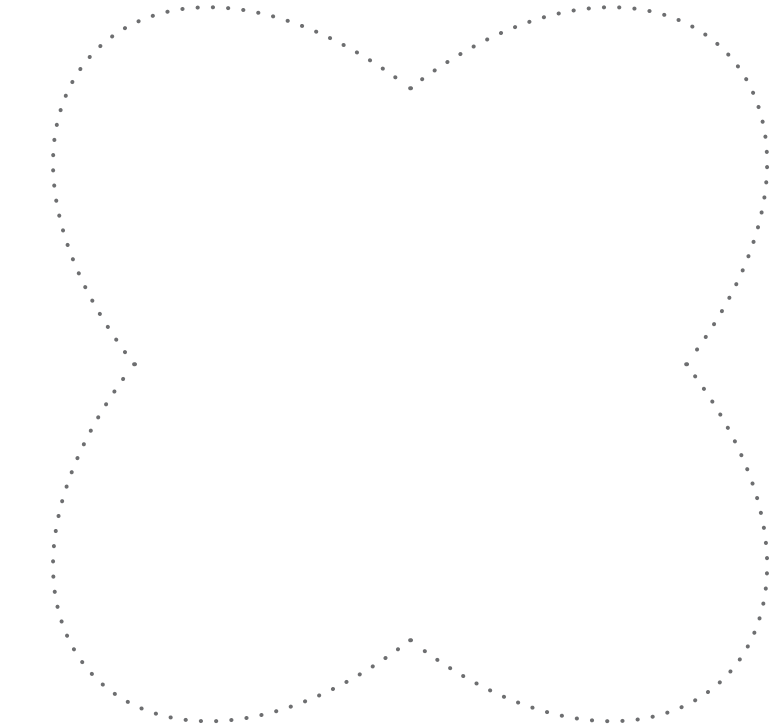

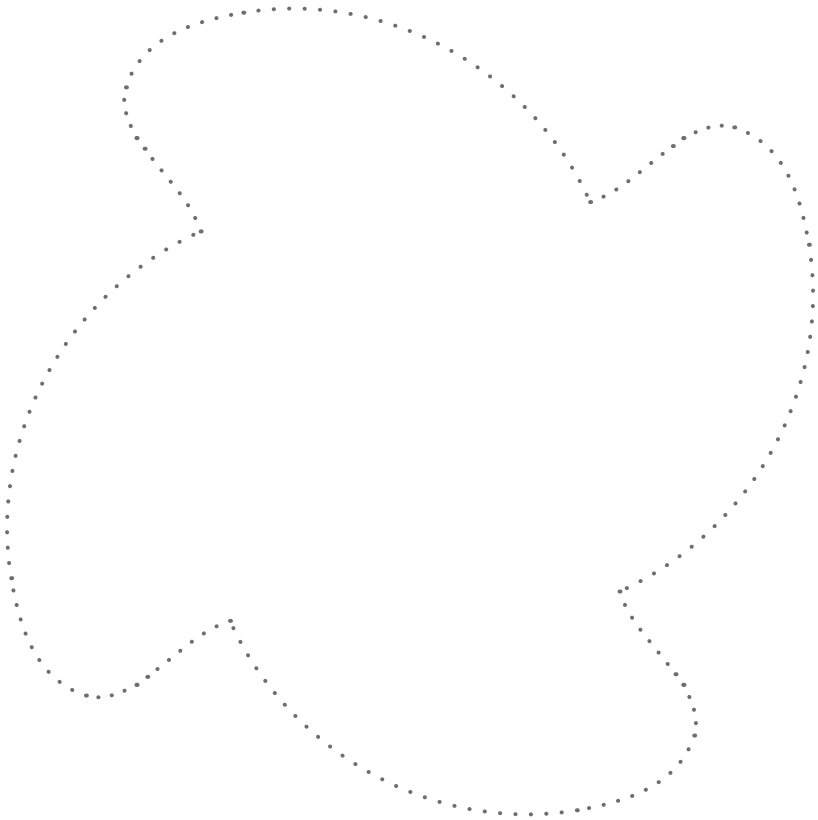

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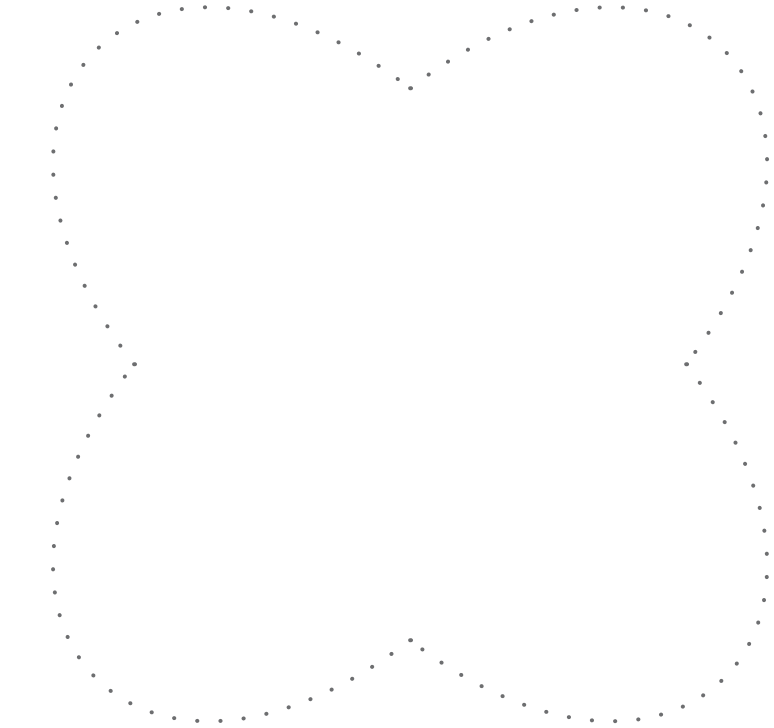

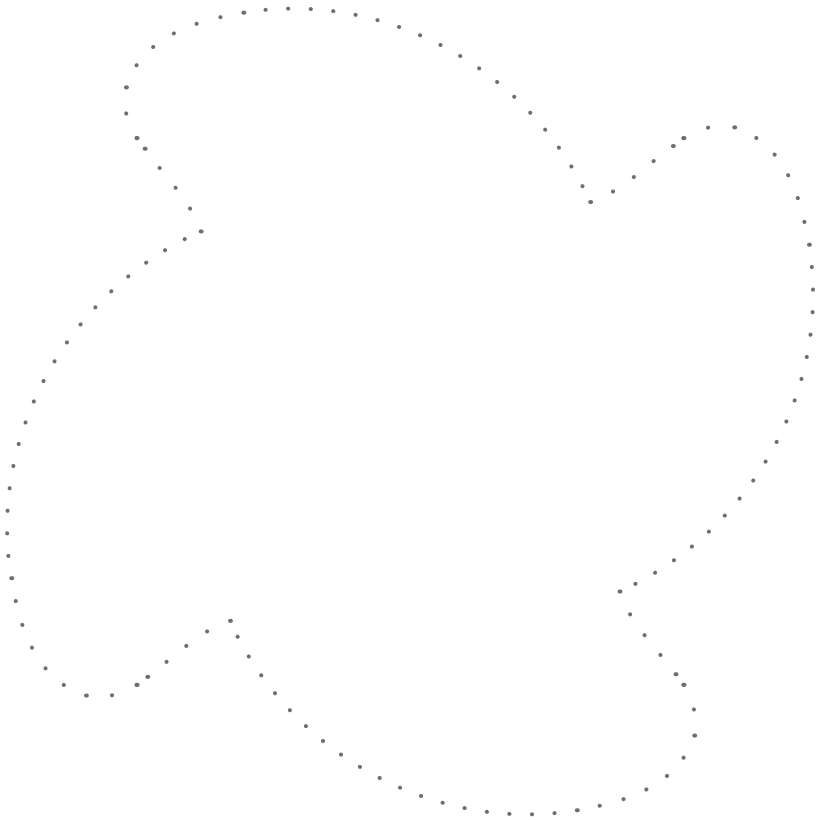

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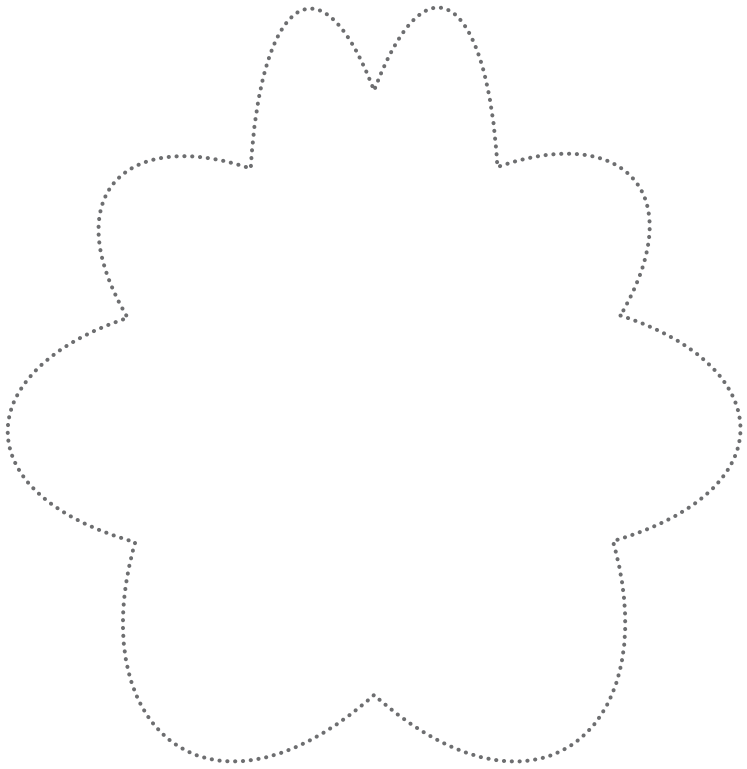

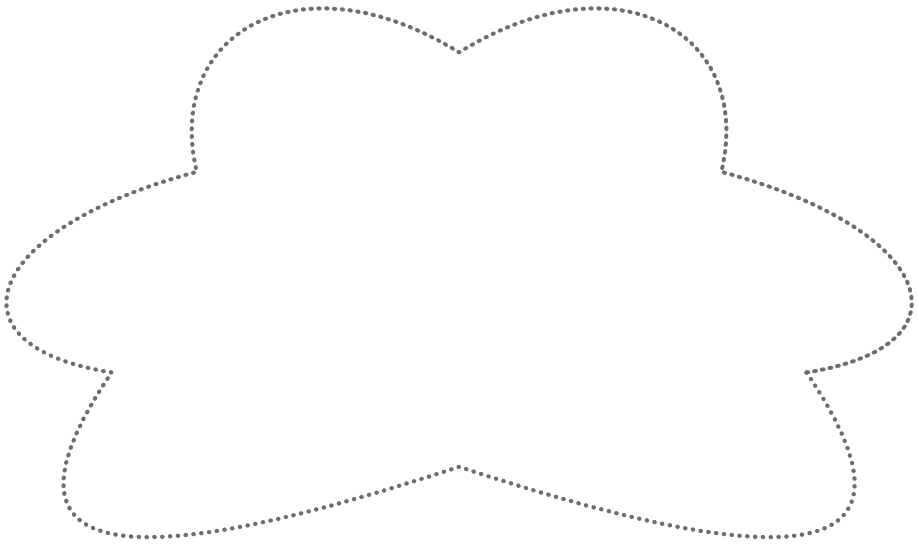

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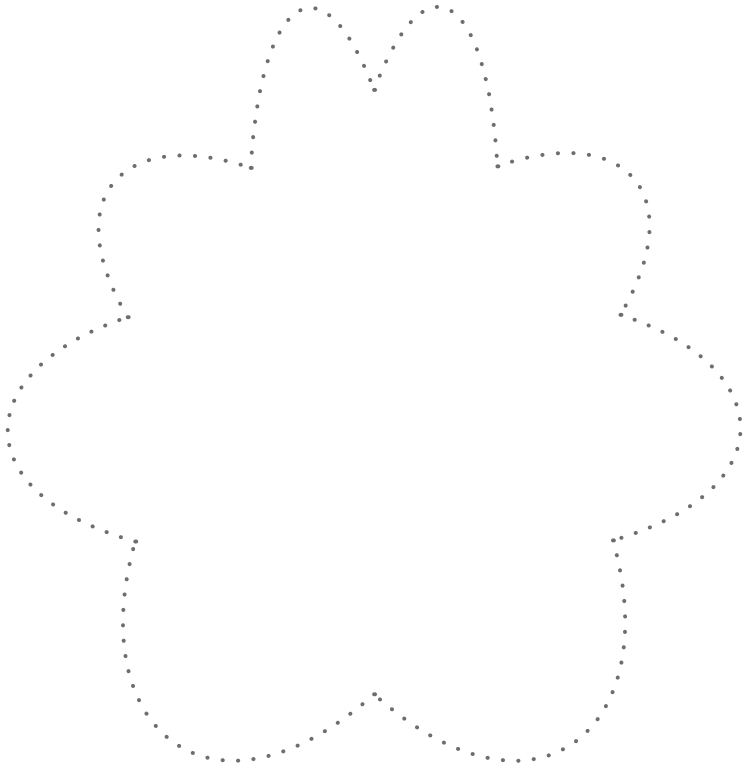

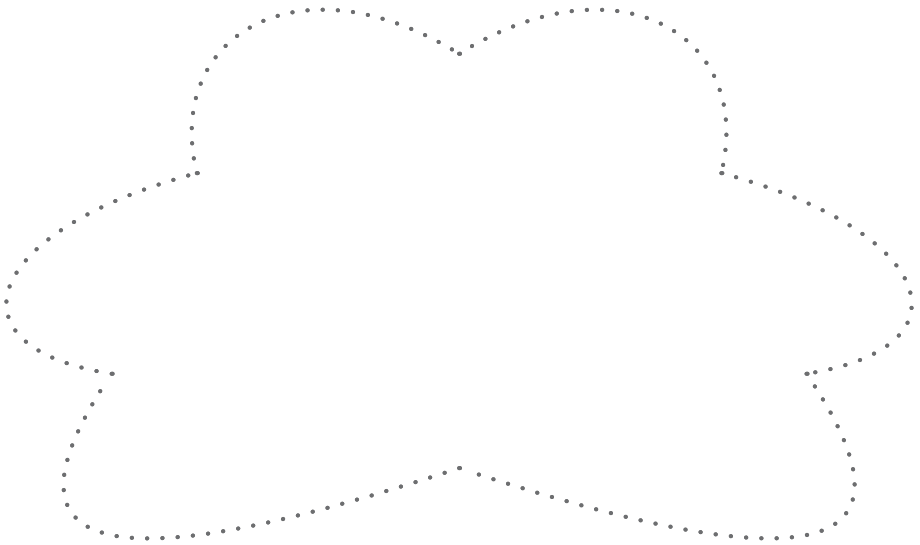

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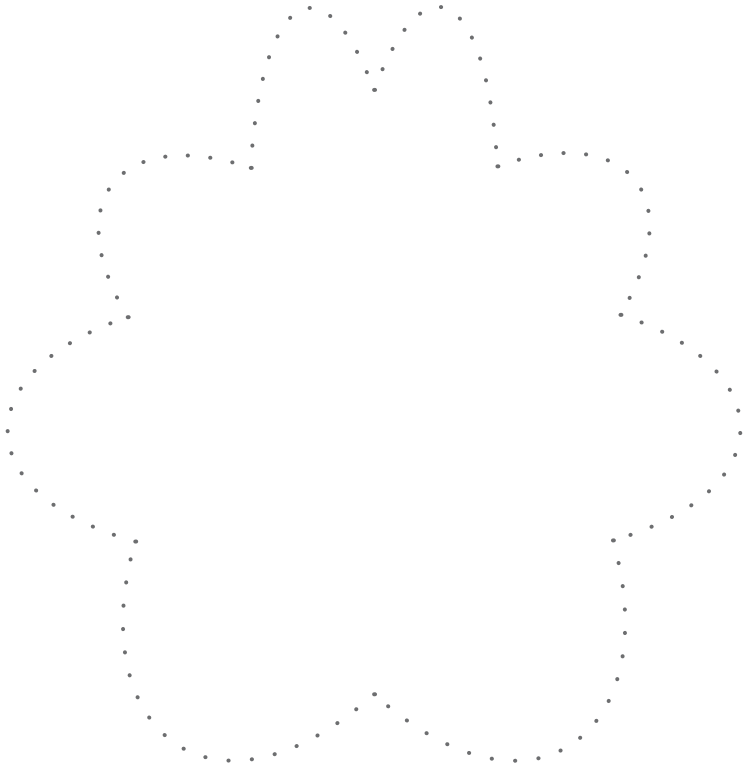

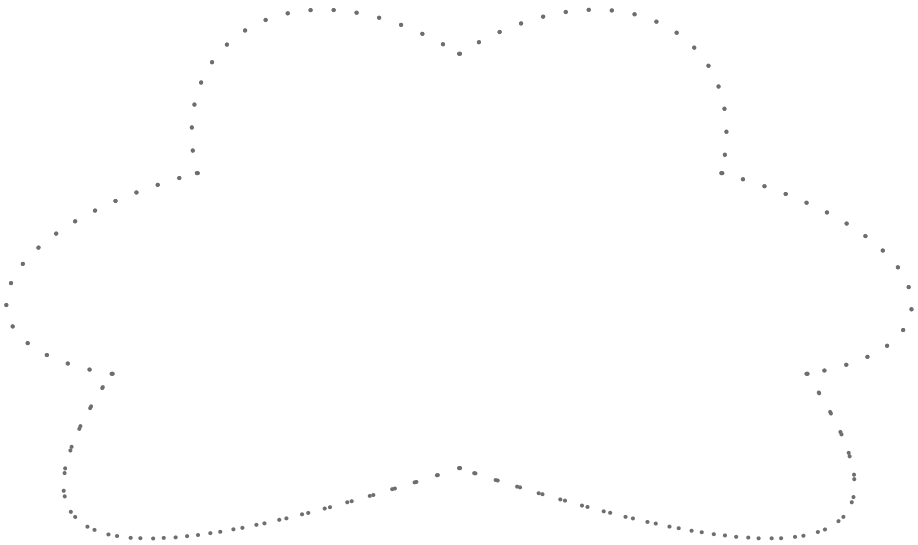

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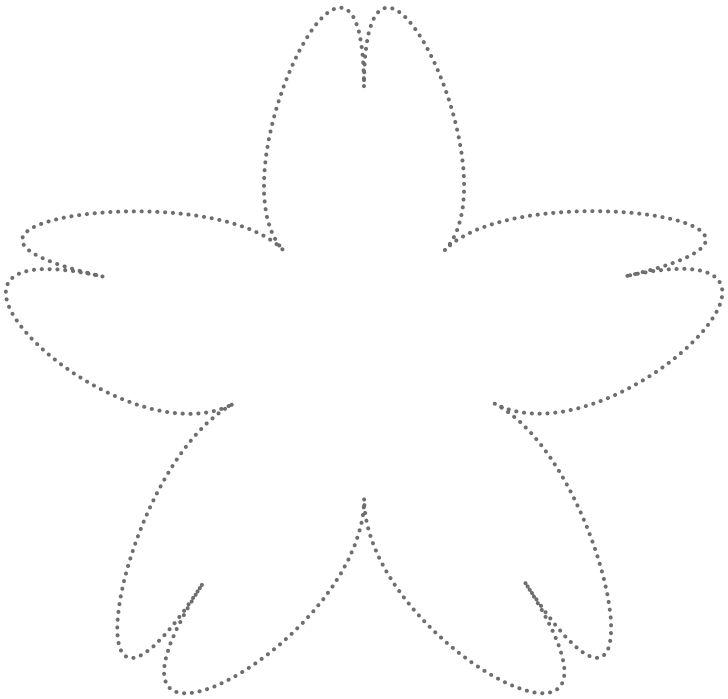

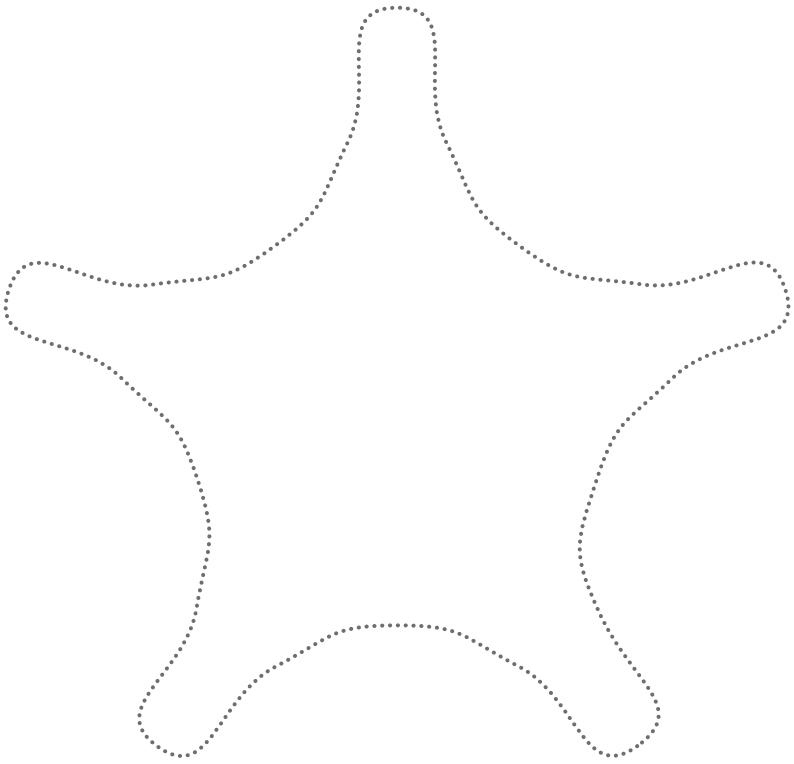

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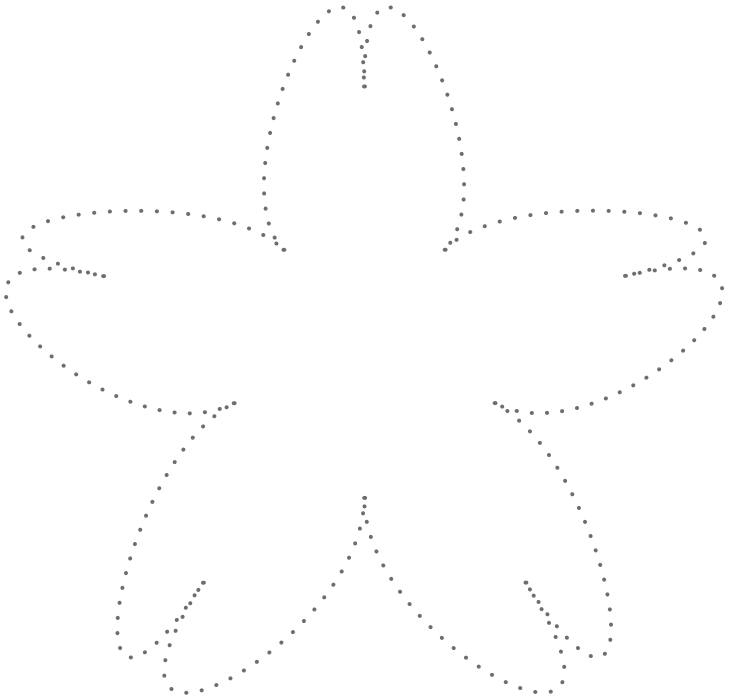

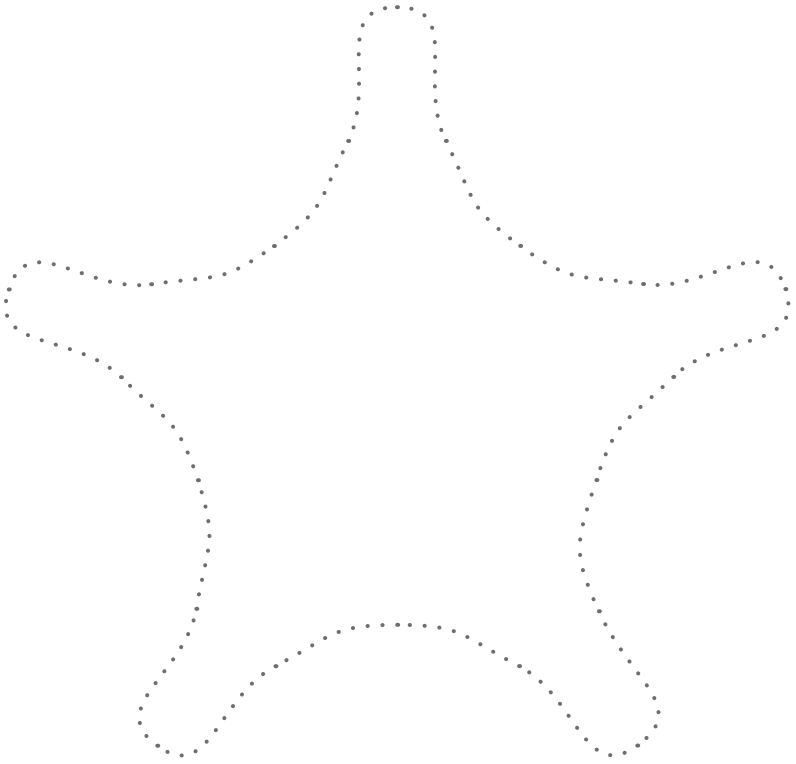

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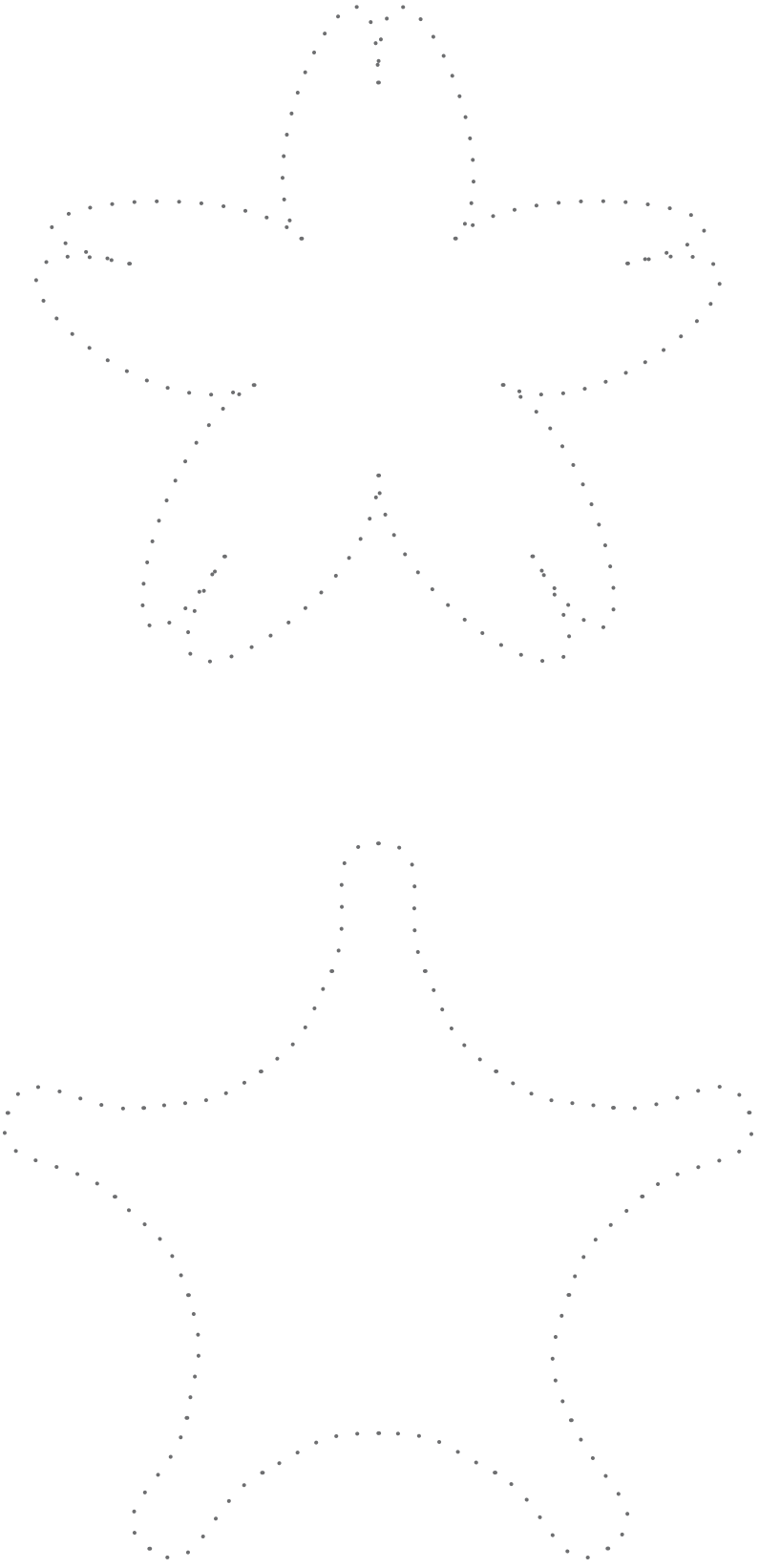

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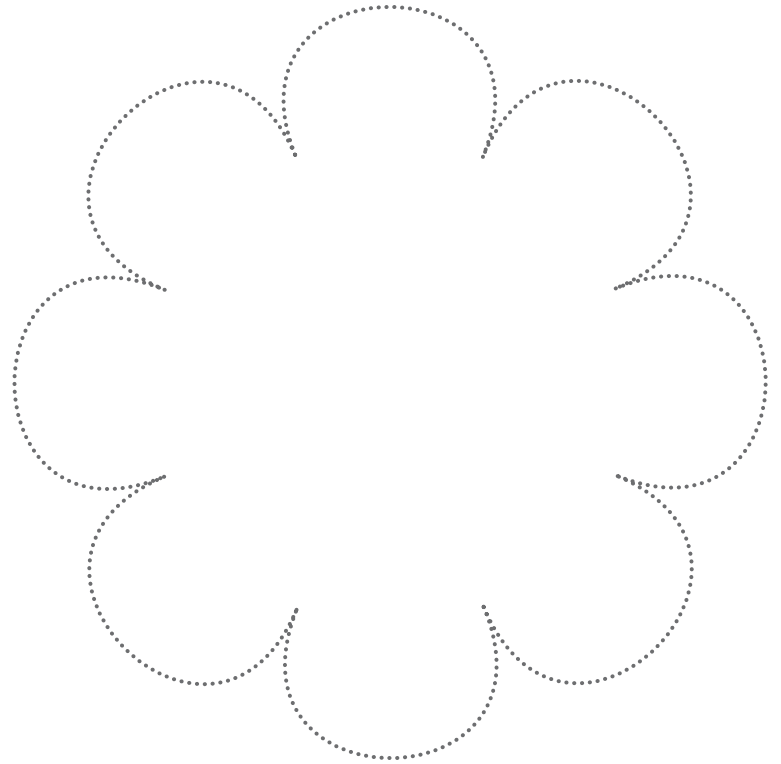

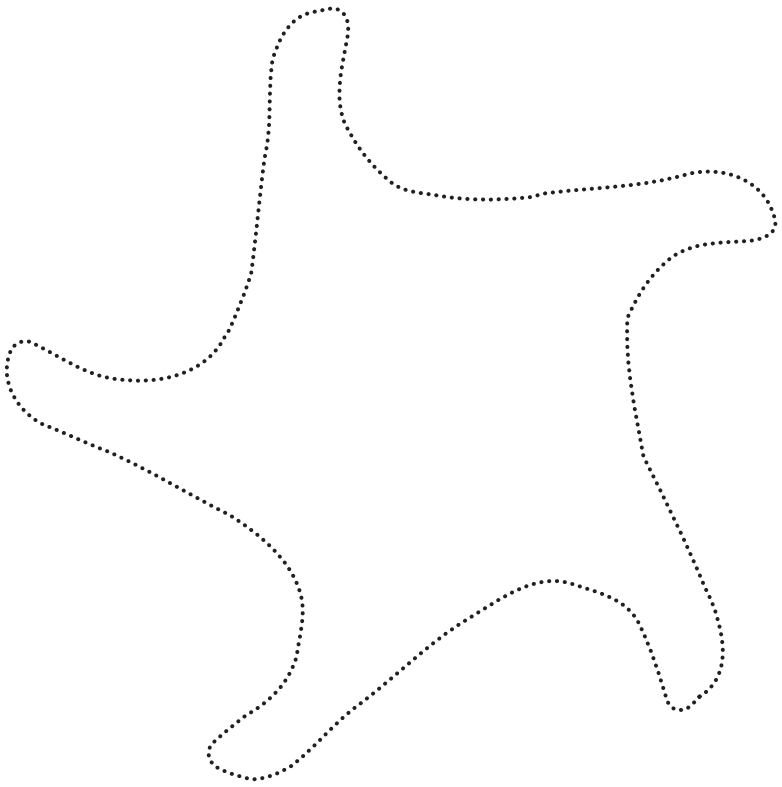

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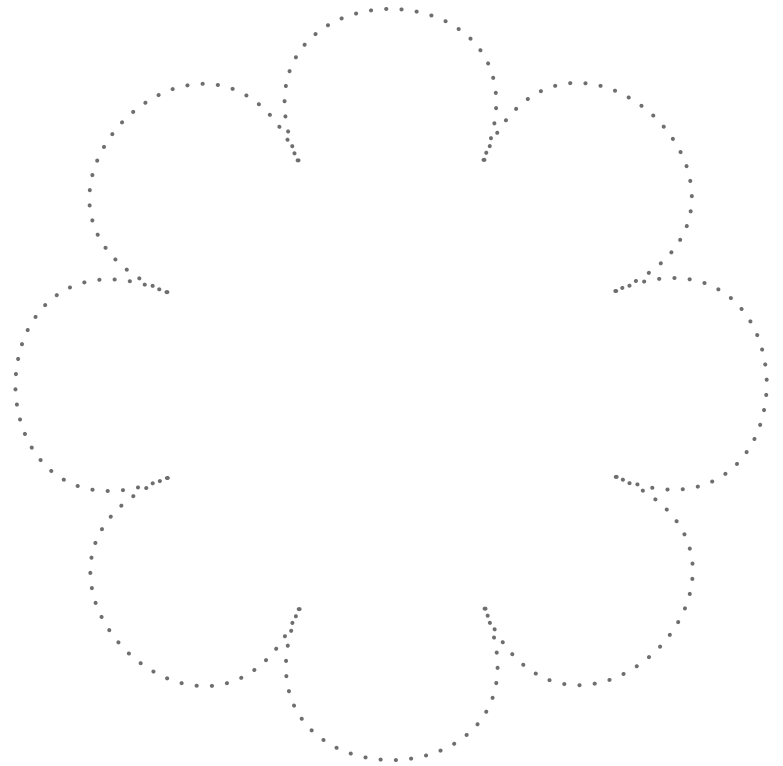

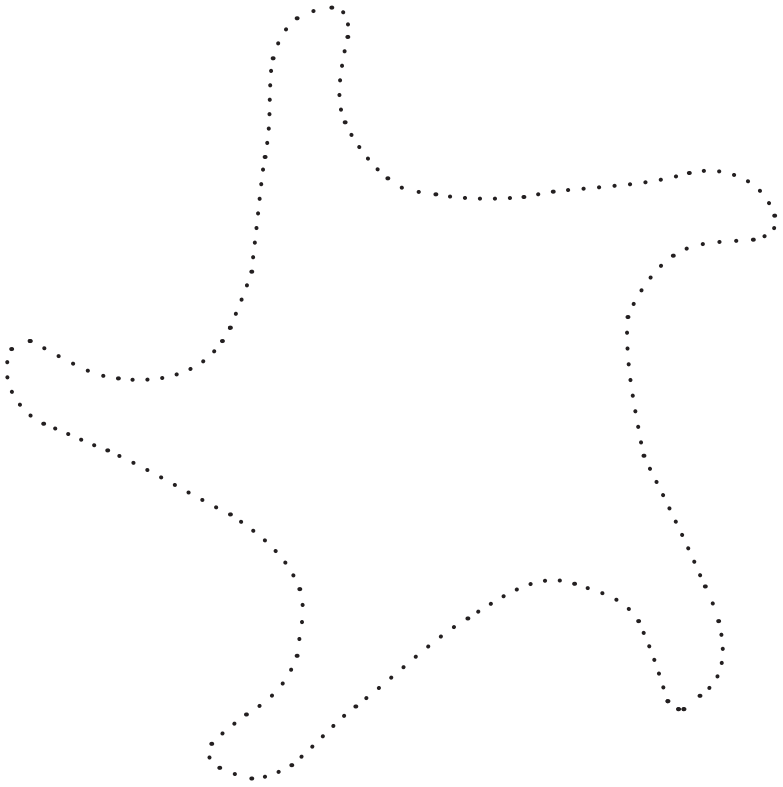

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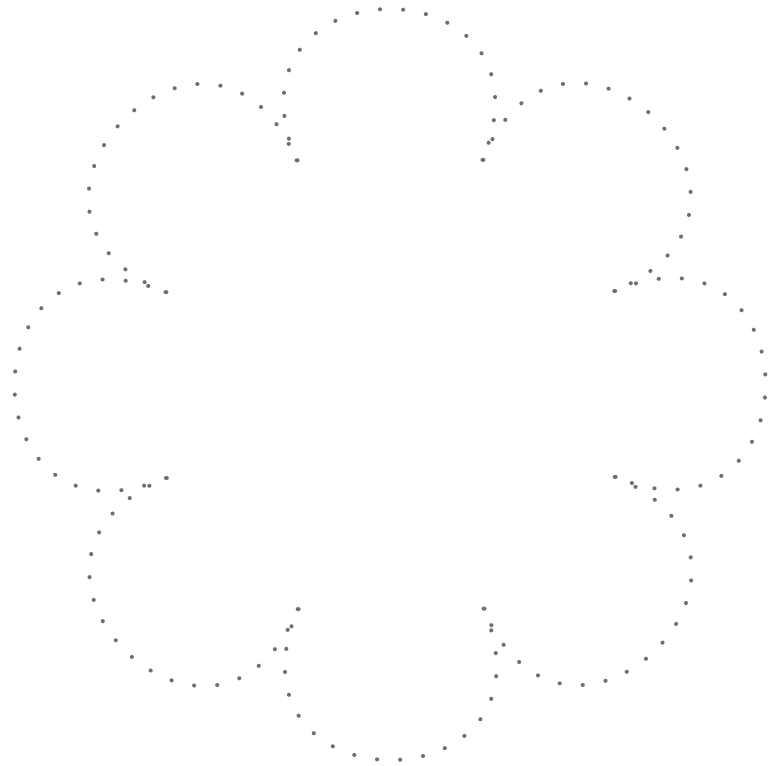

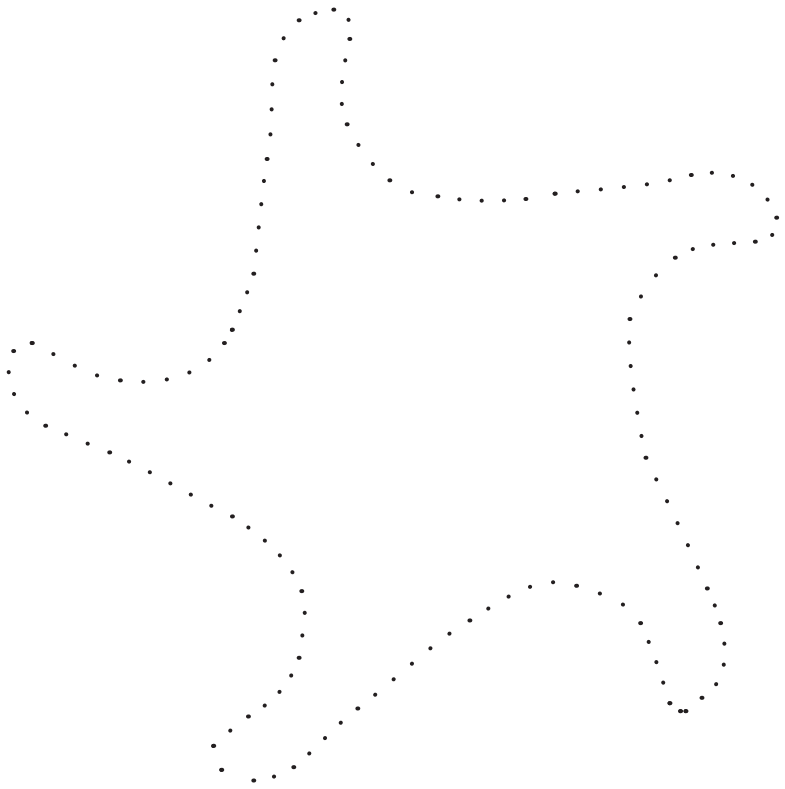

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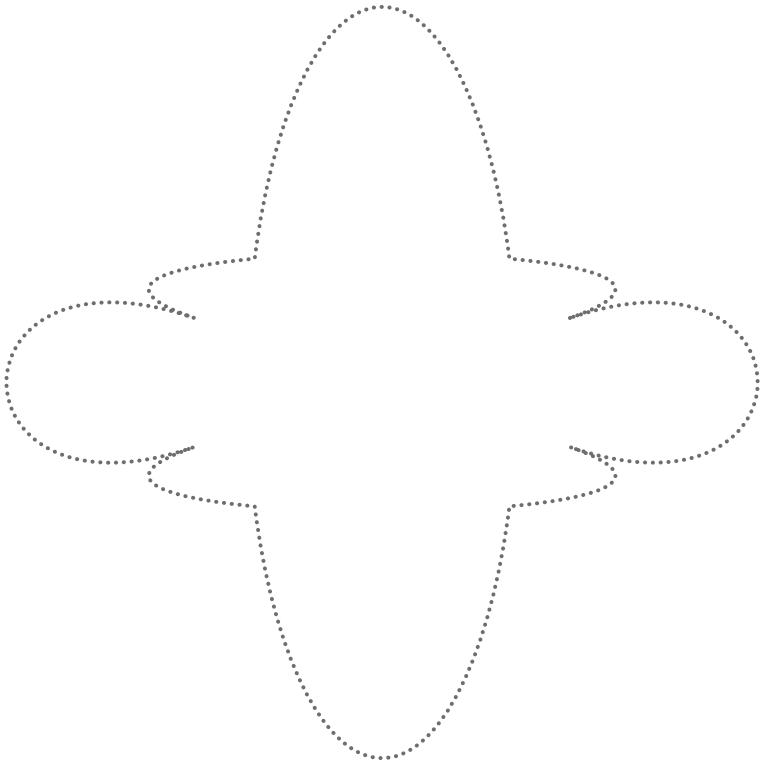

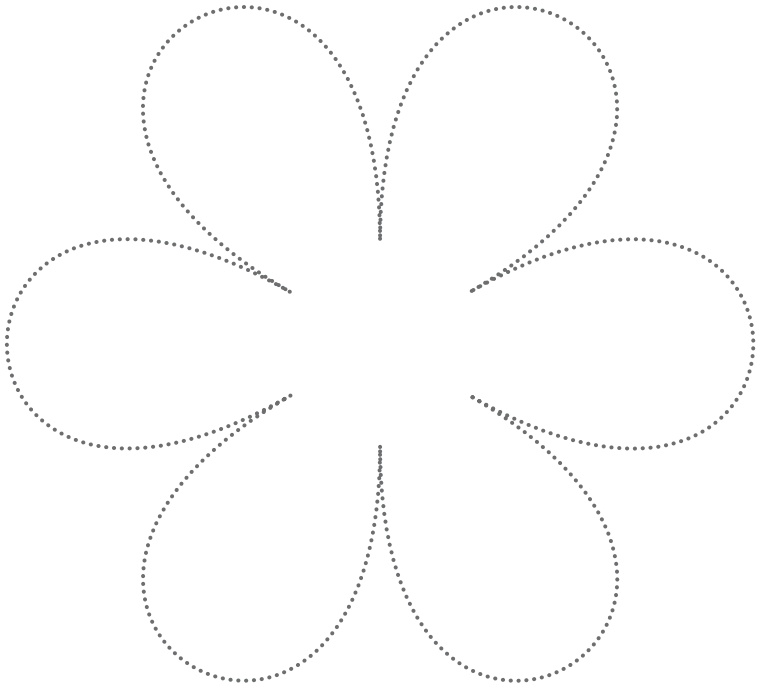

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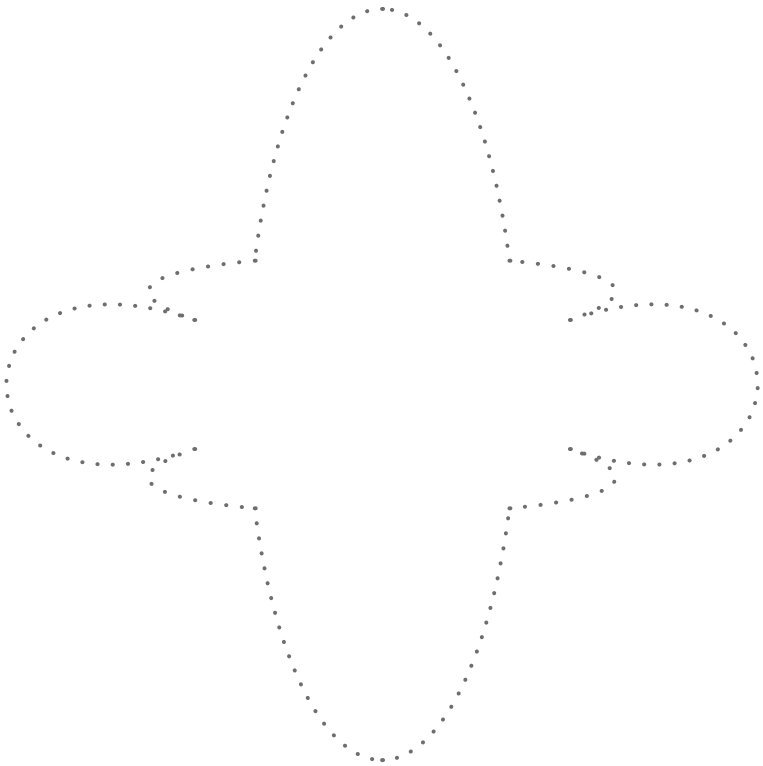

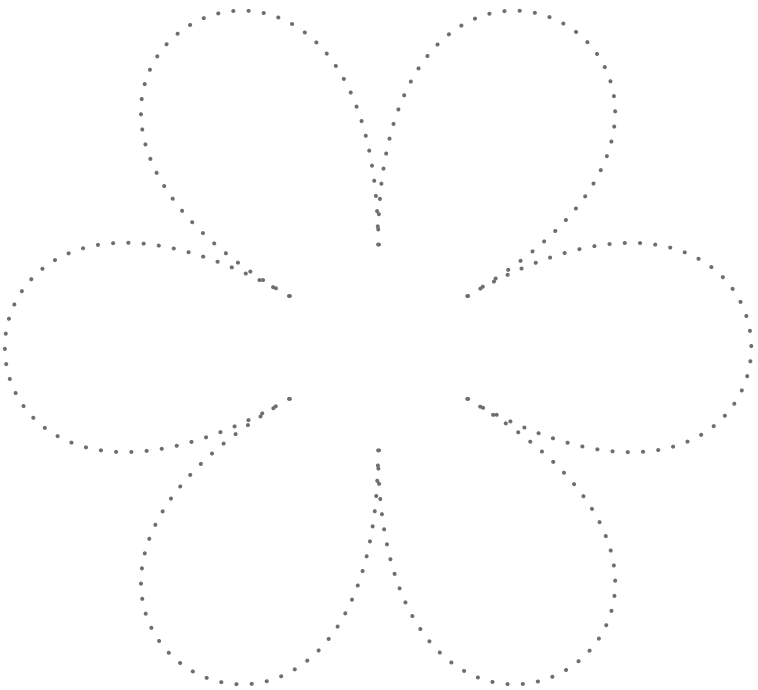

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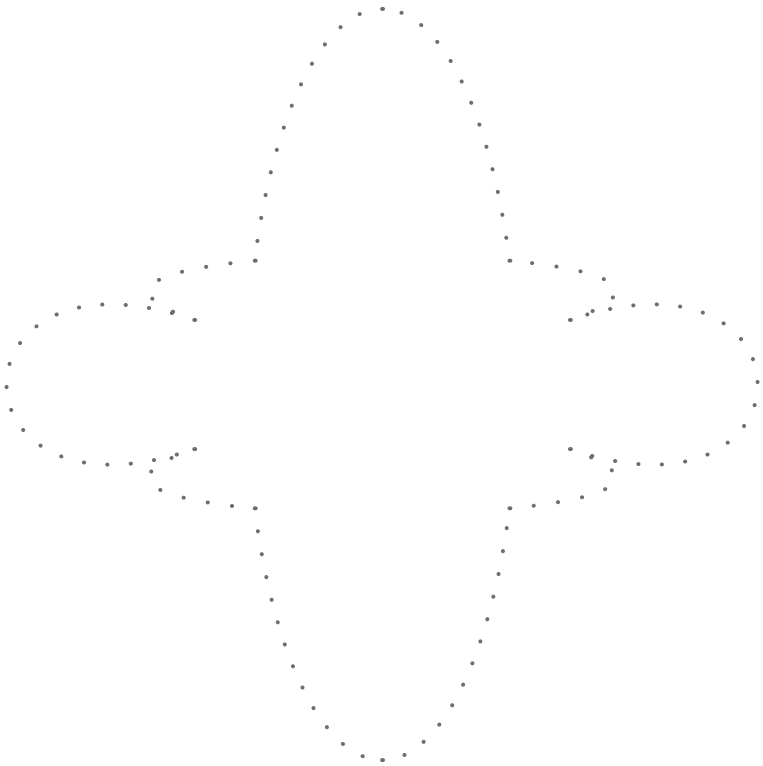

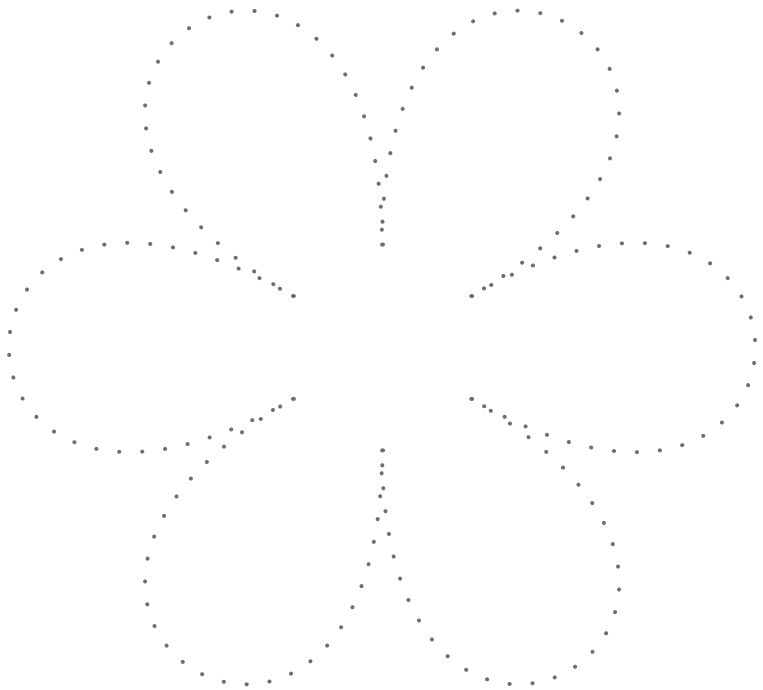

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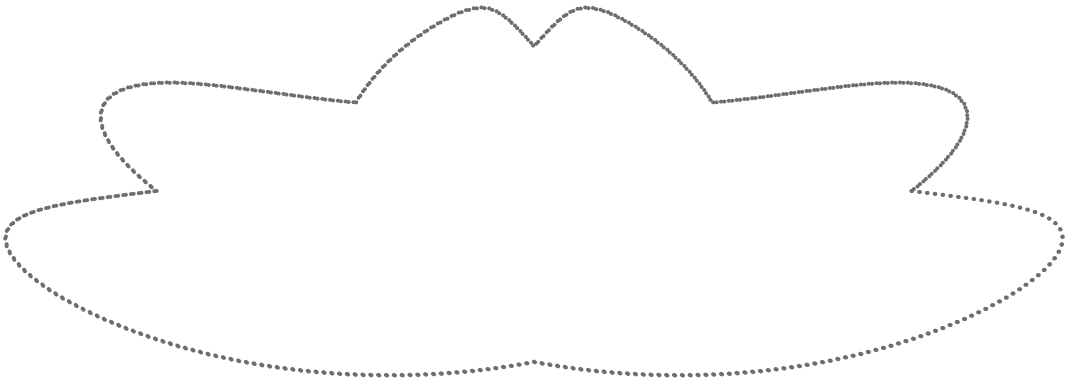

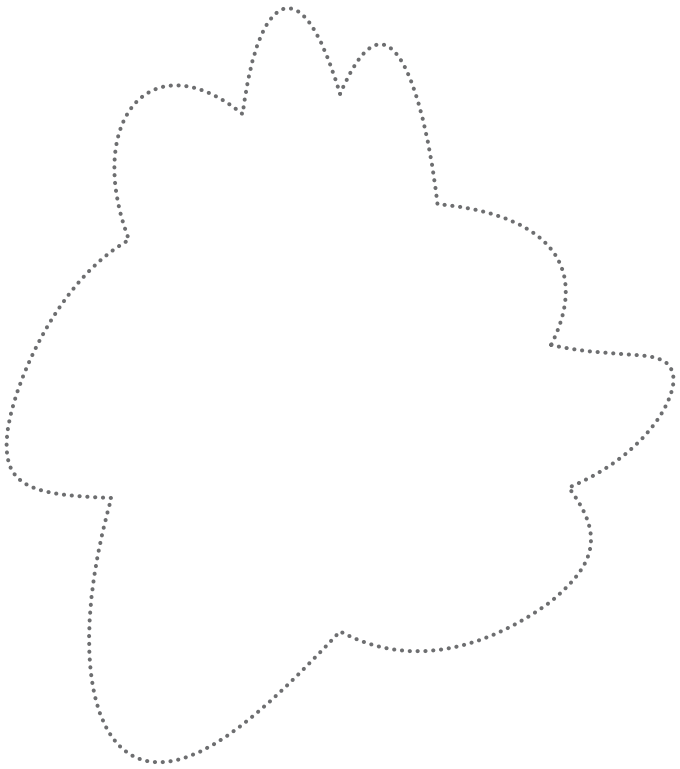

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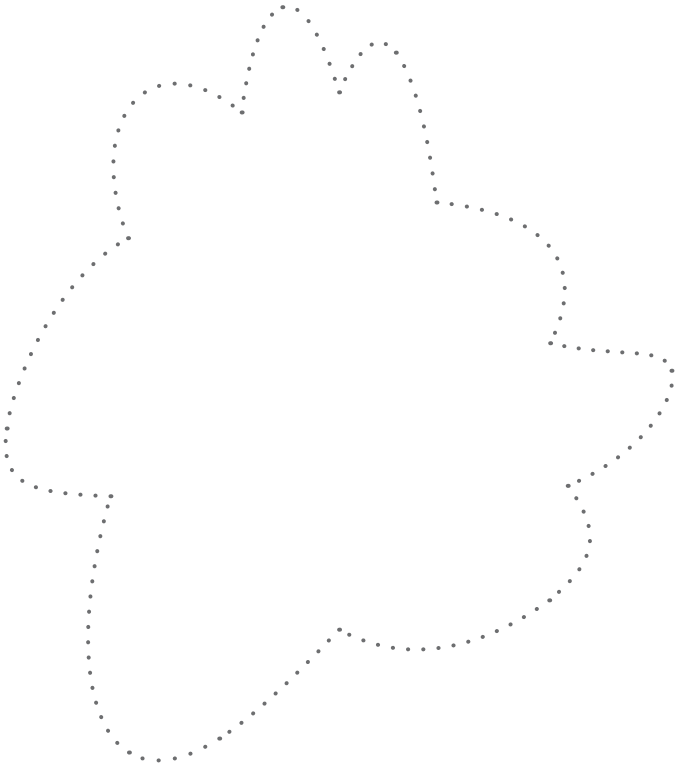

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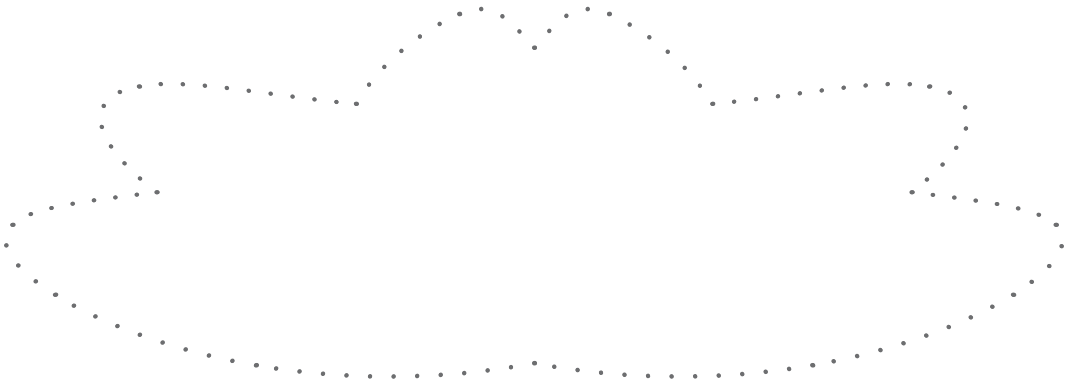

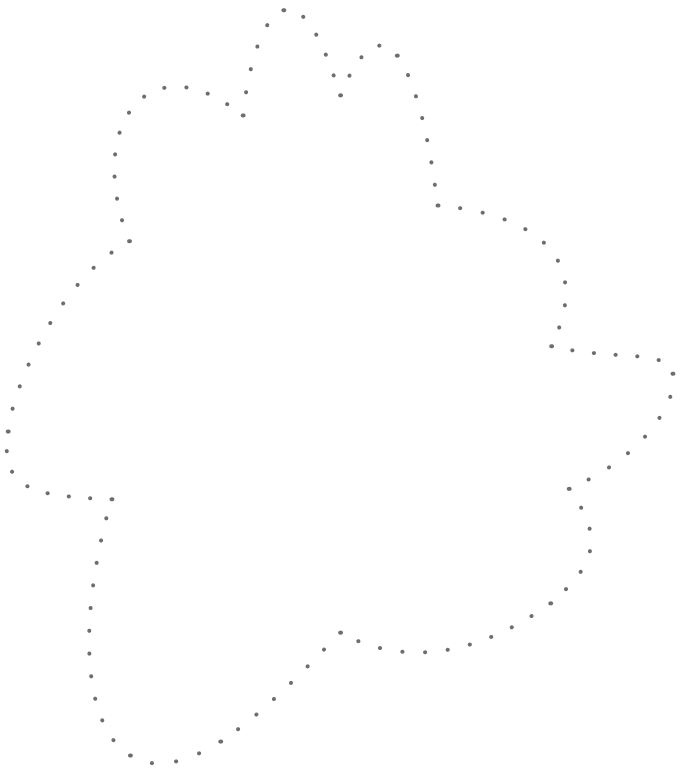

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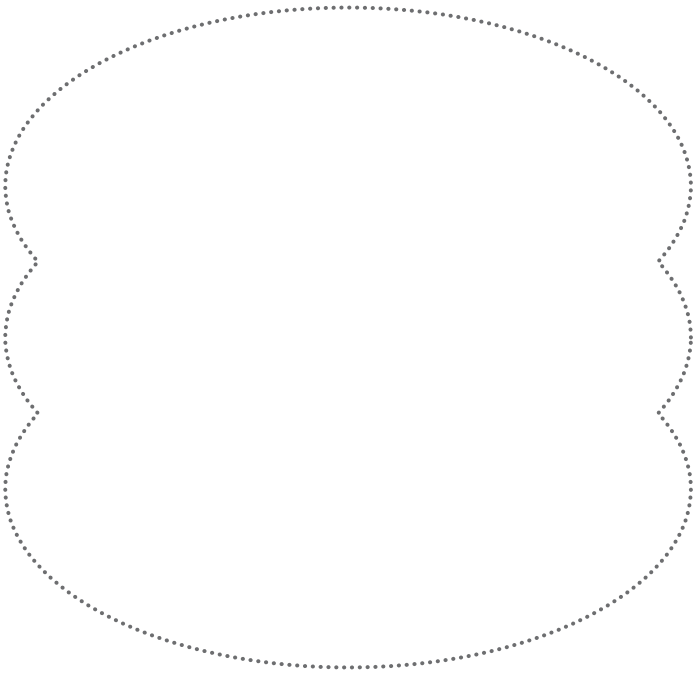

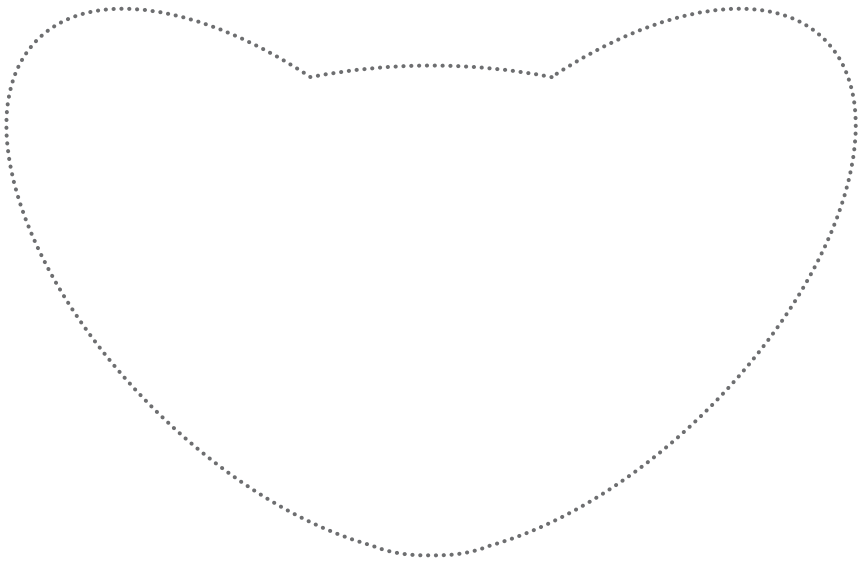

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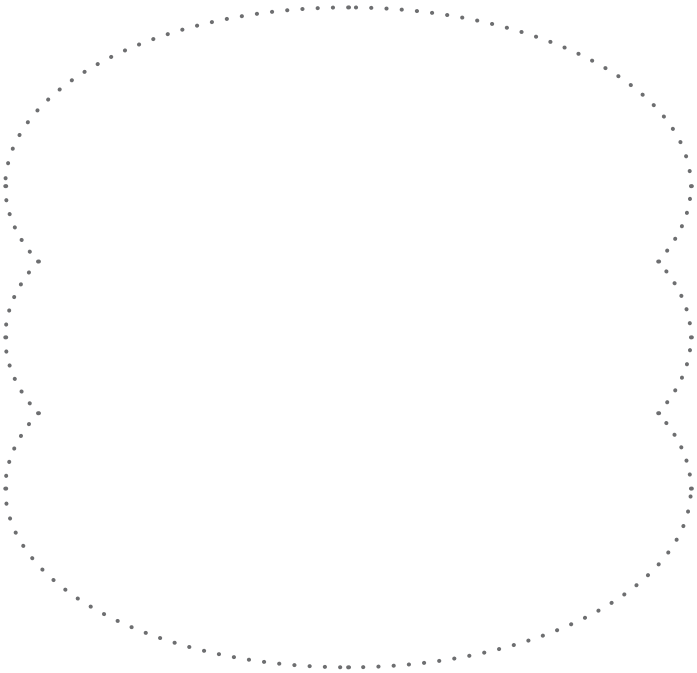

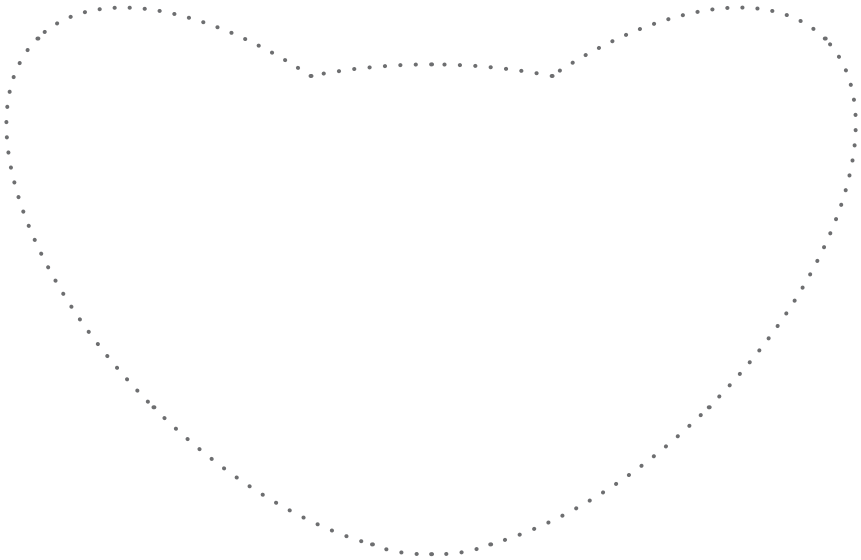

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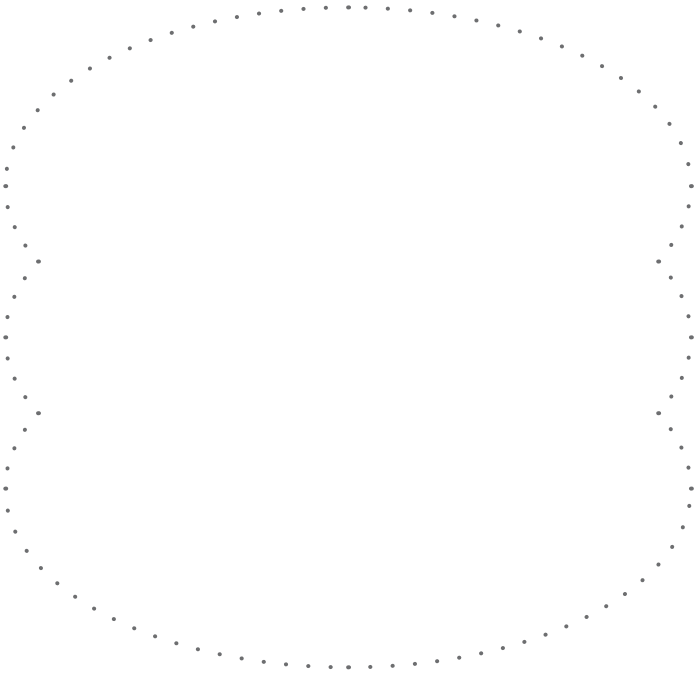

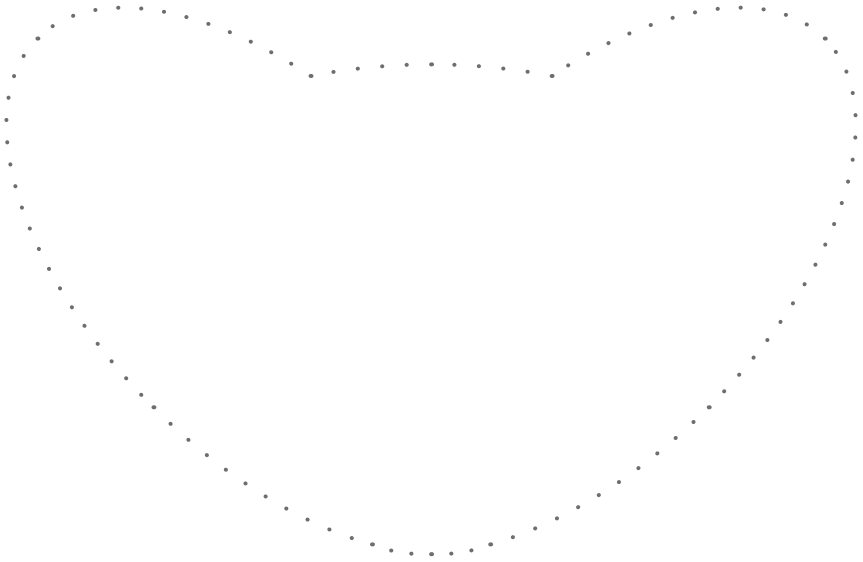

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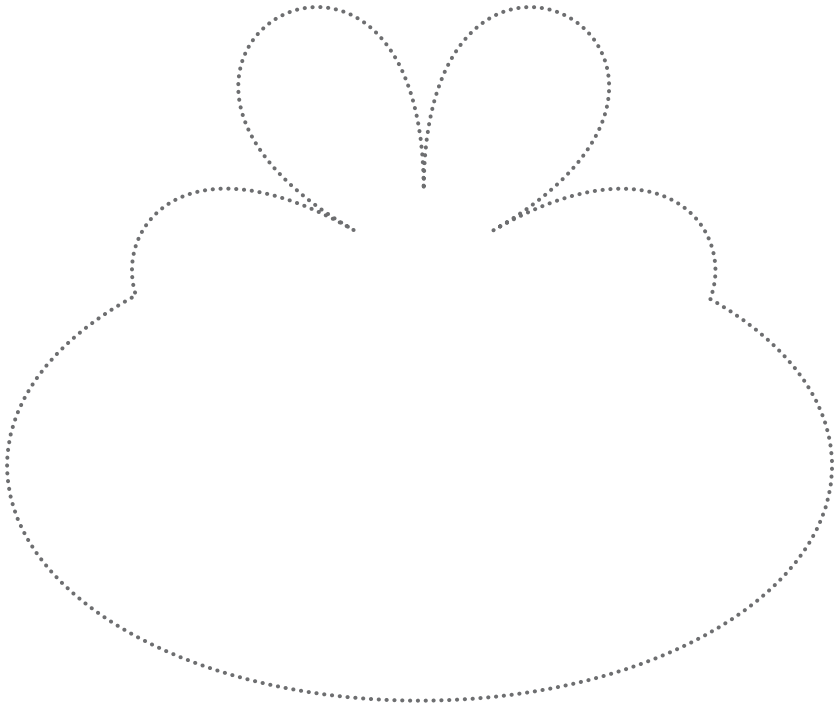

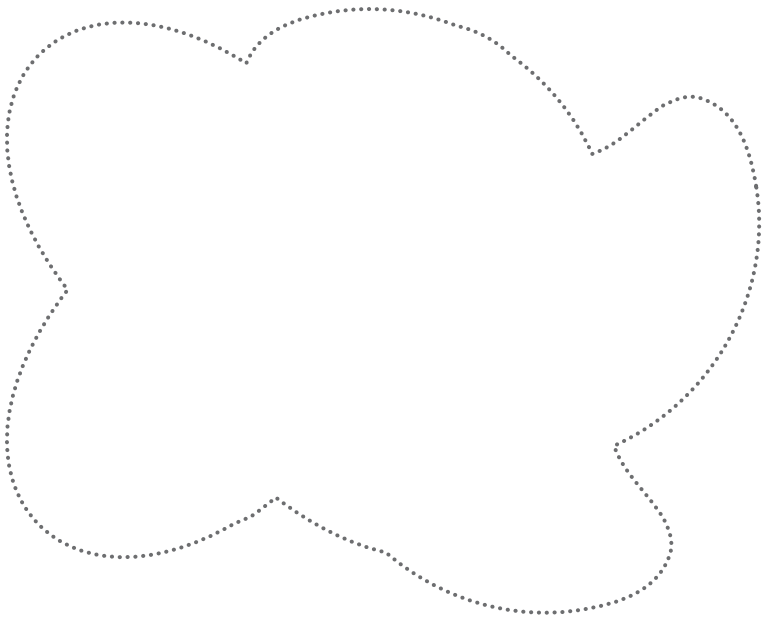

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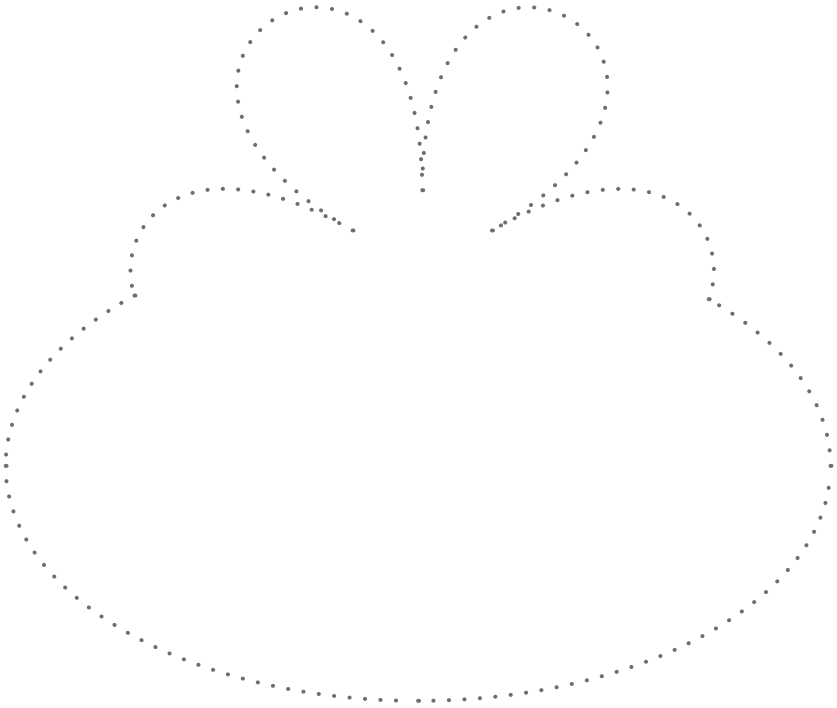

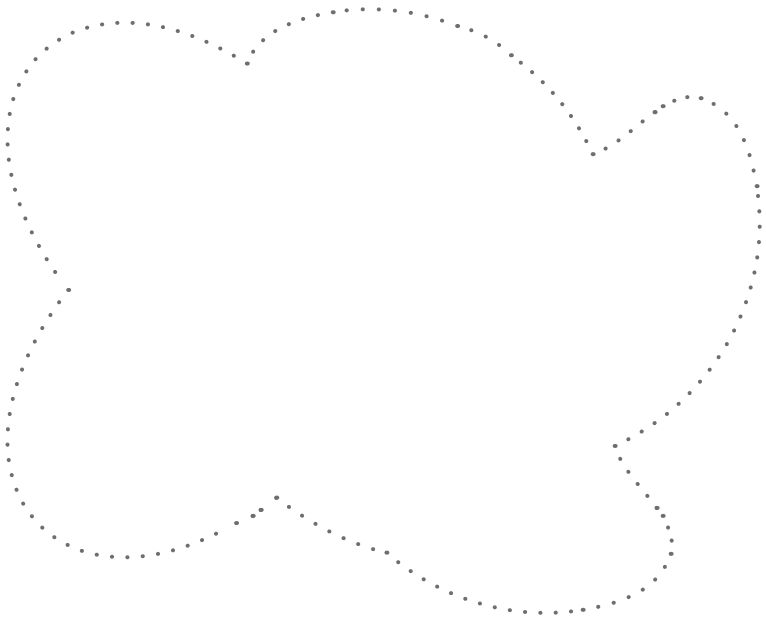

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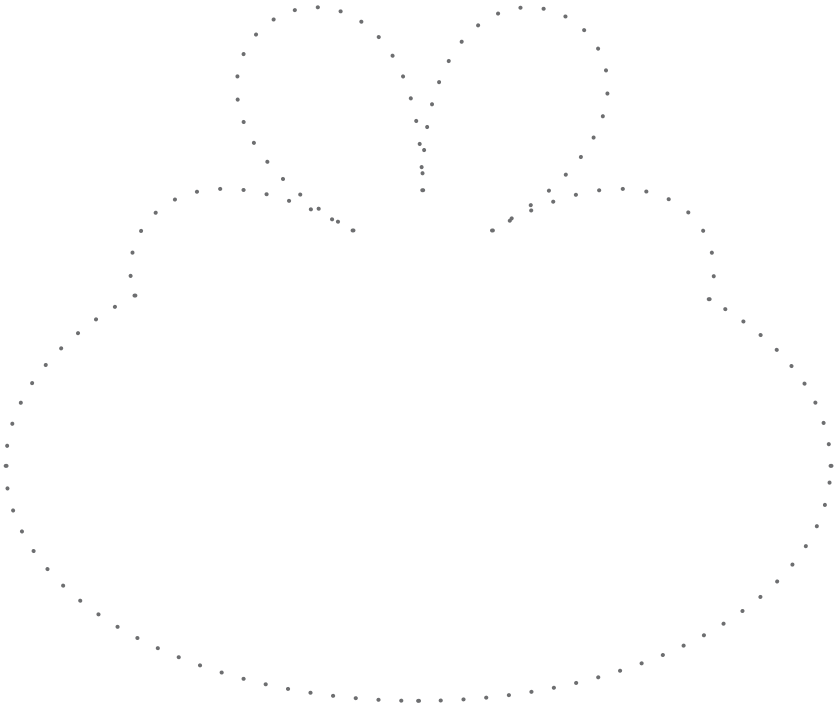

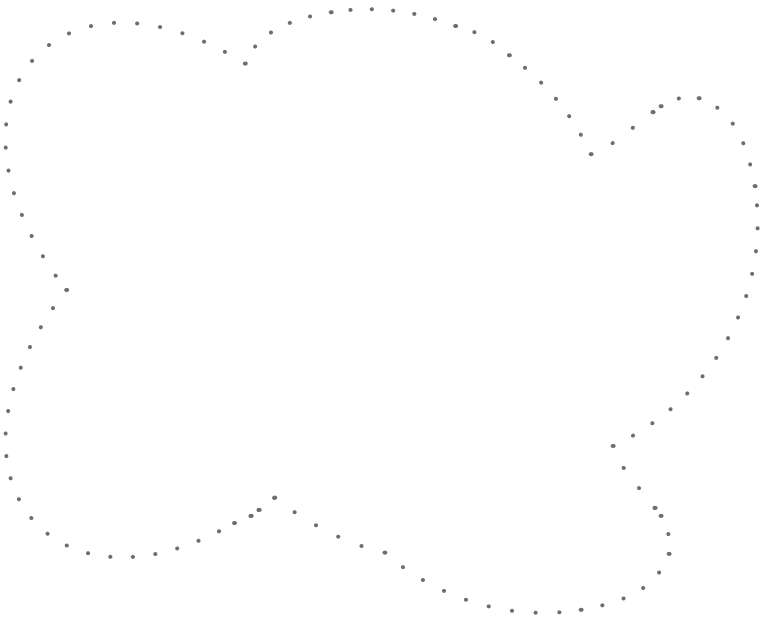

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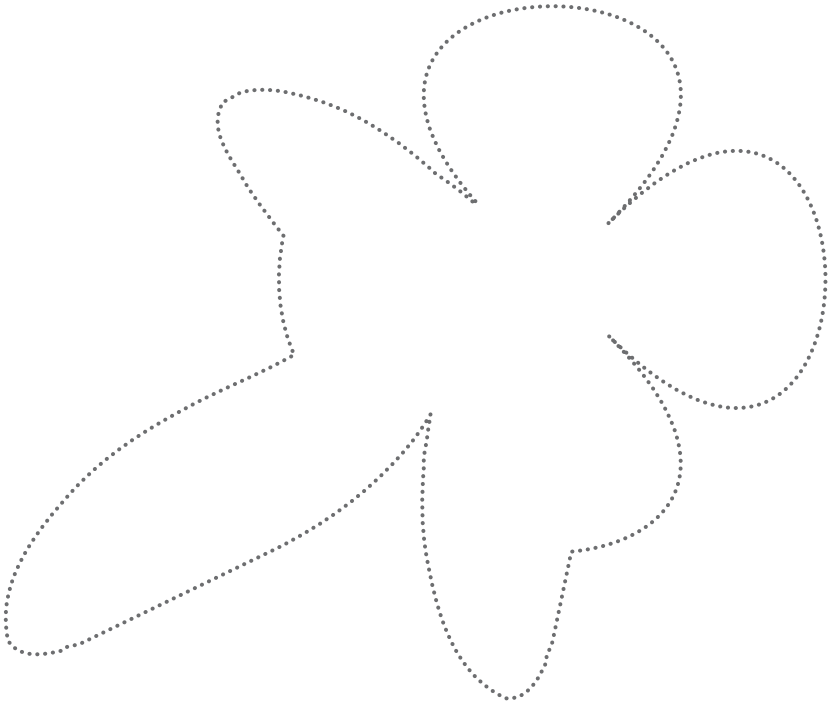

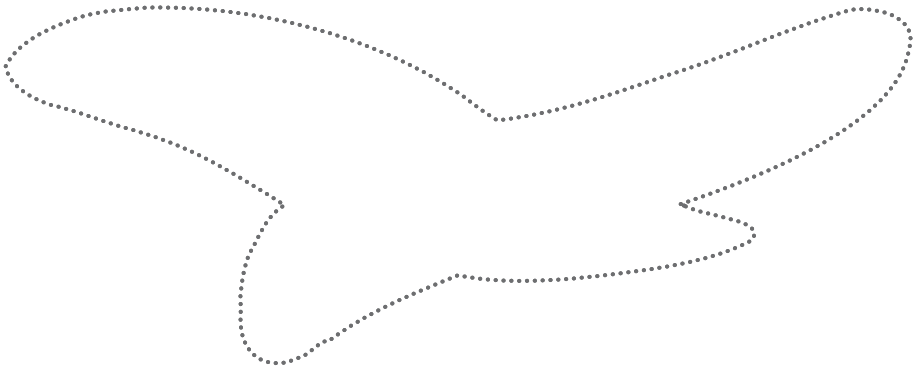

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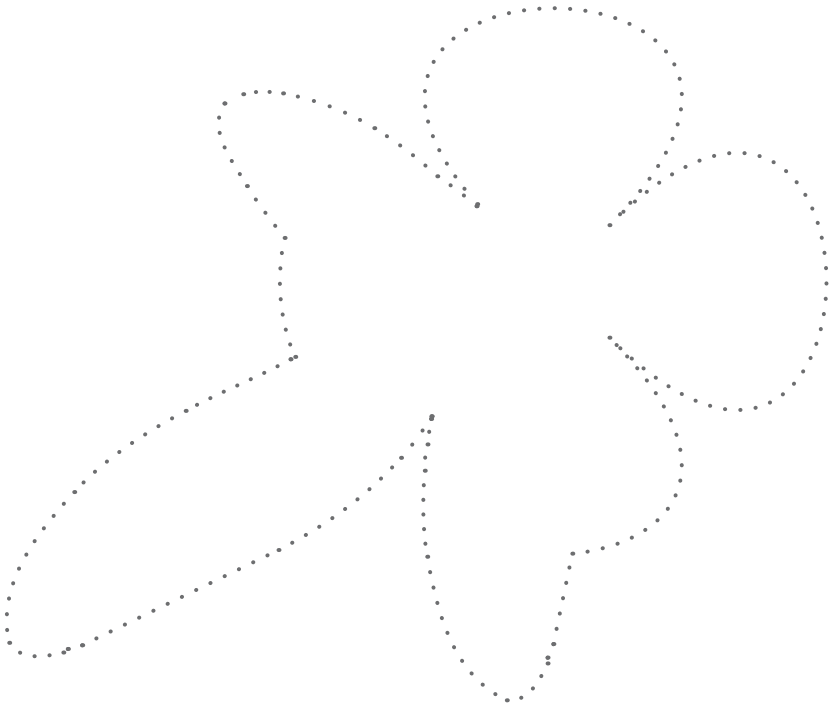

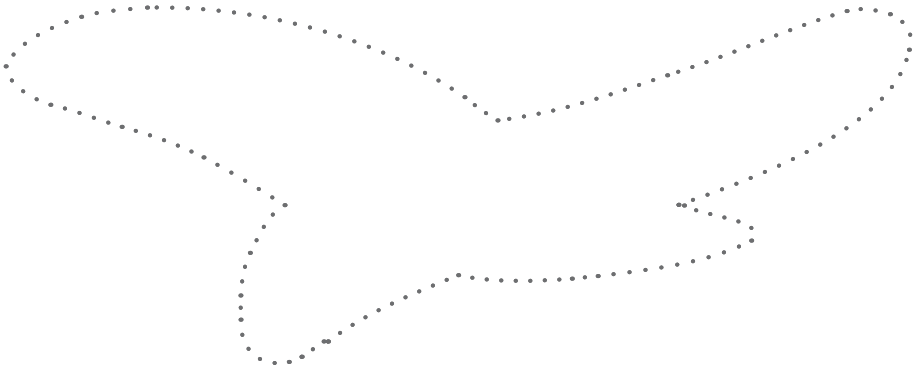

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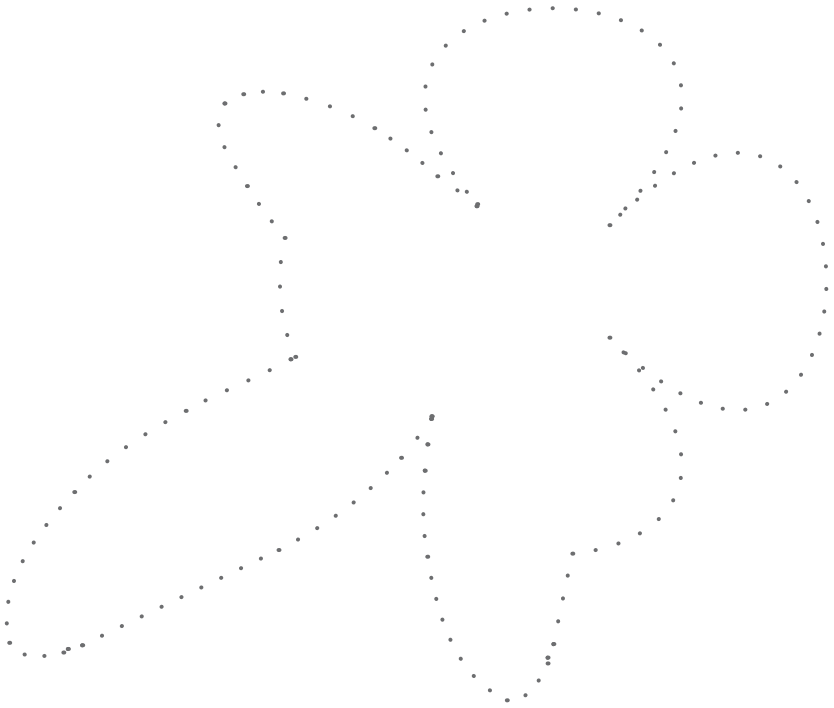

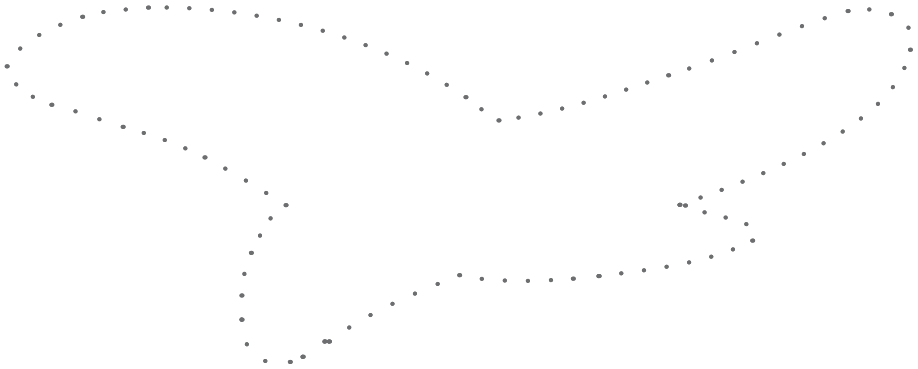

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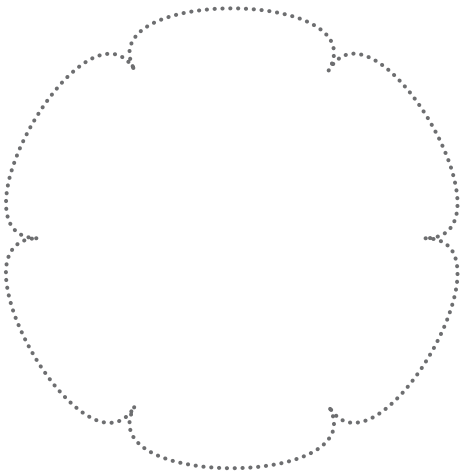

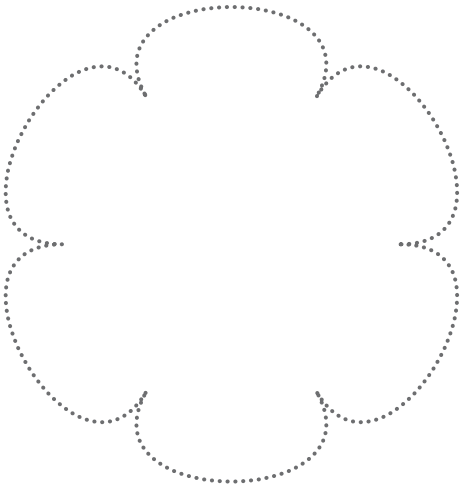

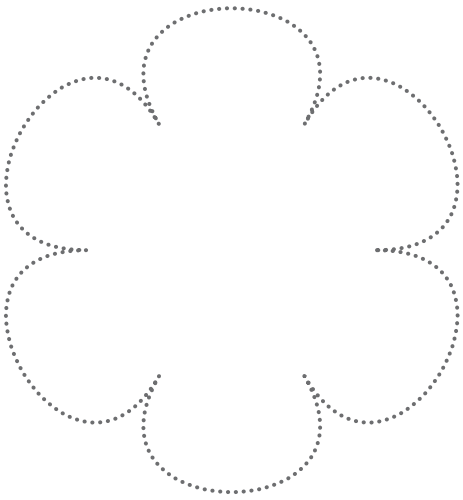

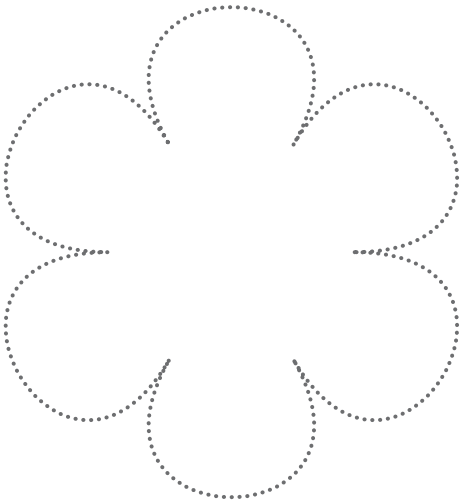

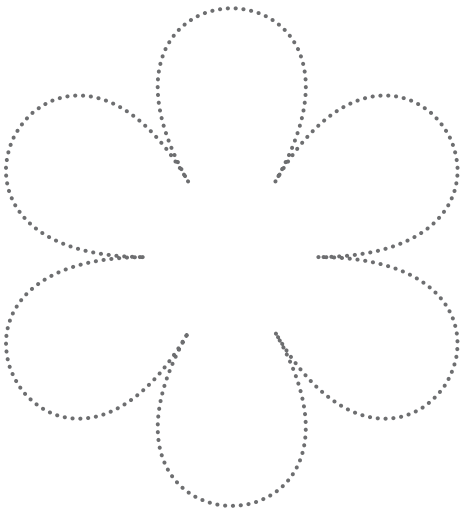

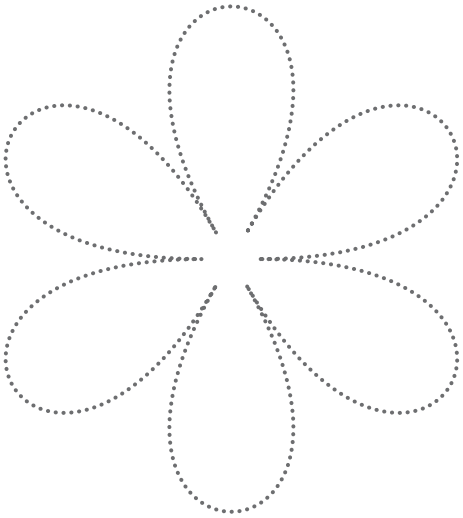

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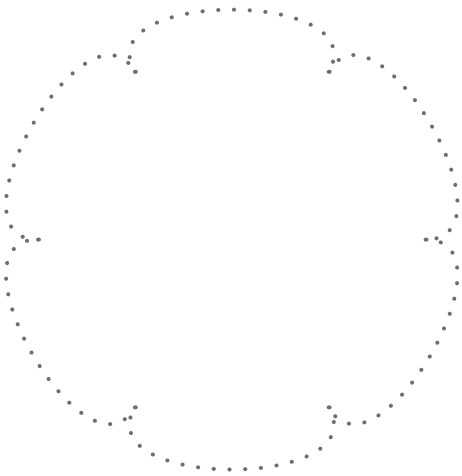

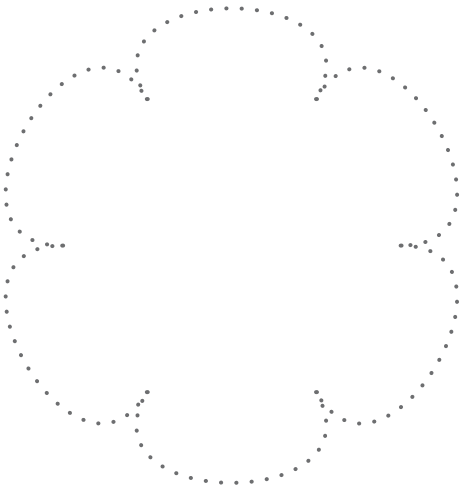

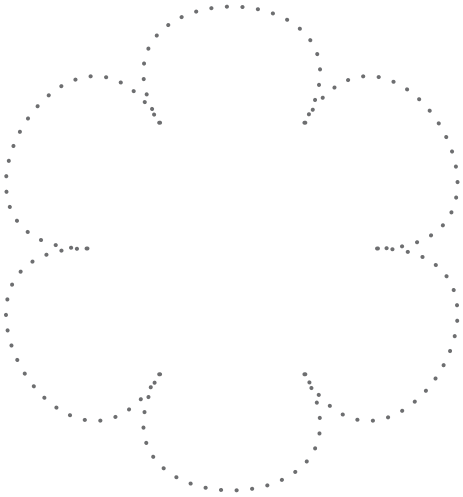

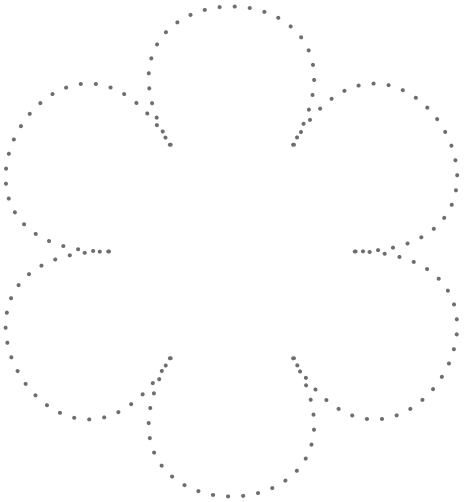

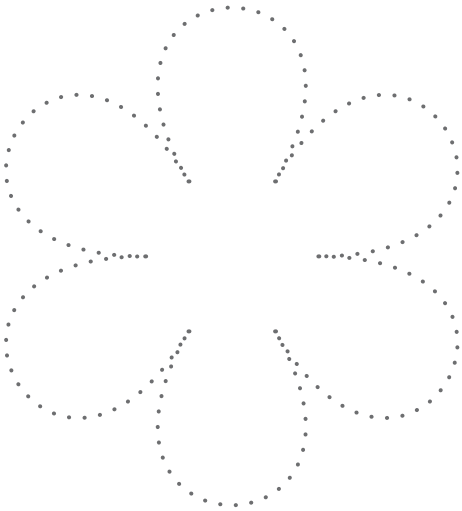

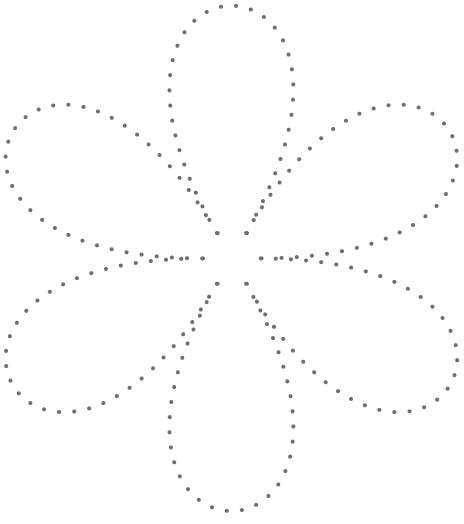

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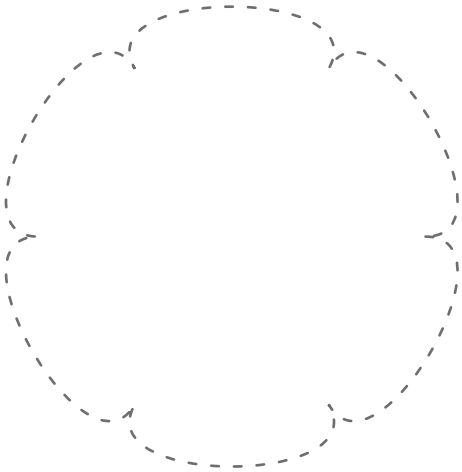

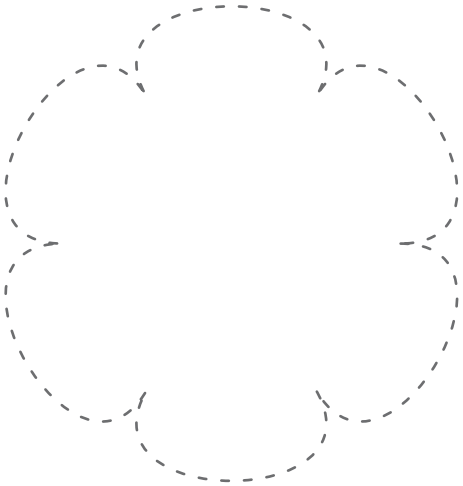

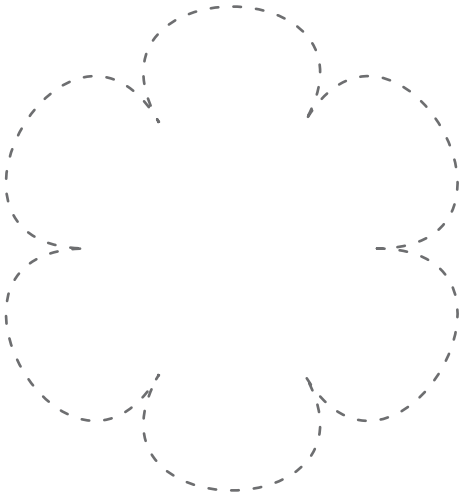

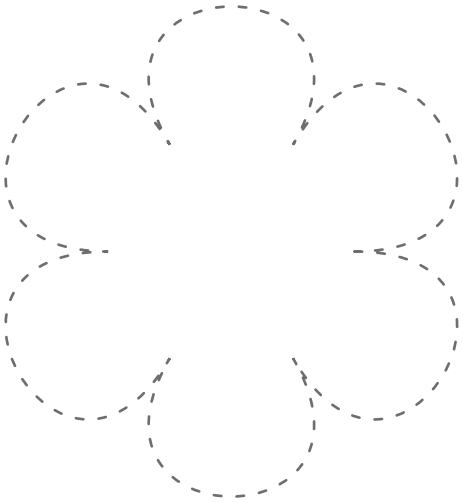

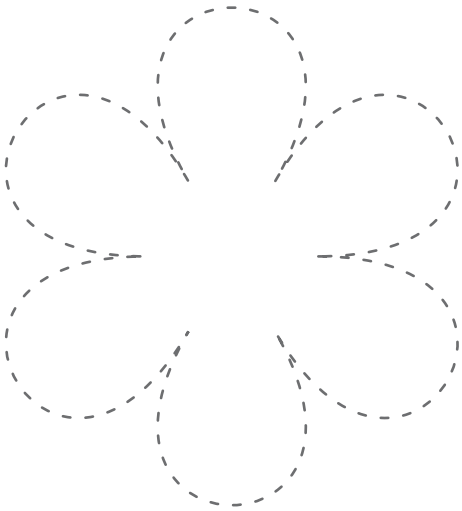

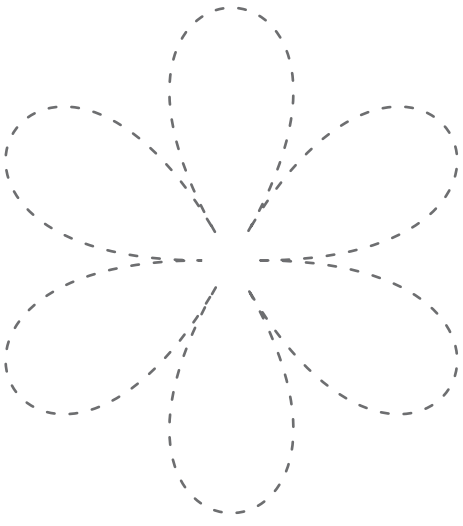

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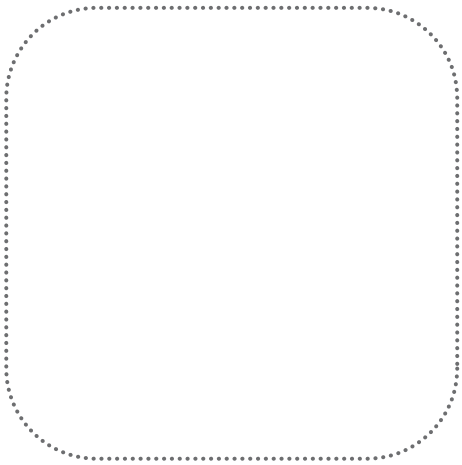

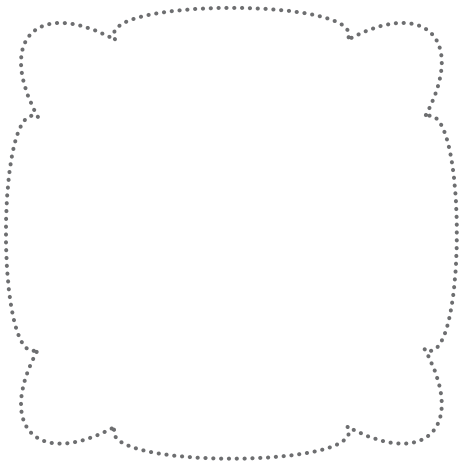

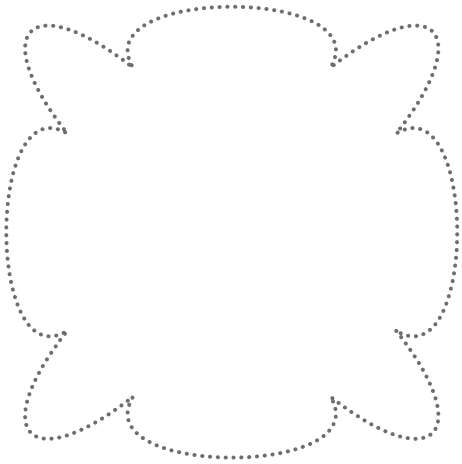

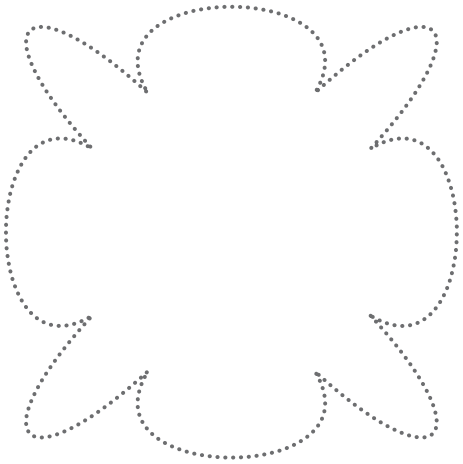

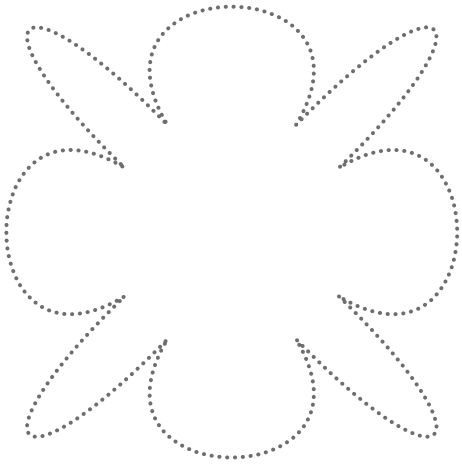

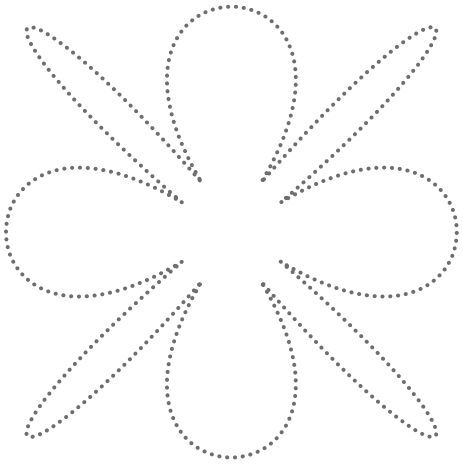

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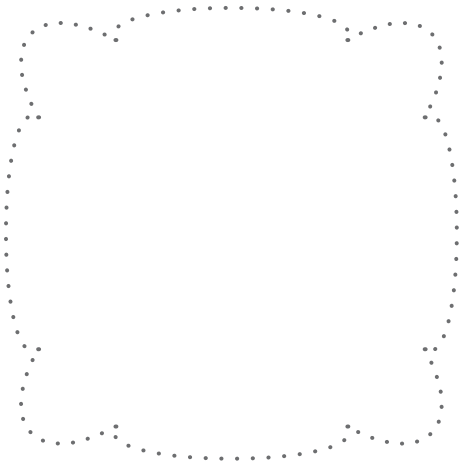

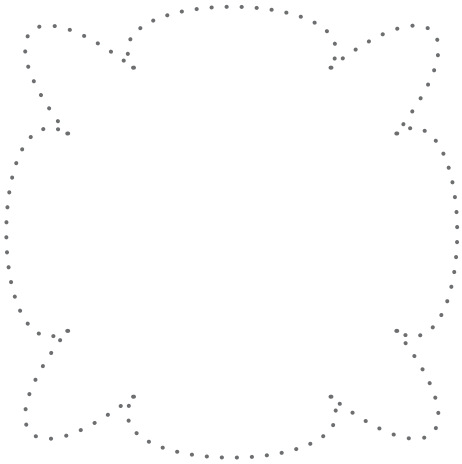

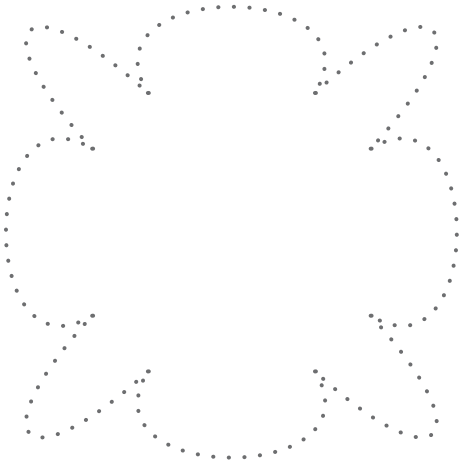

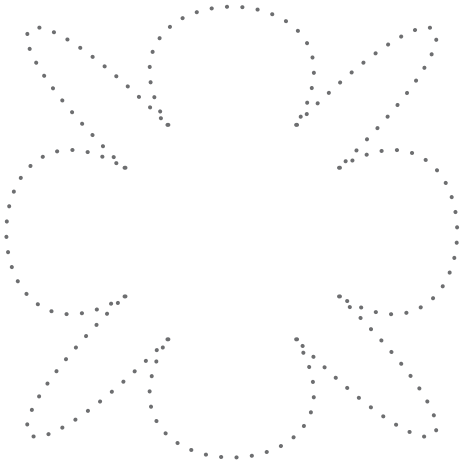

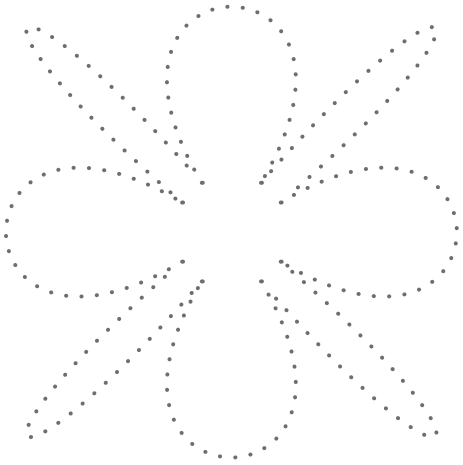

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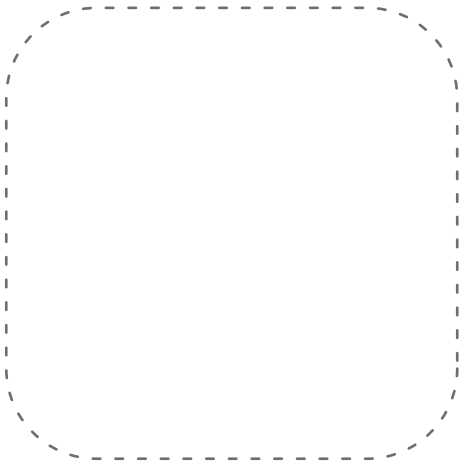

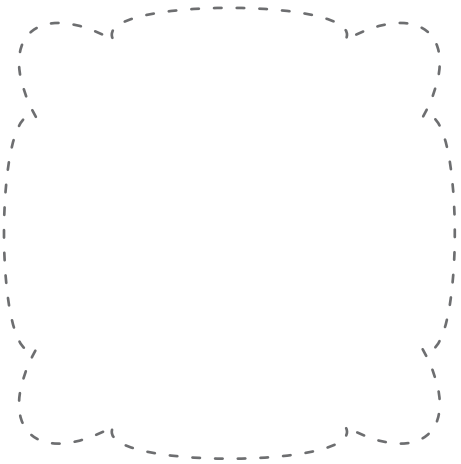

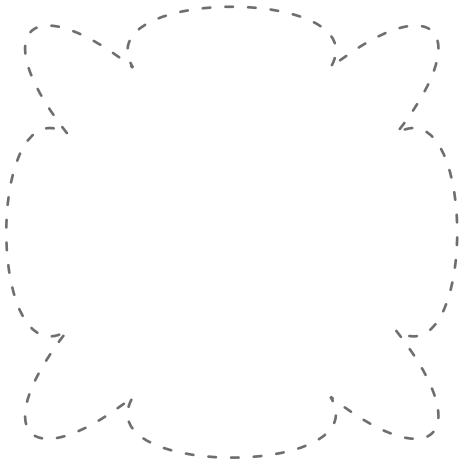

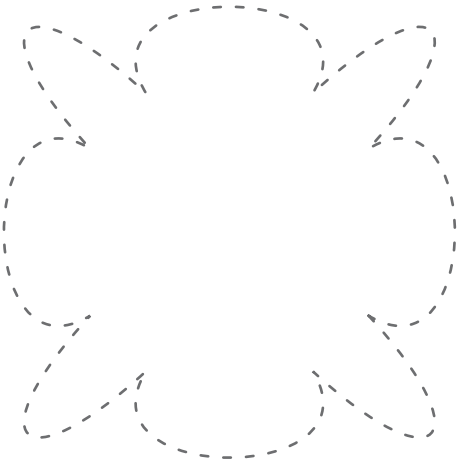

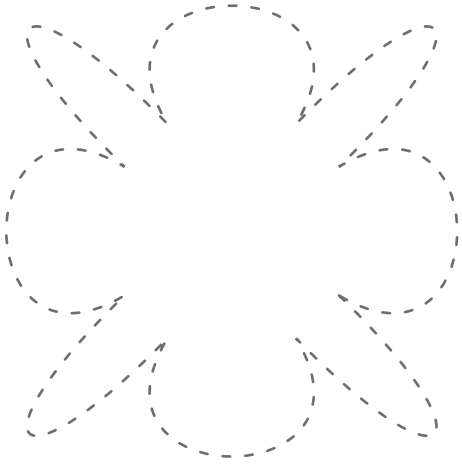

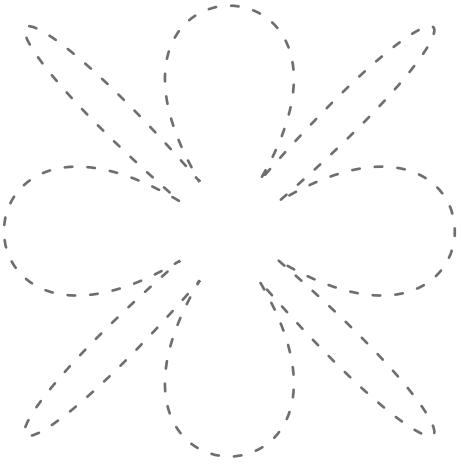

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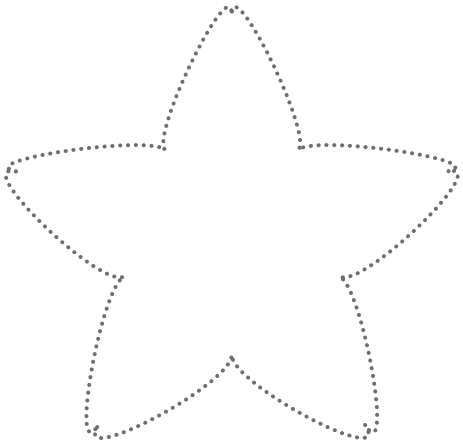

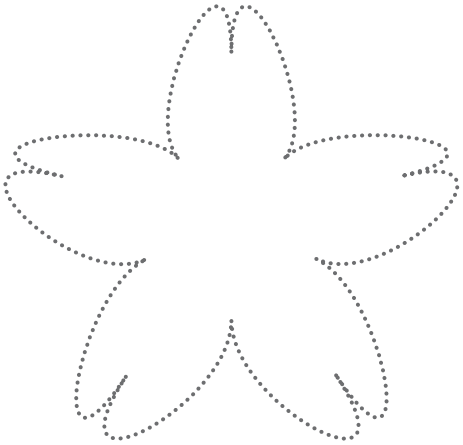

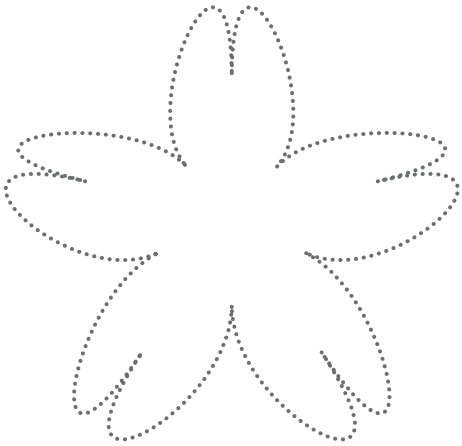

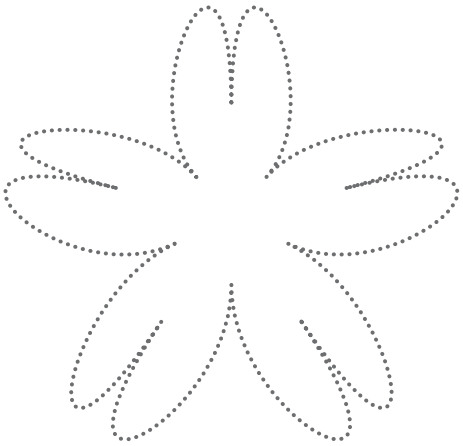

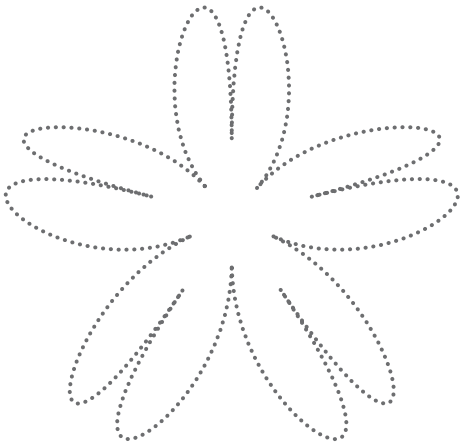

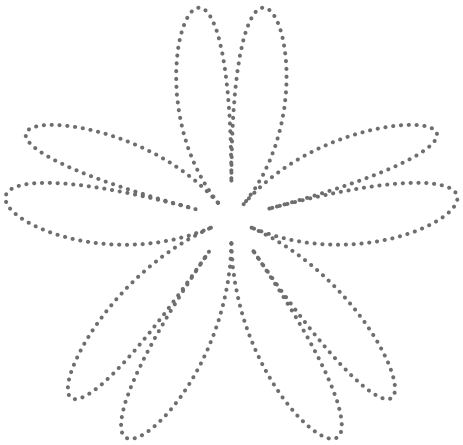

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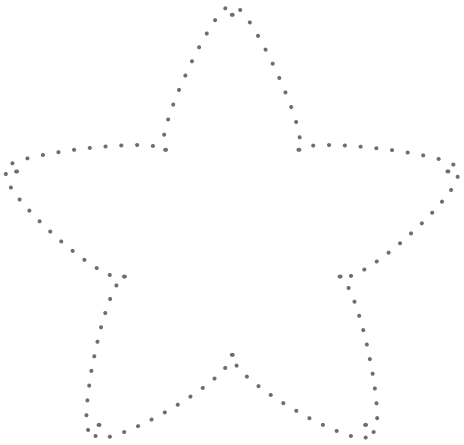

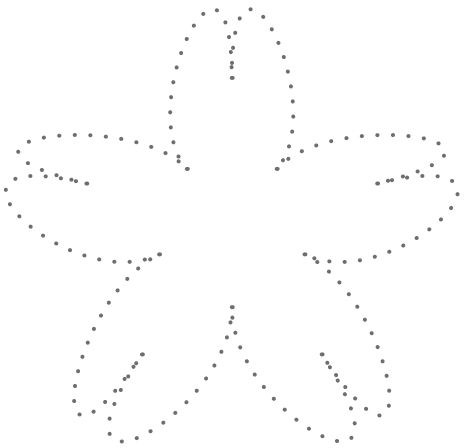

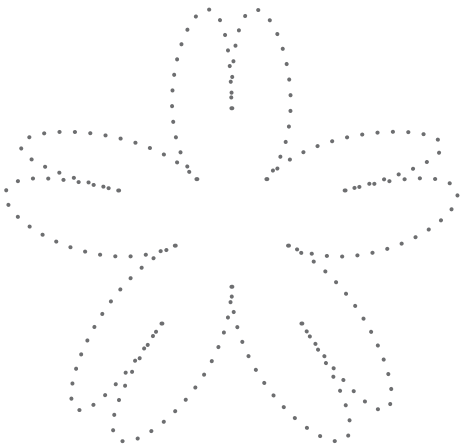

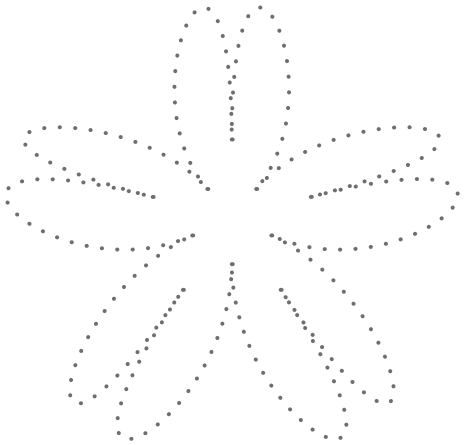

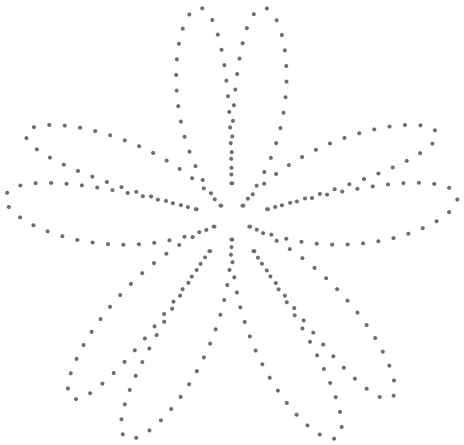

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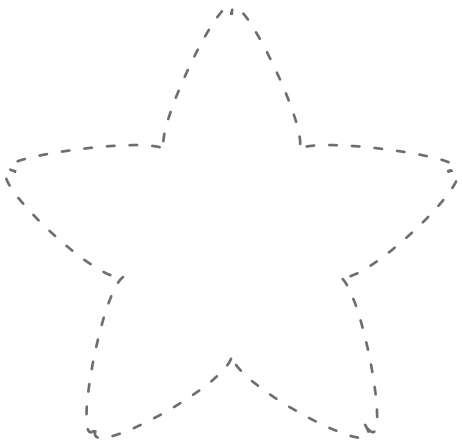

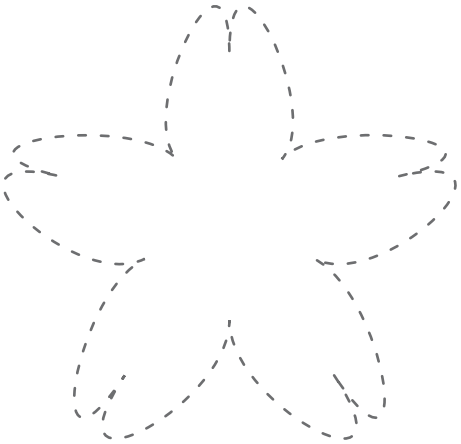

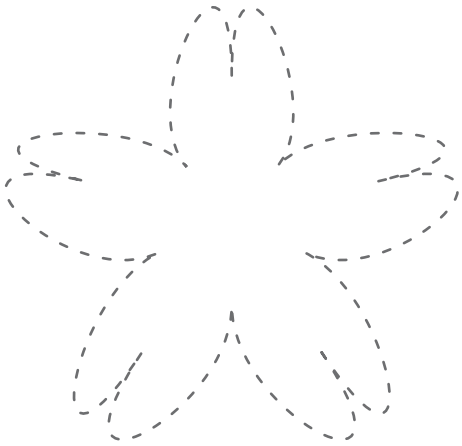

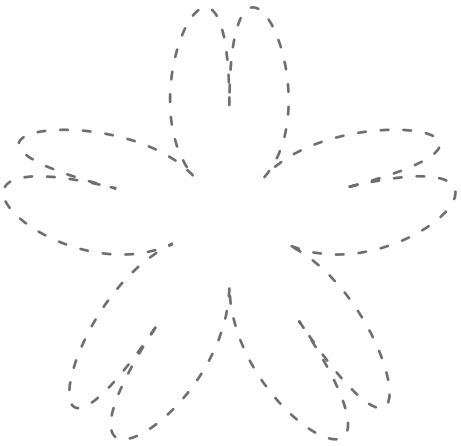

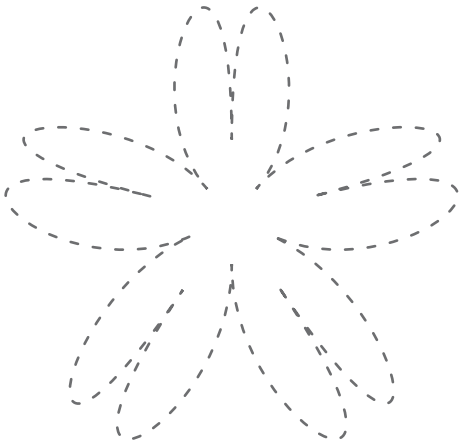

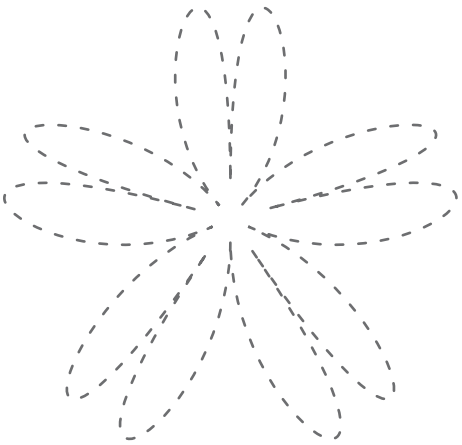

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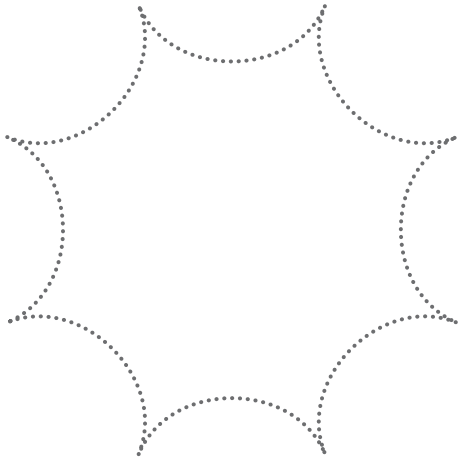

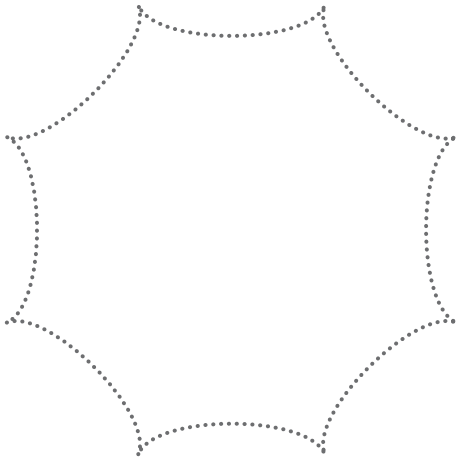

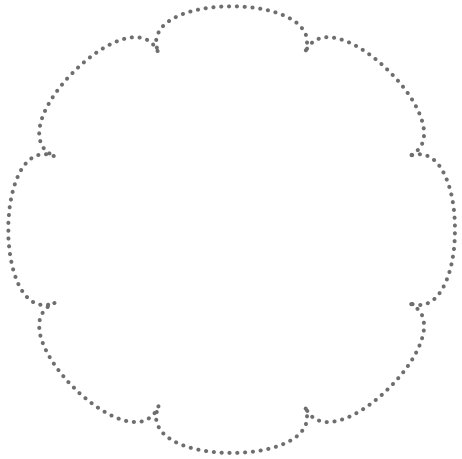

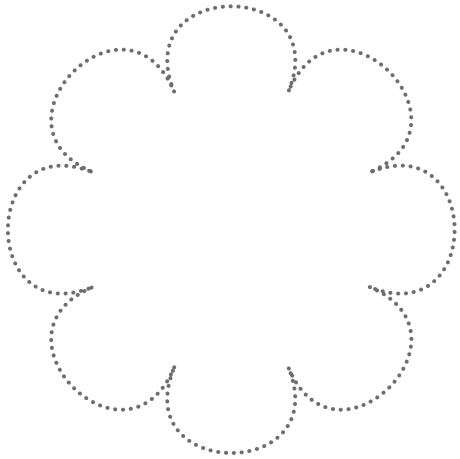

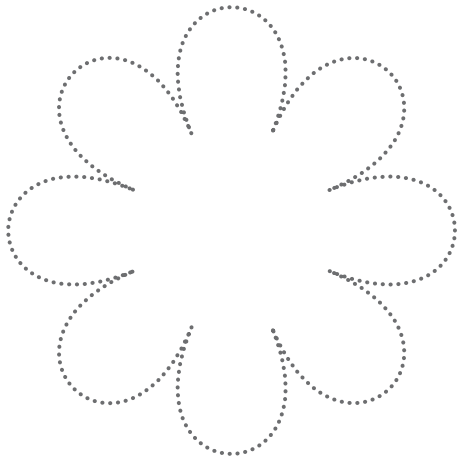

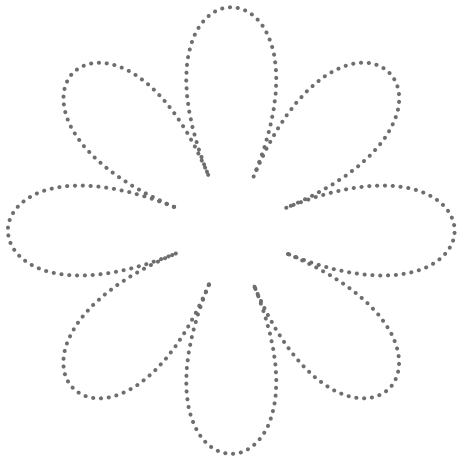

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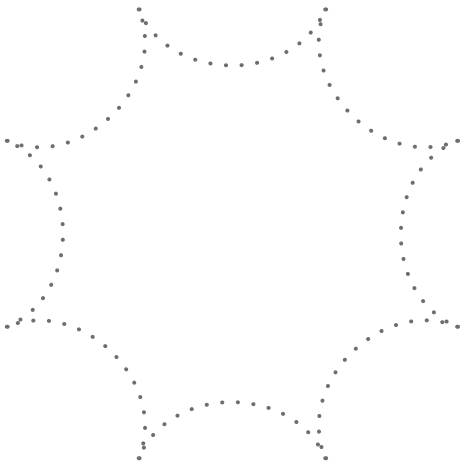

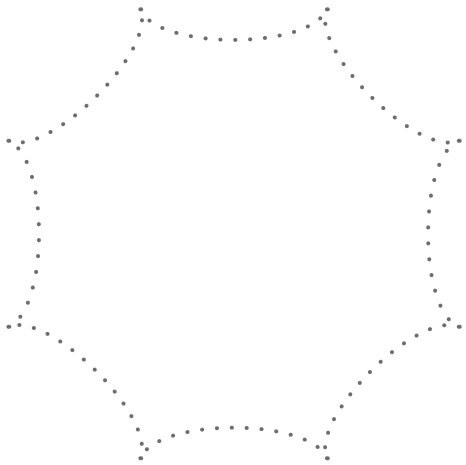

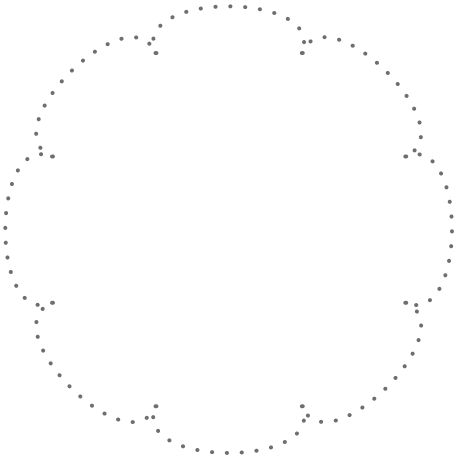

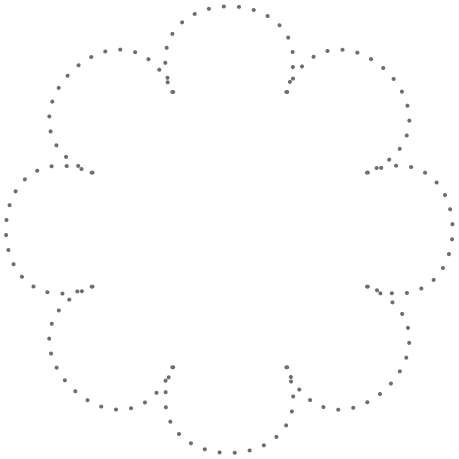

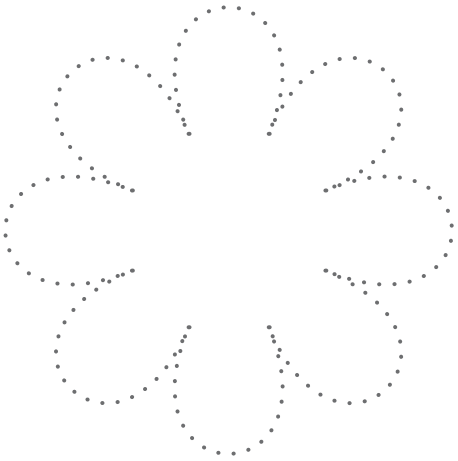

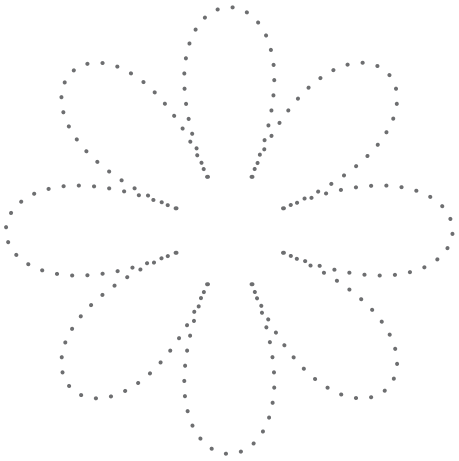

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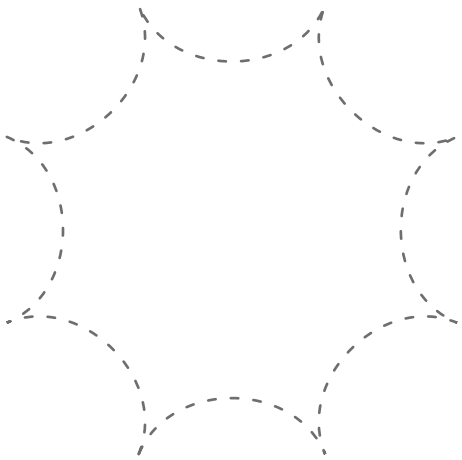

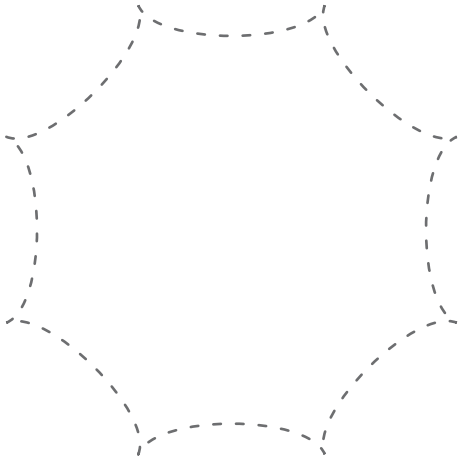

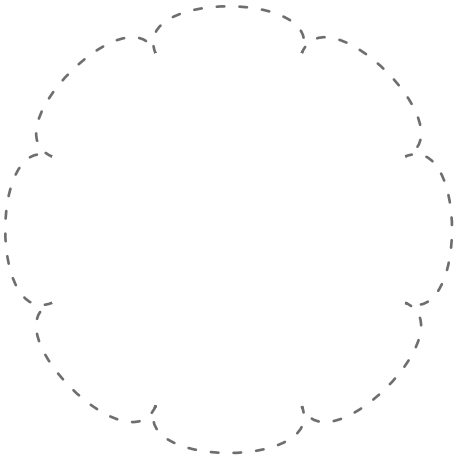

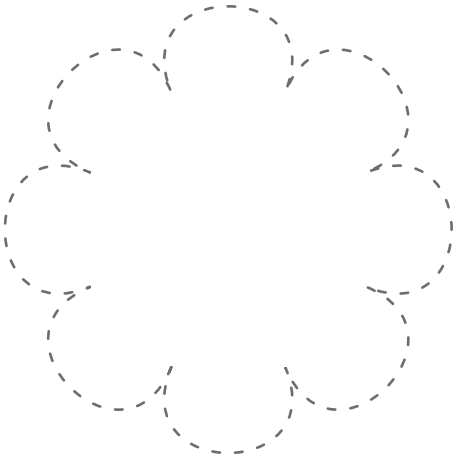

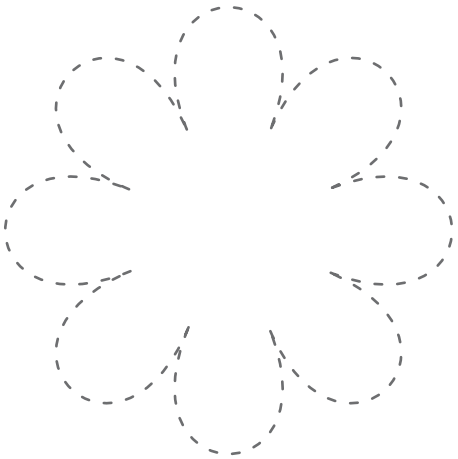

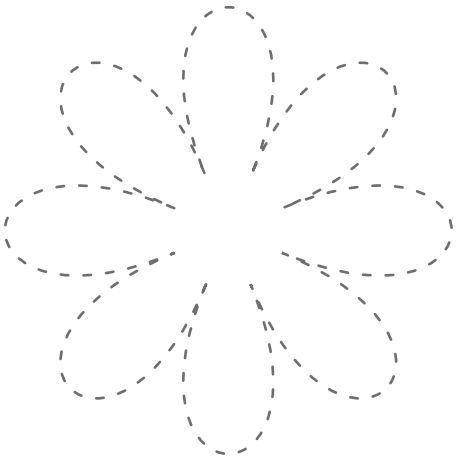

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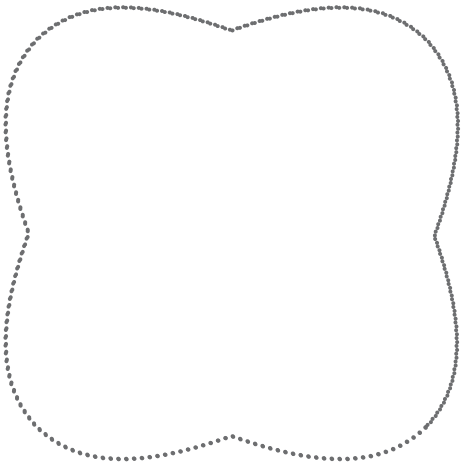

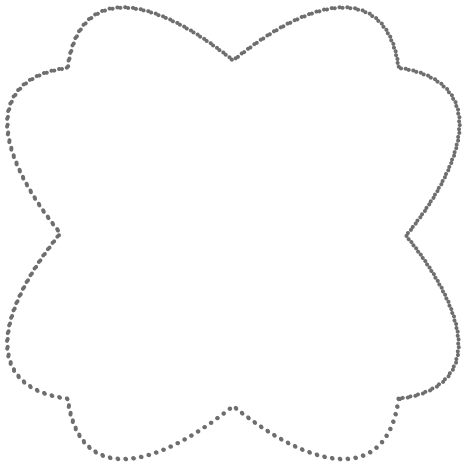

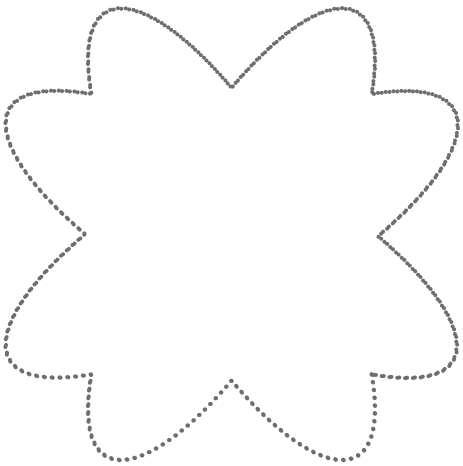

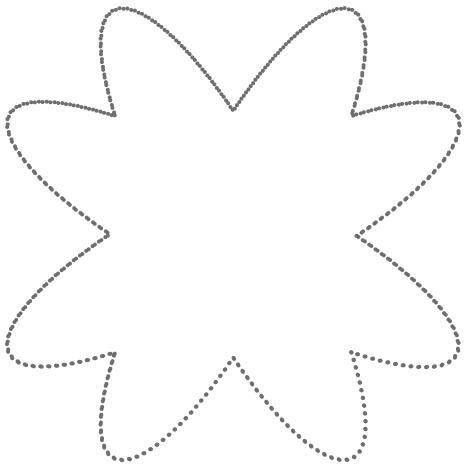

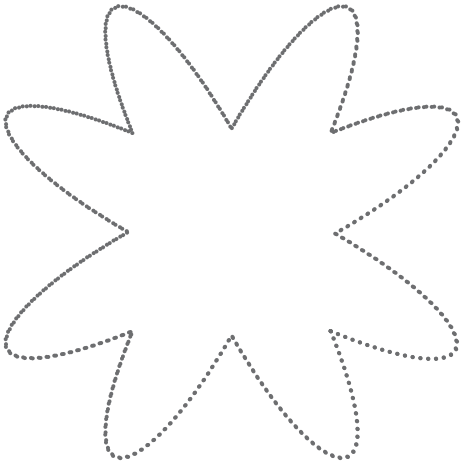

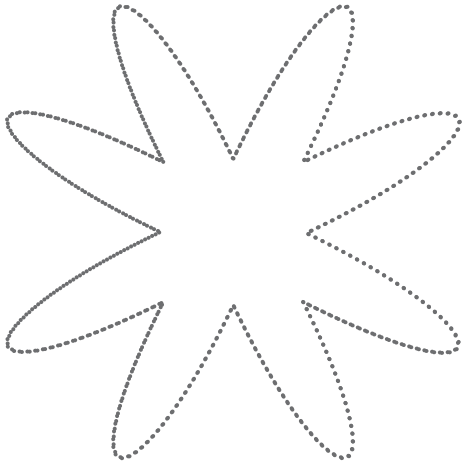

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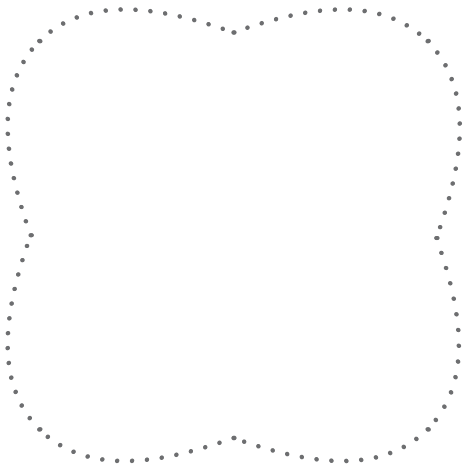

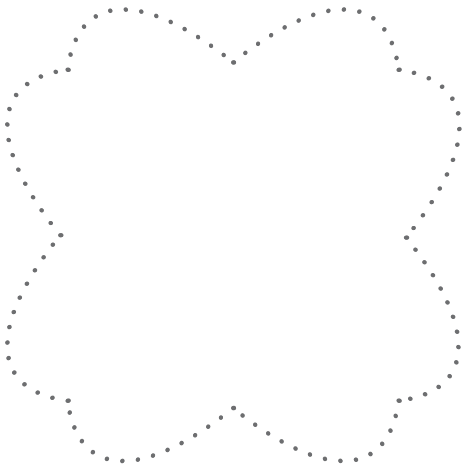

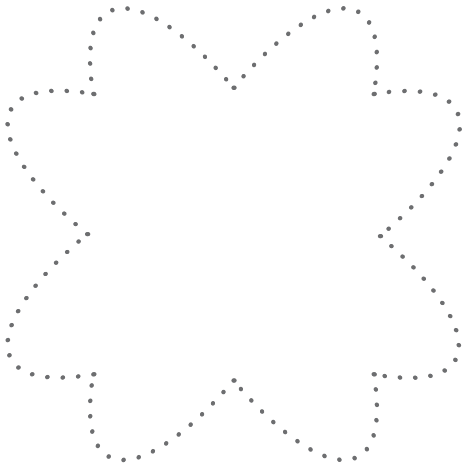

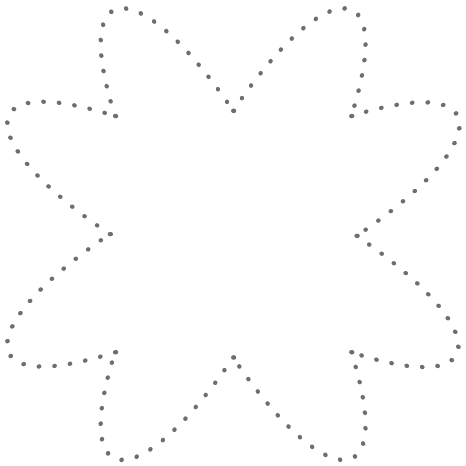

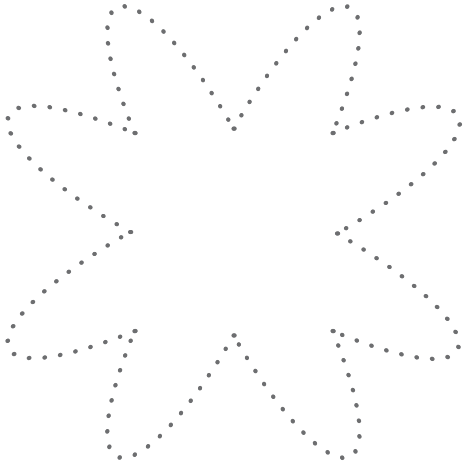

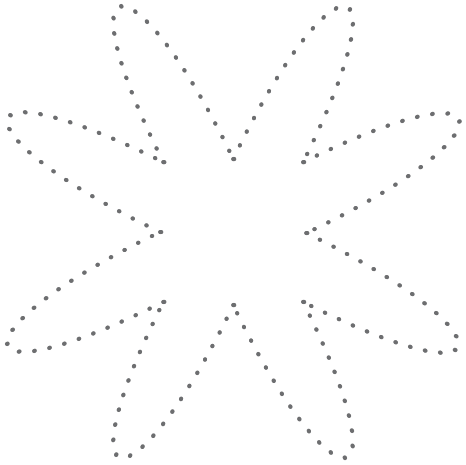

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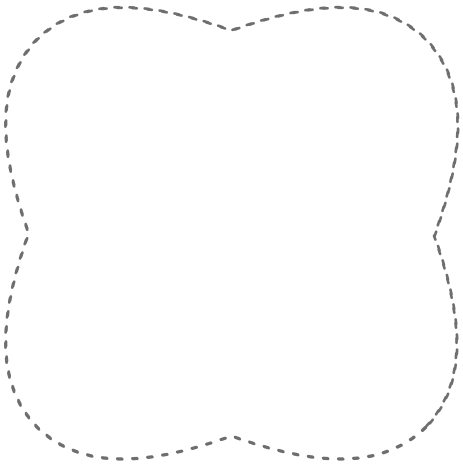

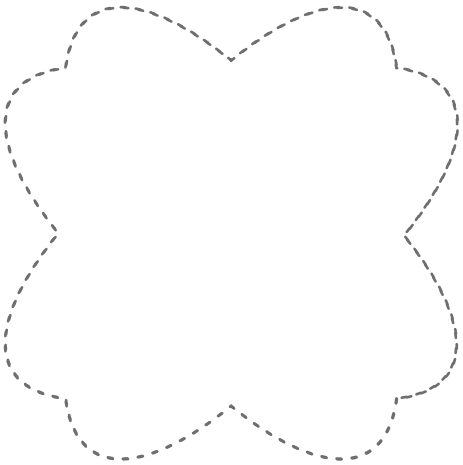

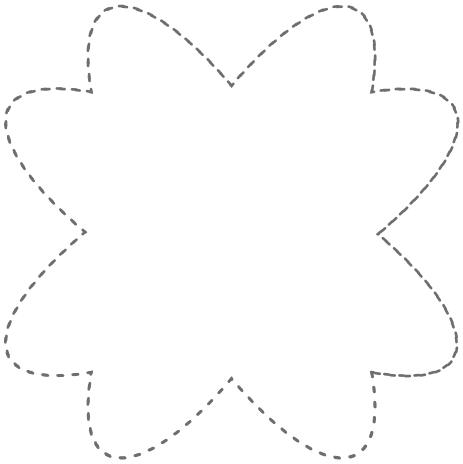

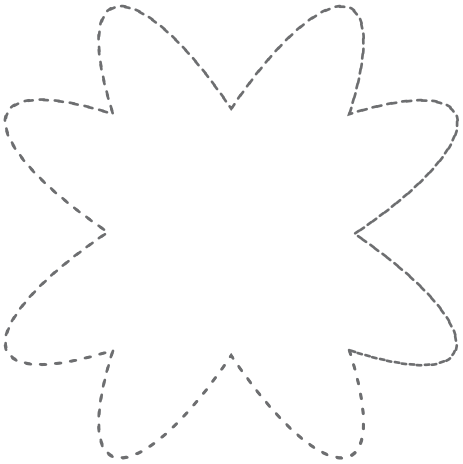

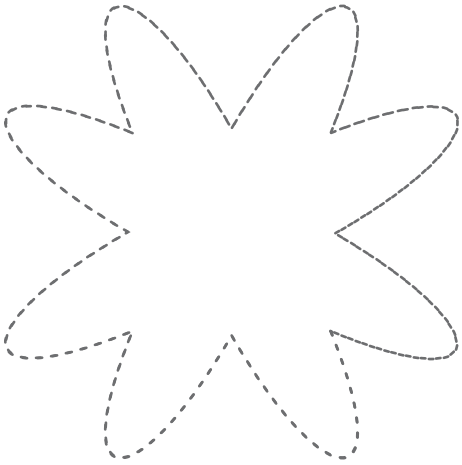

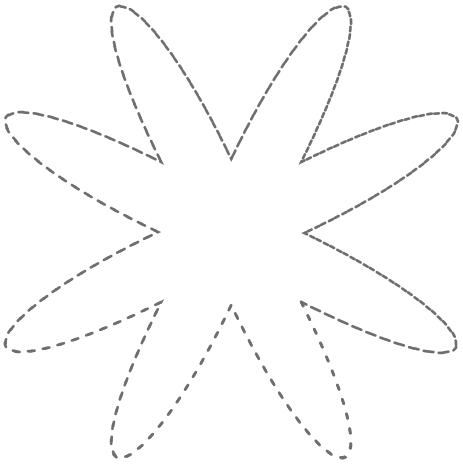

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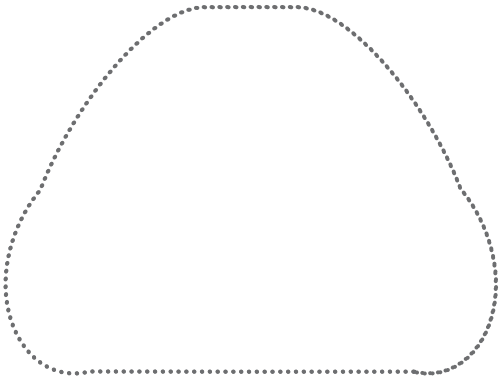

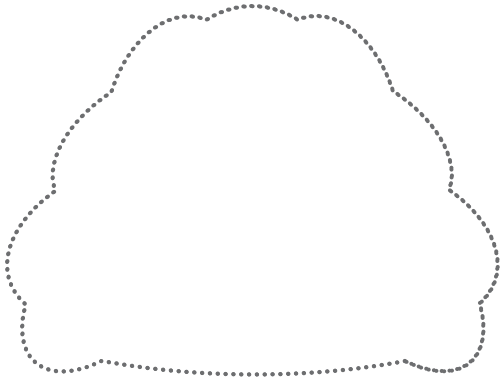

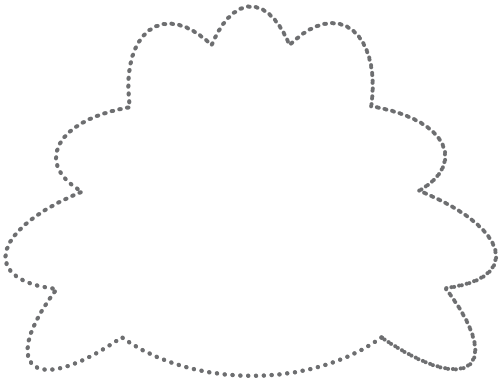

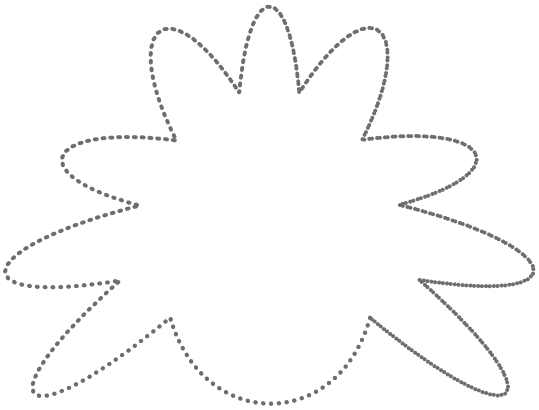

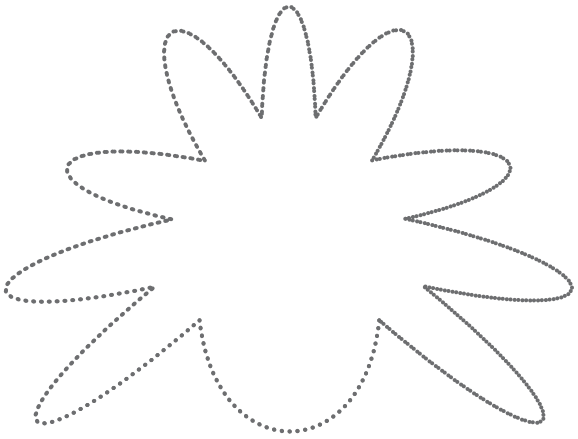

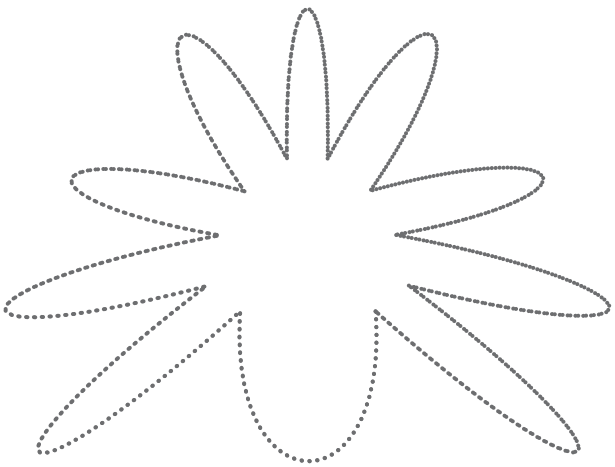

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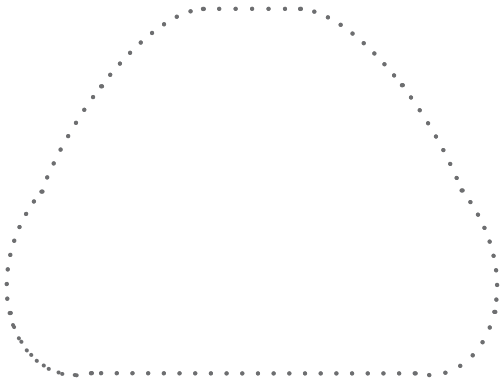

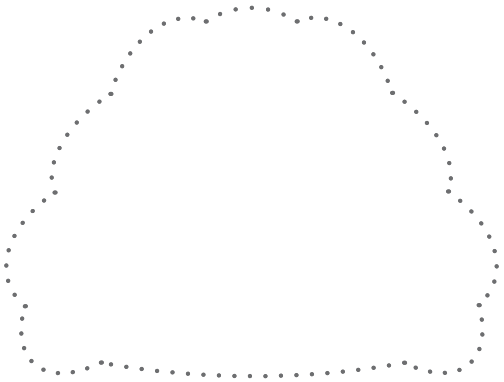

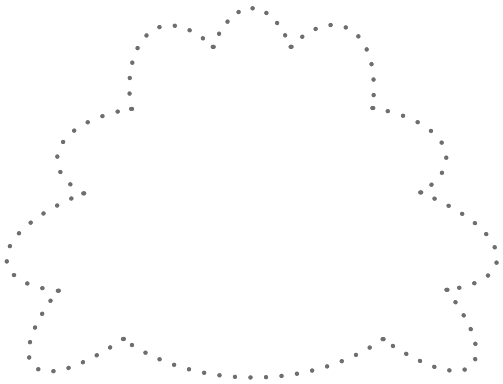

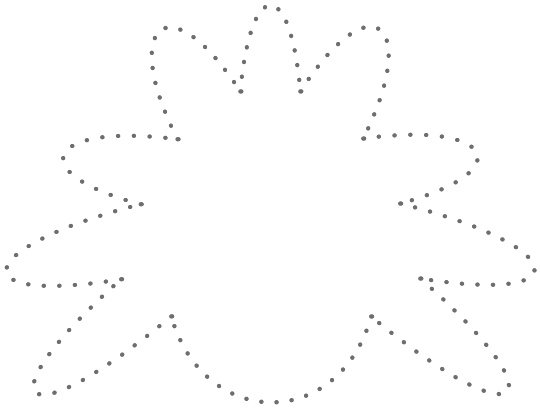

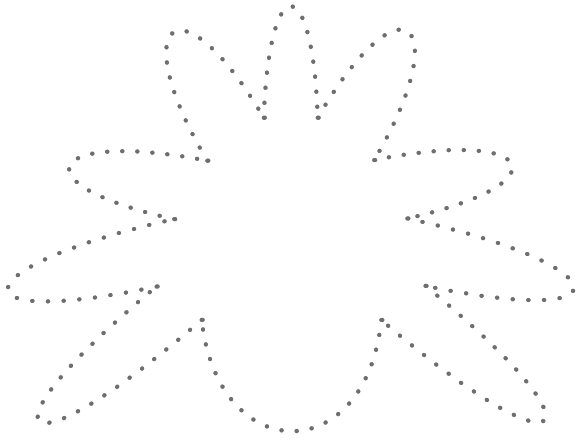

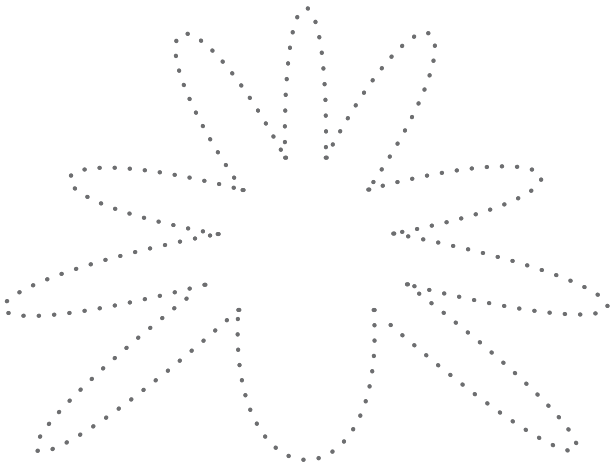

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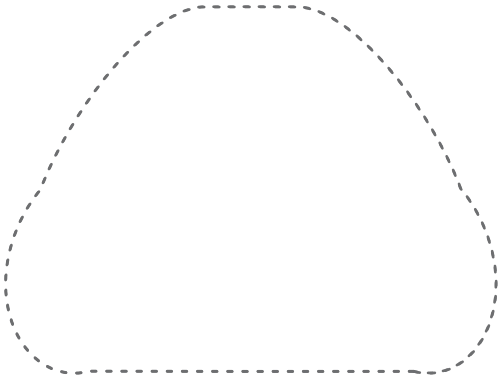

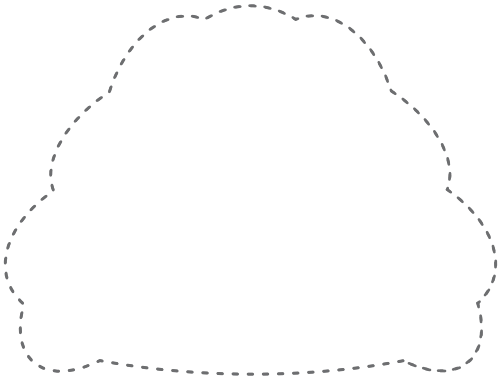

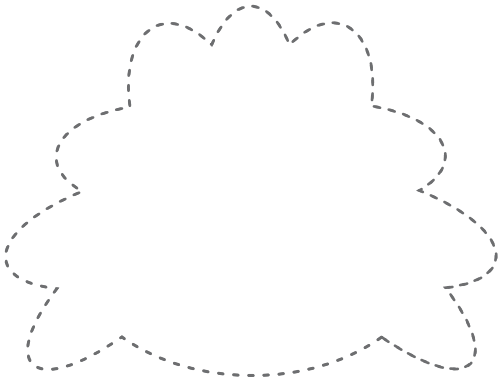

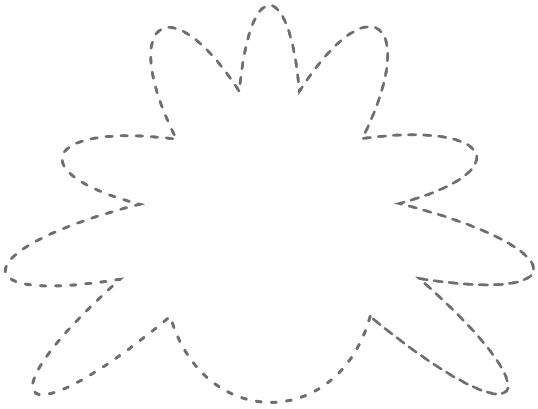

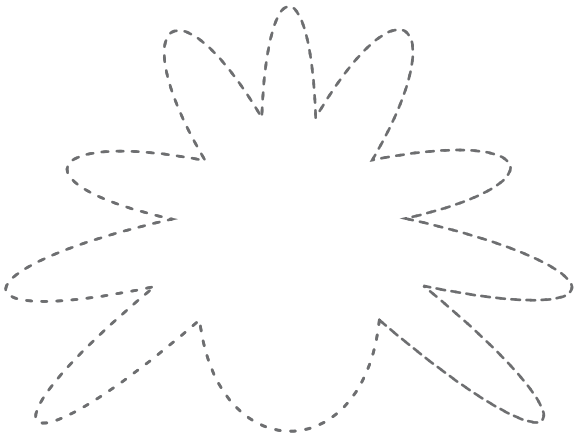

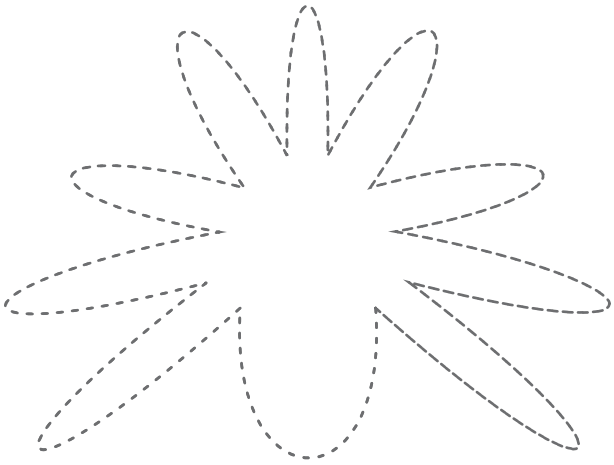

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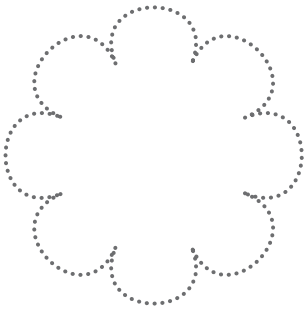
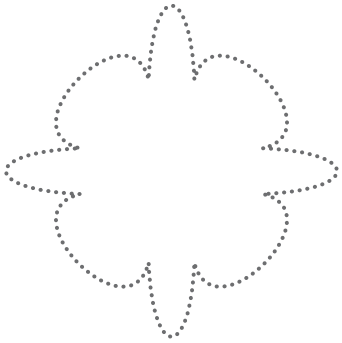
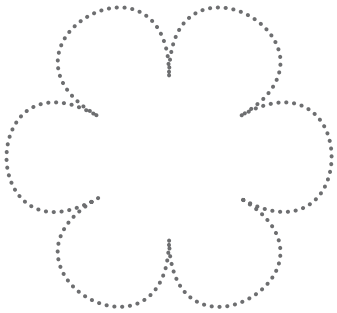
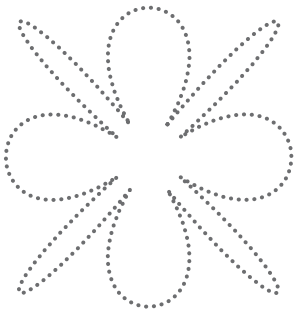
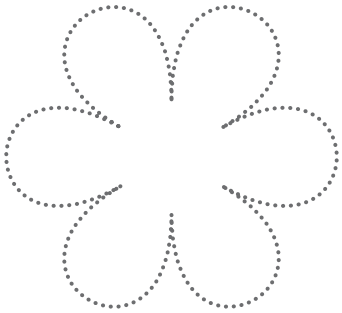

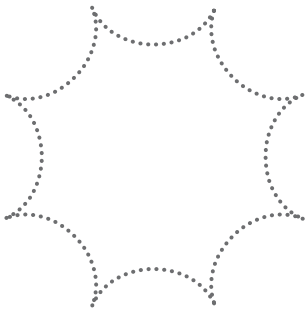
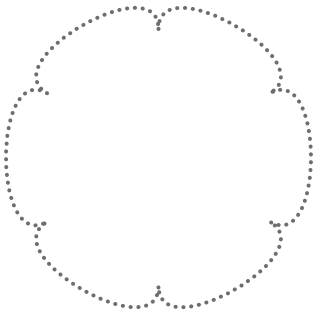
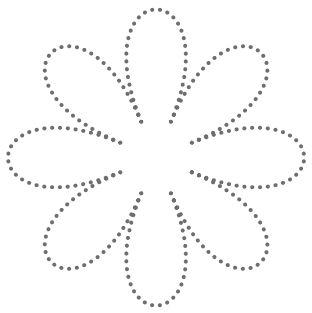


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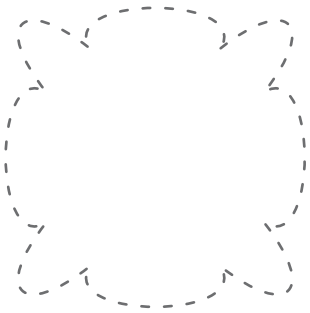
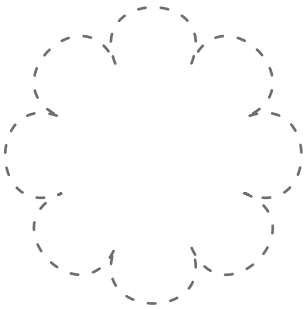
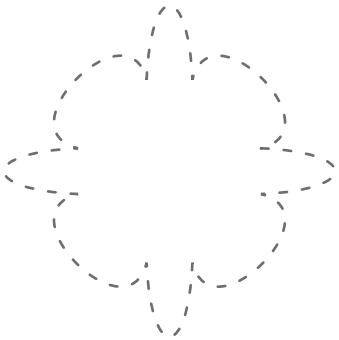
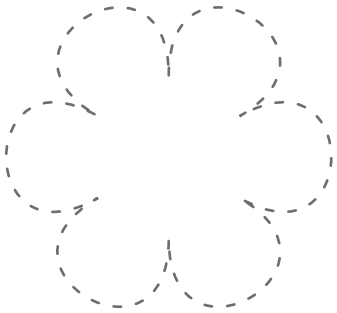
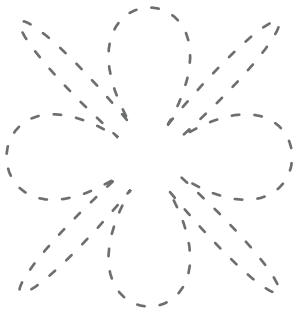
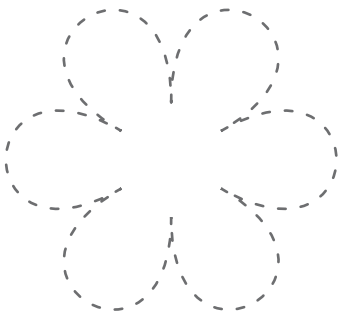
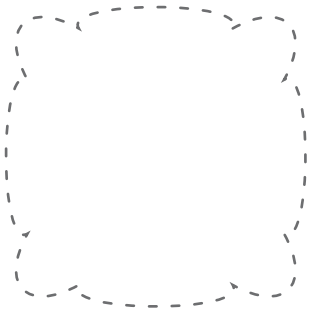
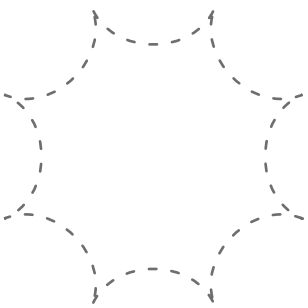
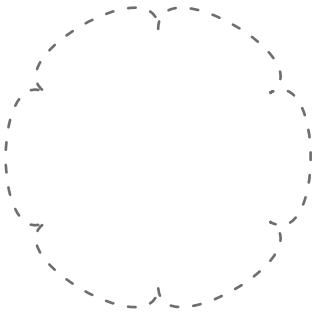
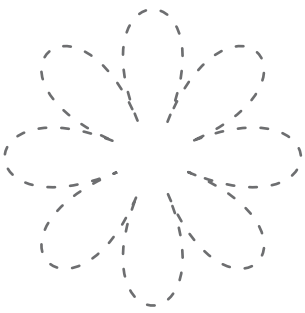
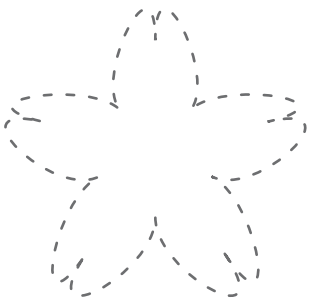
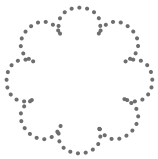


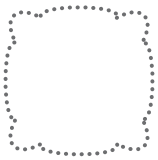
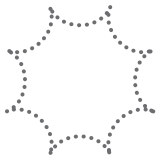
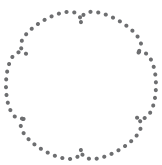
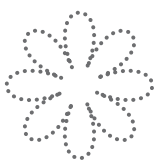











Sledi likom s svinčnikom ali barvico.





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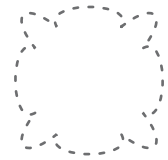







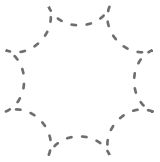


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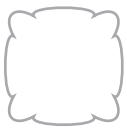
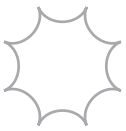
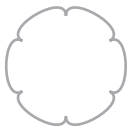




Sledi likom s svinčnikom ali barvico.





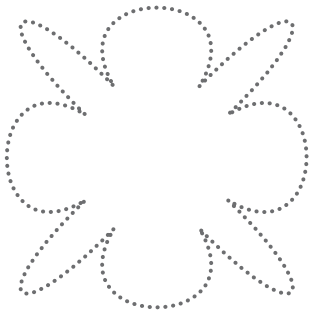
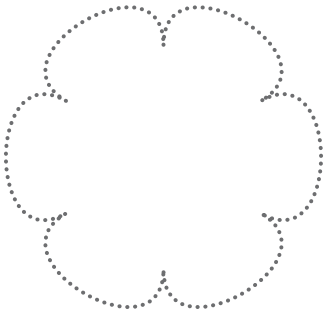
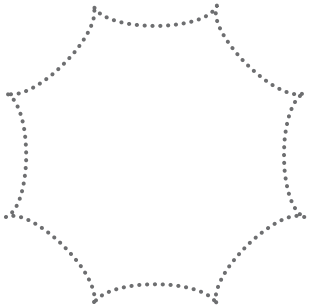
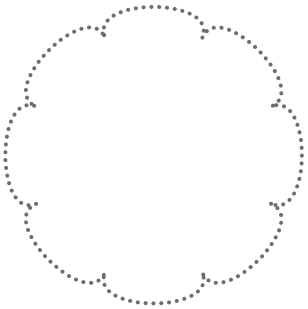
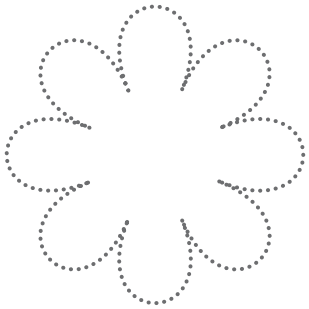


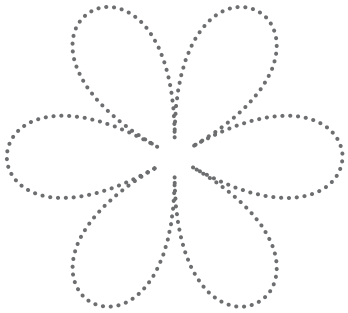
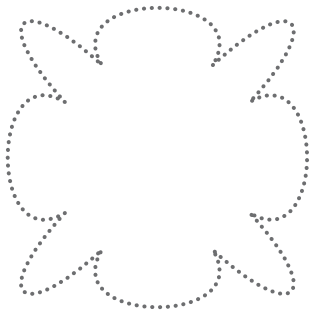
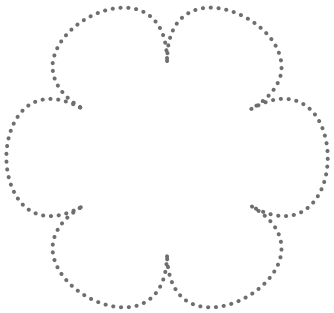
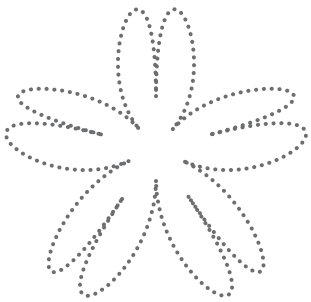




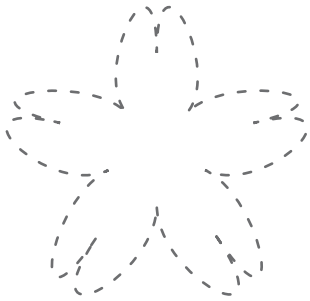
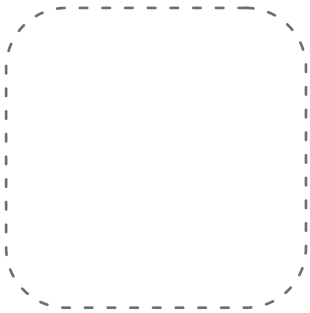
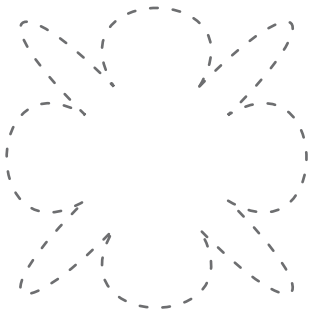
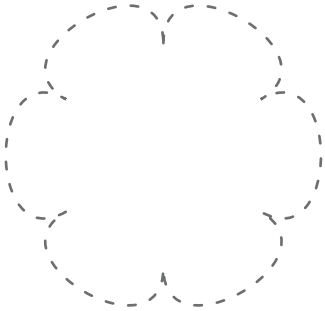
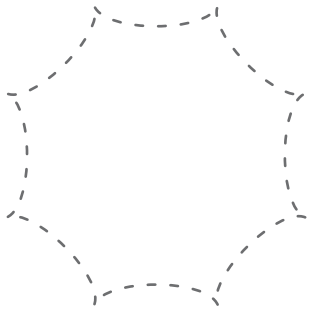
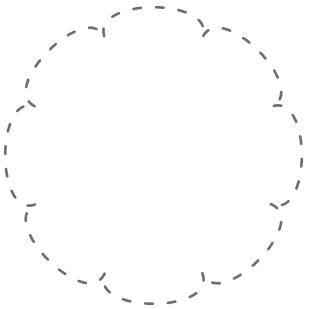
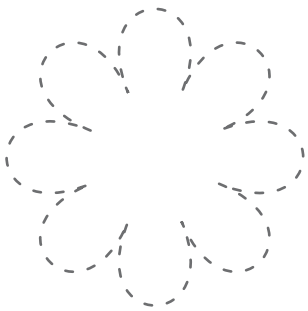
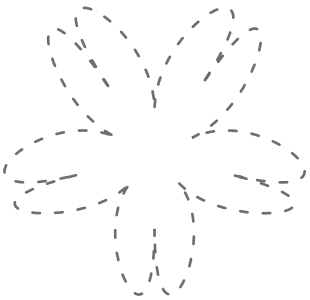
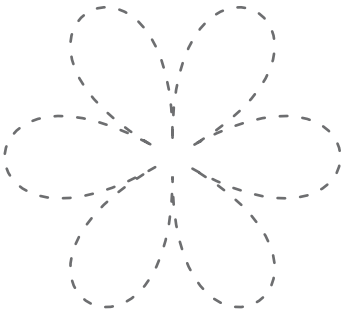
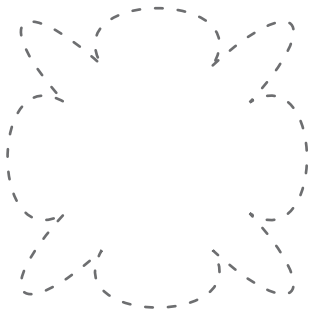
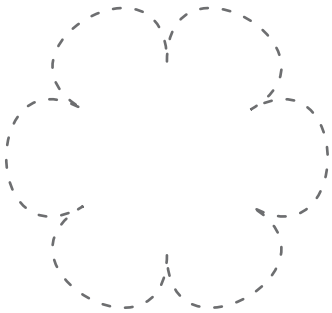
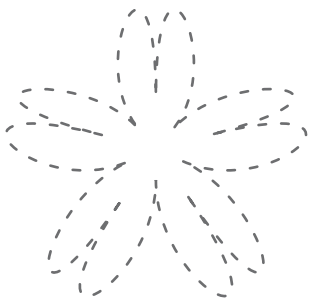

Sledi likom s svinčnikom ali barvico.



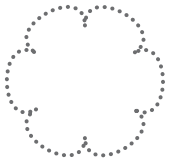





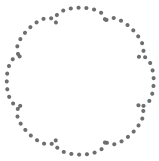
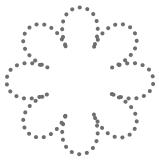
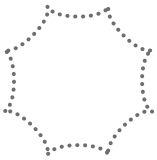
Sledi likom s svinčnikom ali barvico.

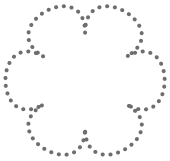













Sledi likom s svinčnikom ali barvico.

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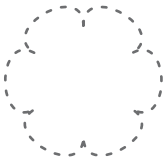



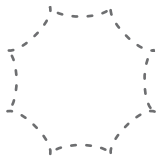


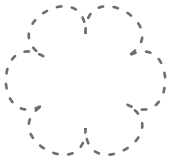


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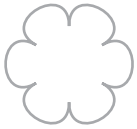



Sledi likom s svinčnikom ali barvico.



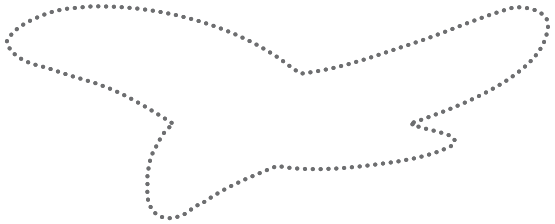


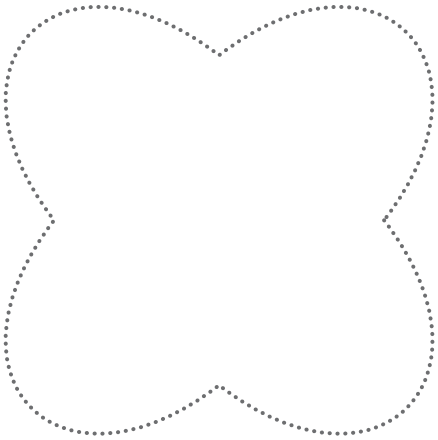


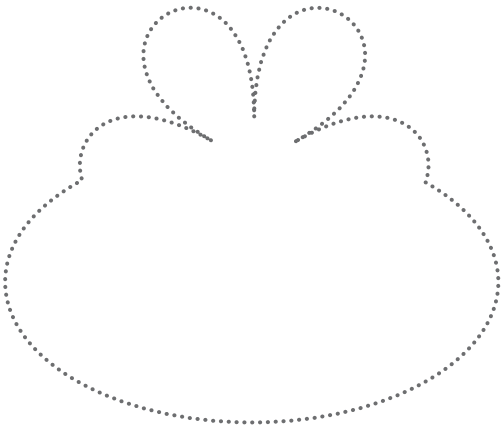


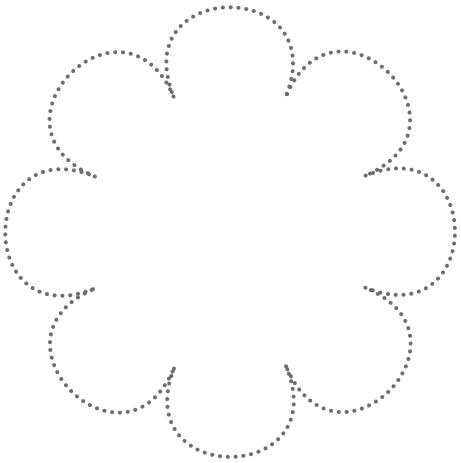


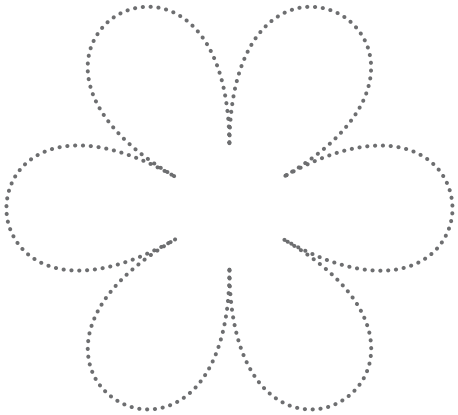

Sledi likom s svinčnikom ali barvico.

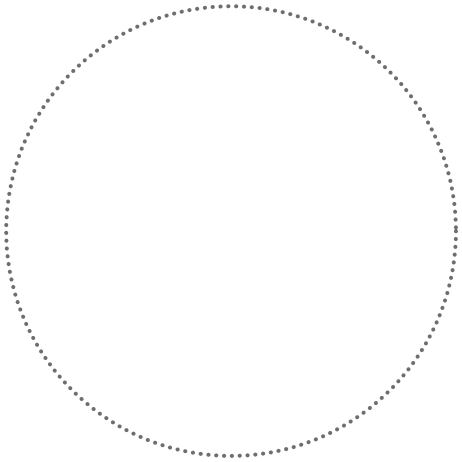












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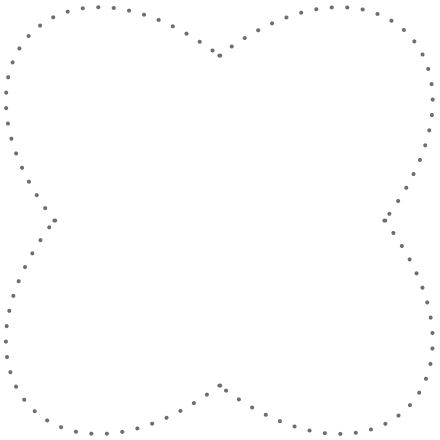

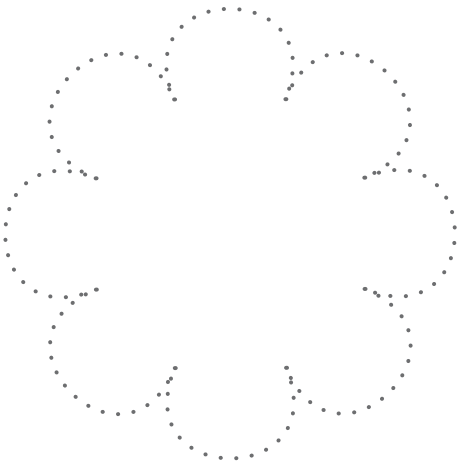

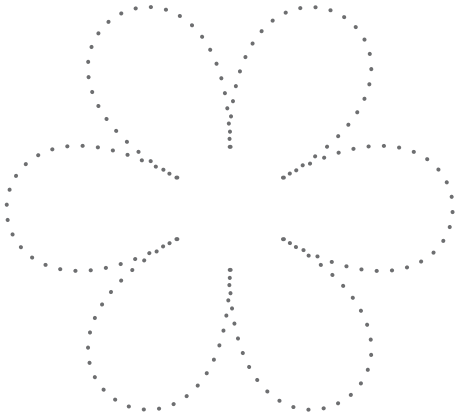

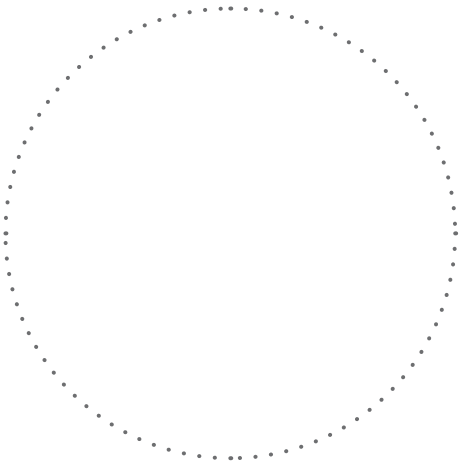

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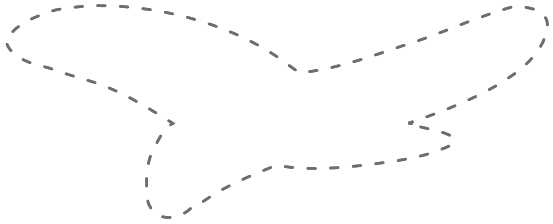

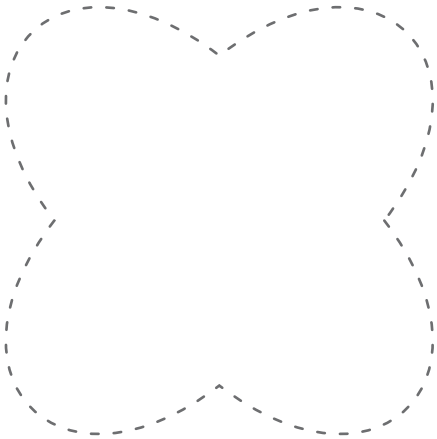

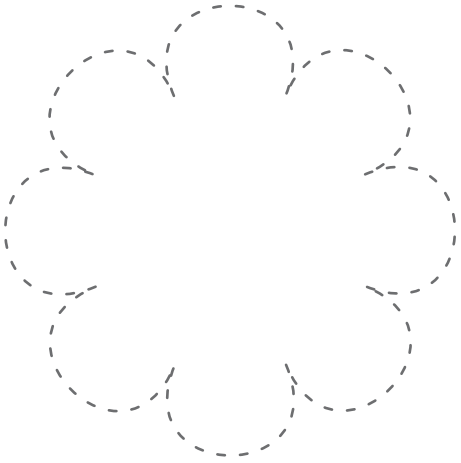

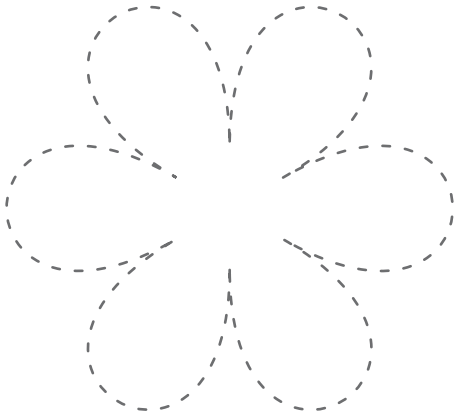

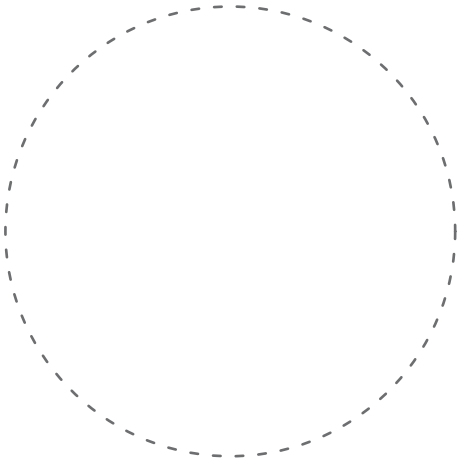

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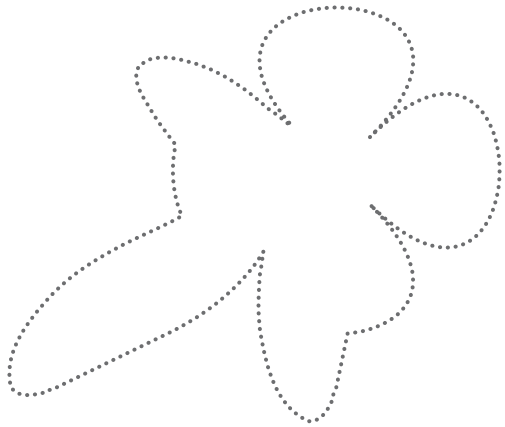

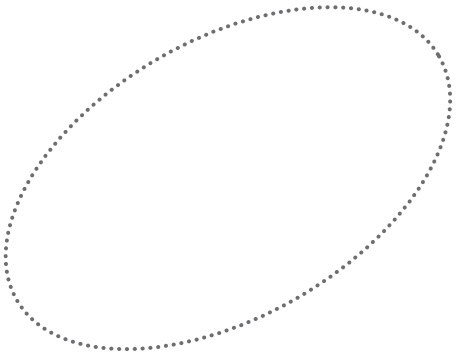

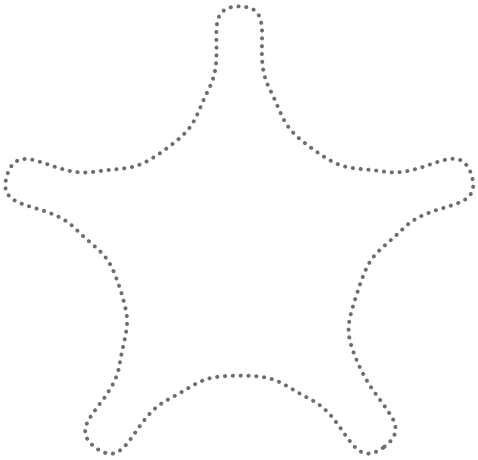

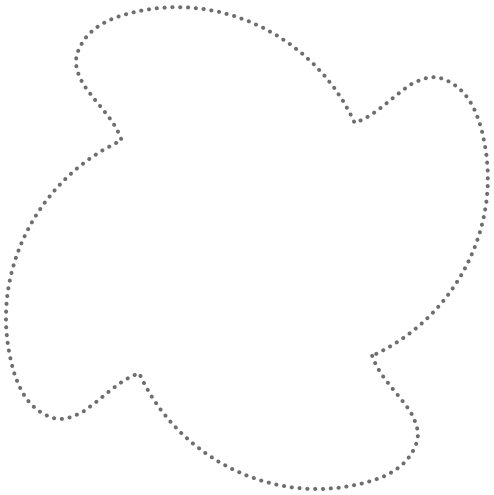

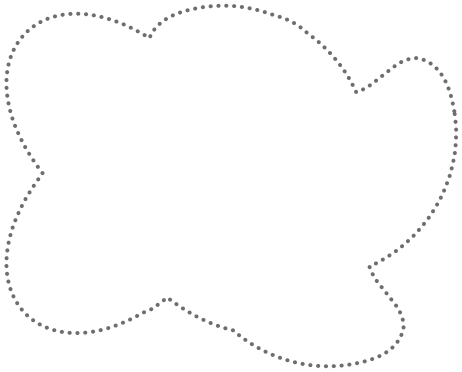

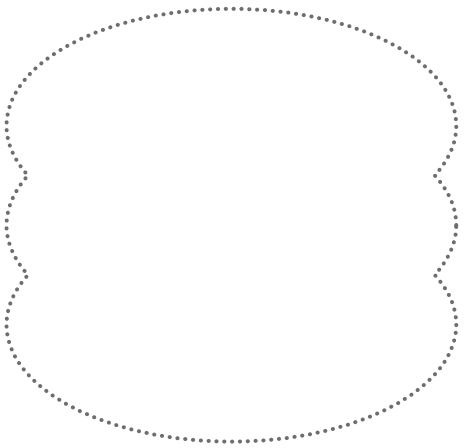

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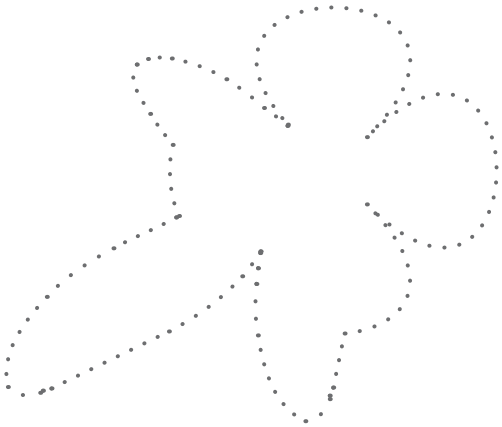

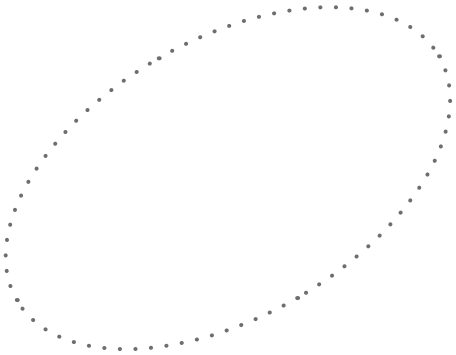

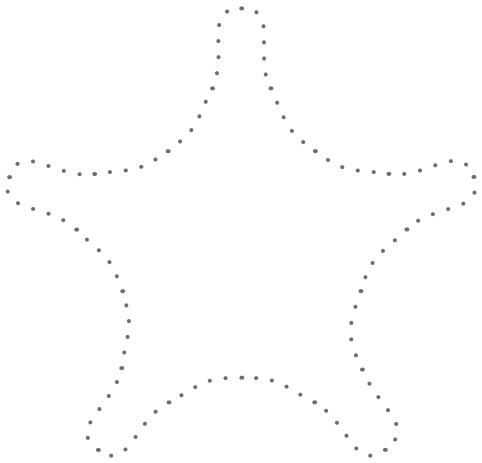

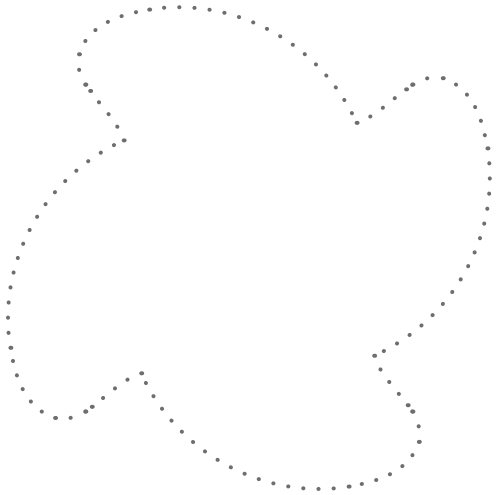

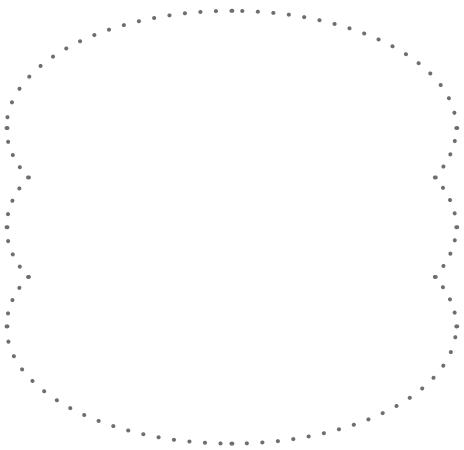

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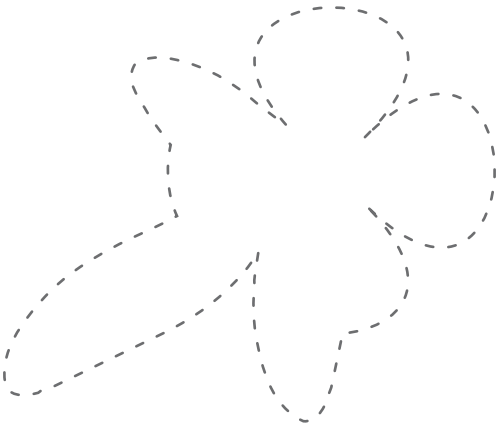

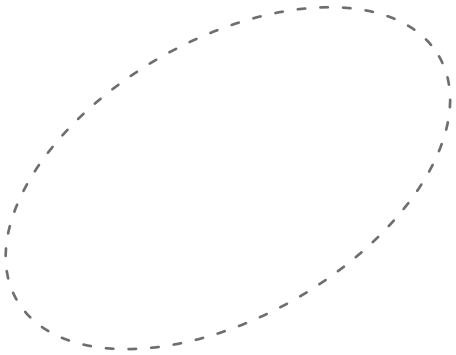

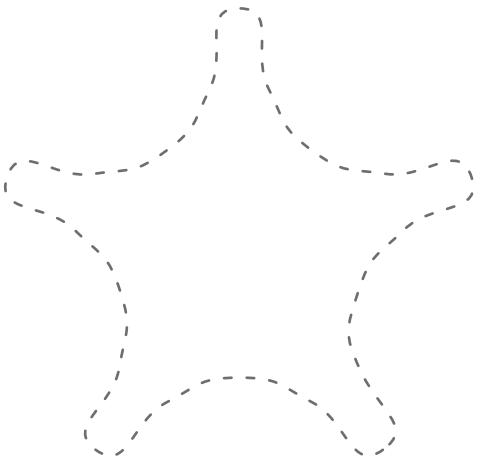

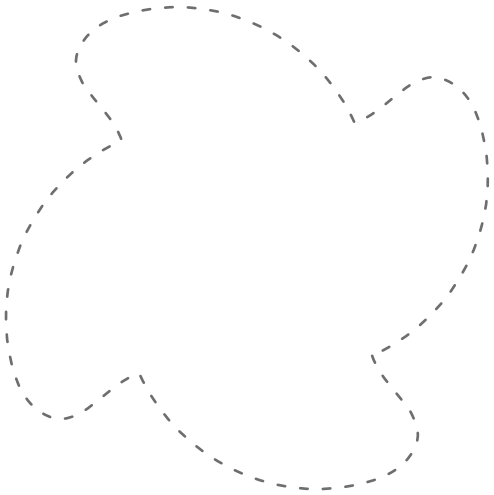

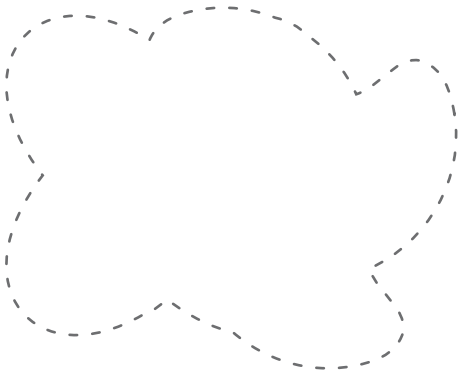

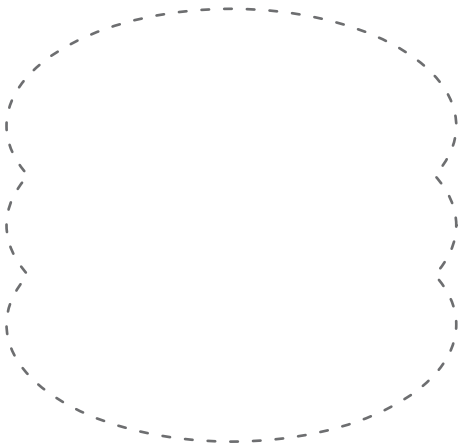

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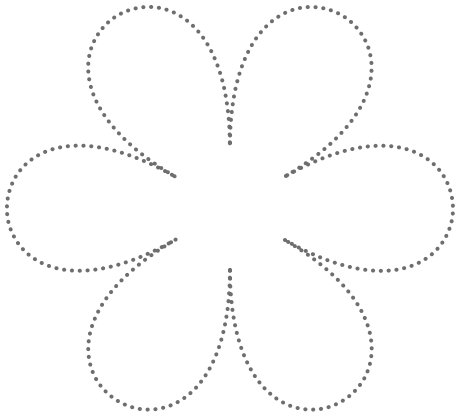

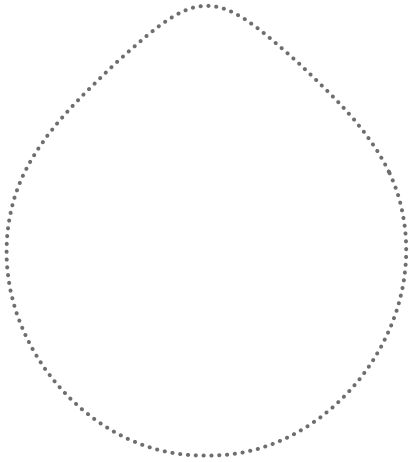

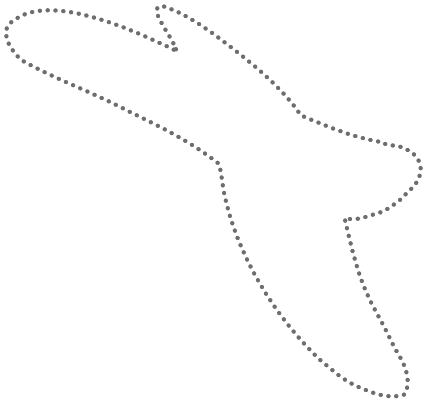

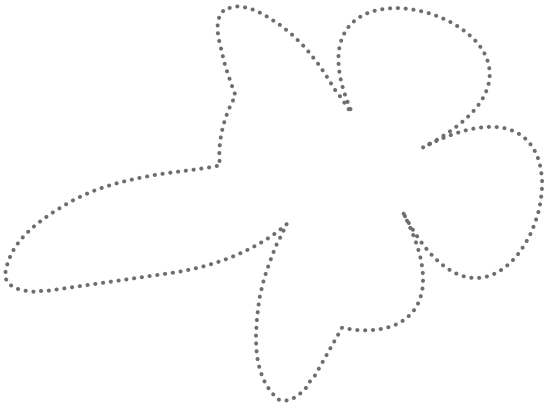

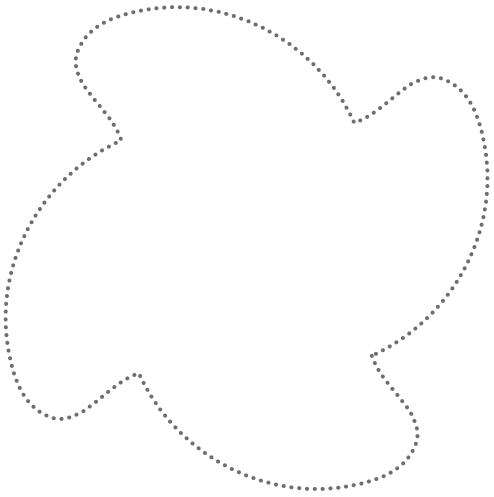

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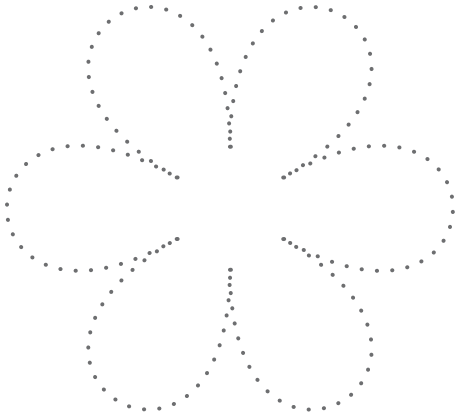

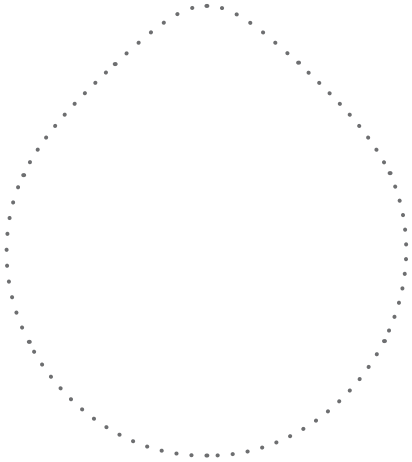

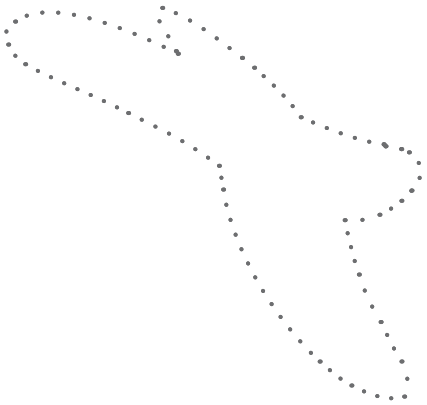

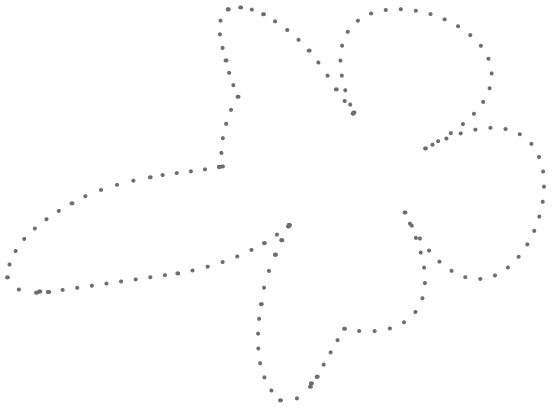

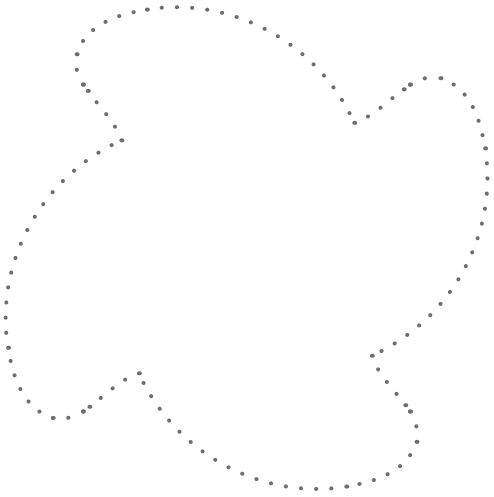

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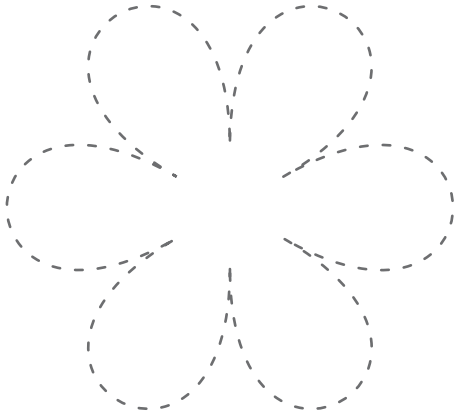

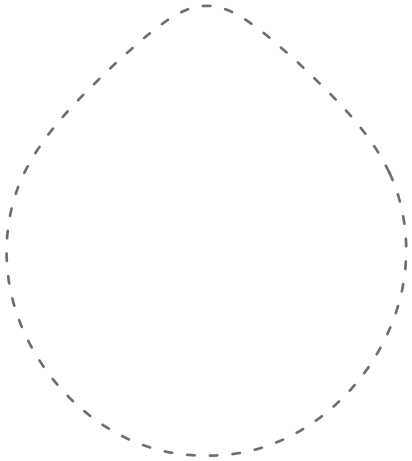

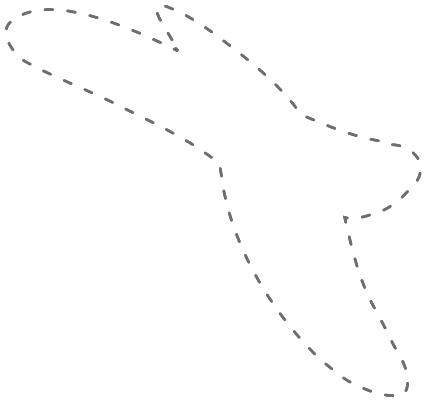

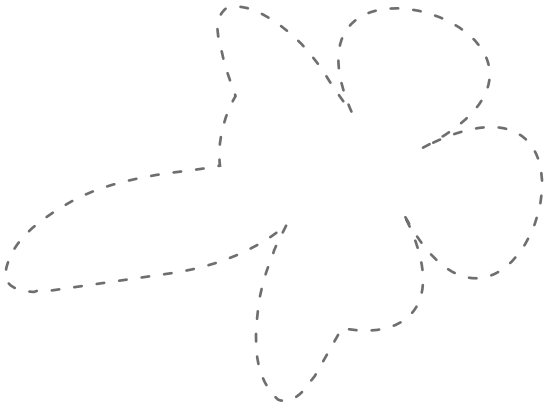

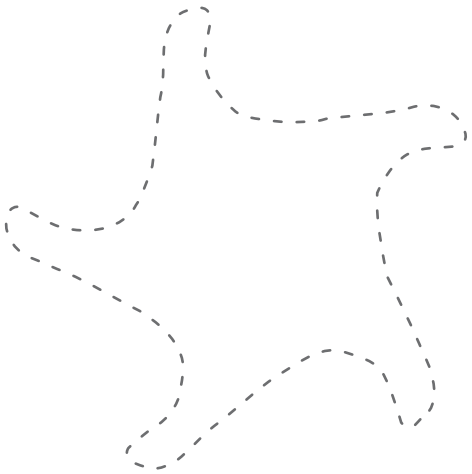

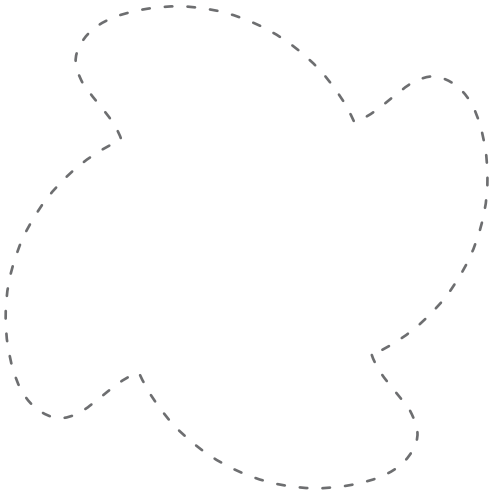

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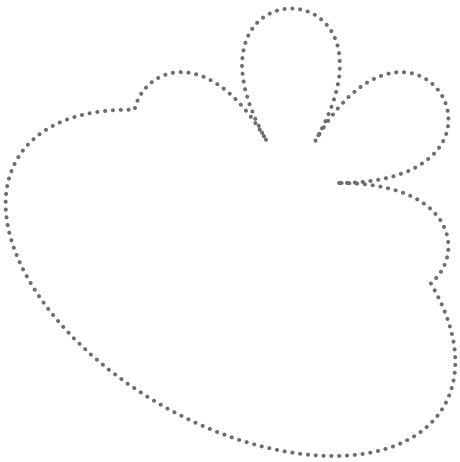

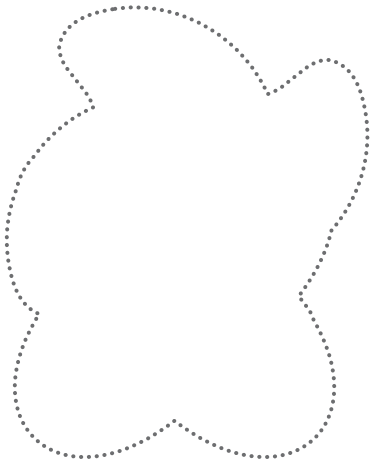

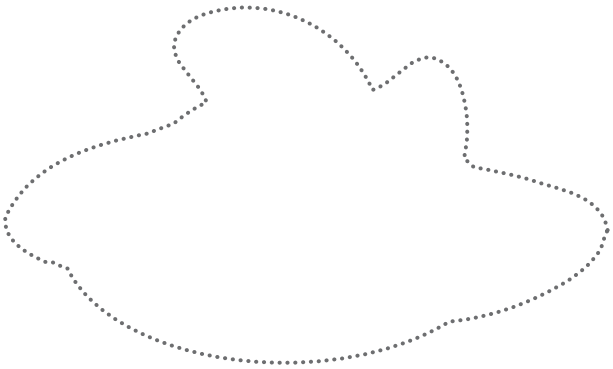

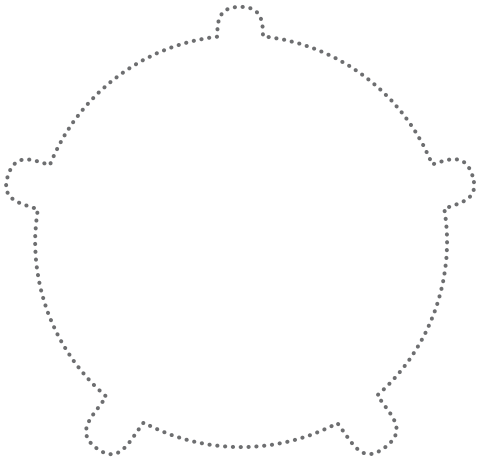

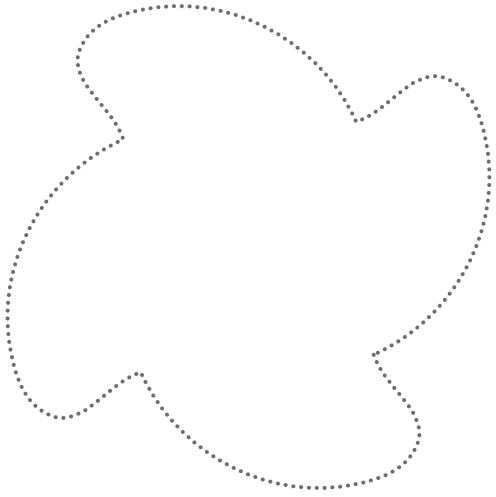

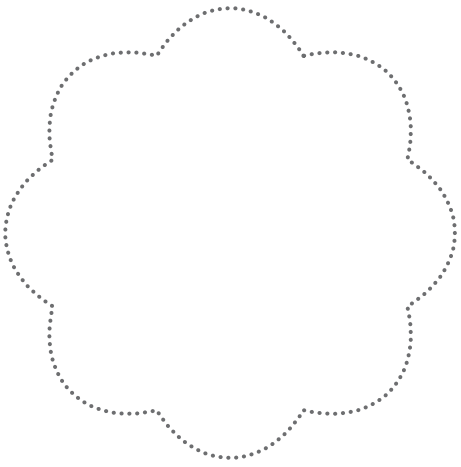

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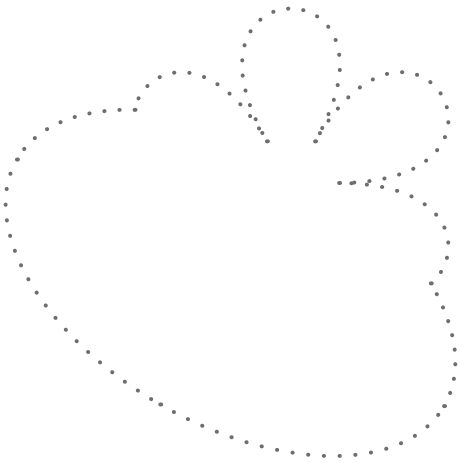

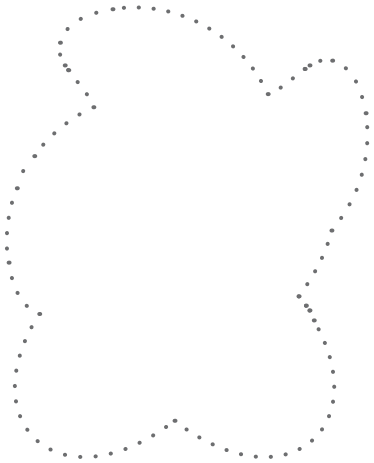

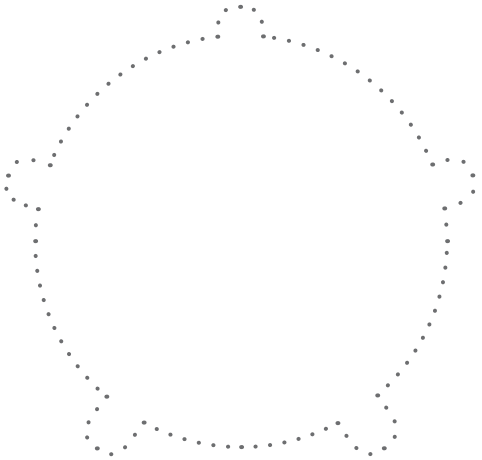

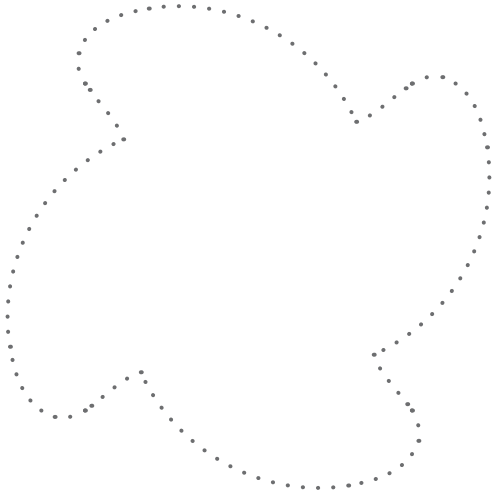

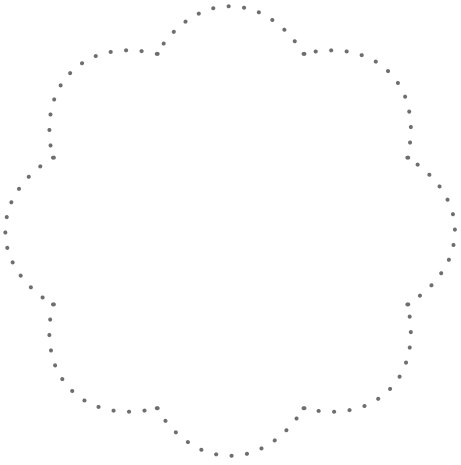

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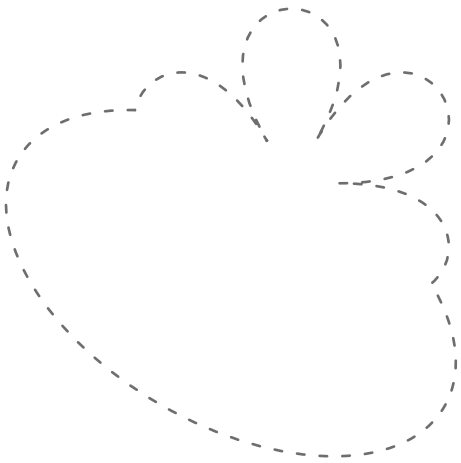

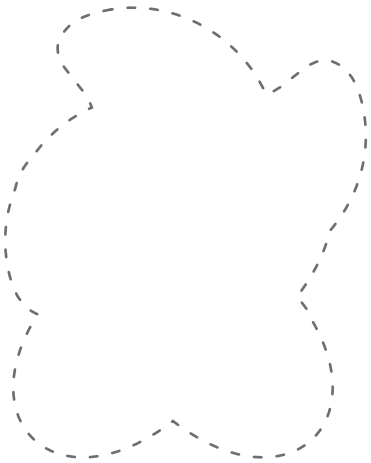

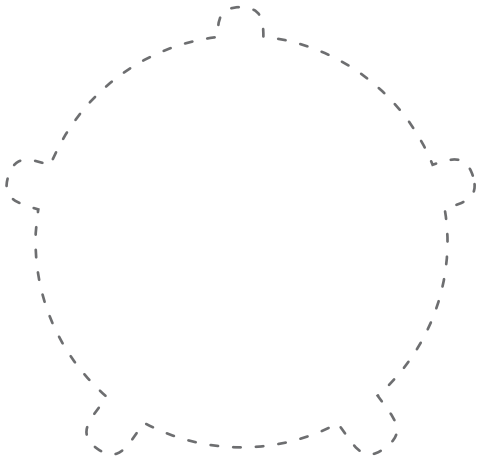

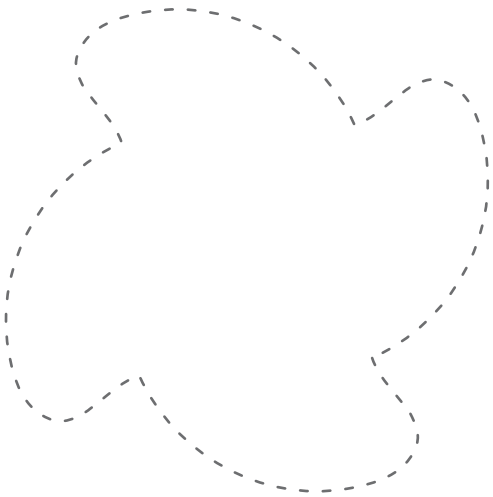

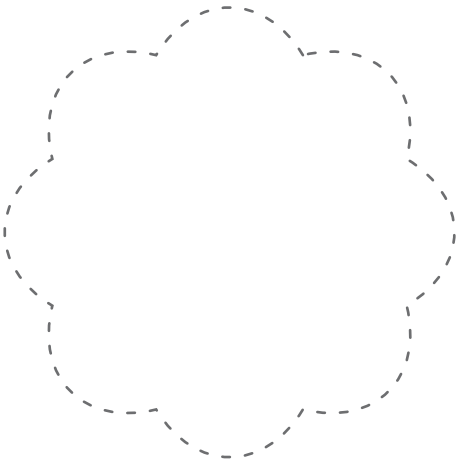

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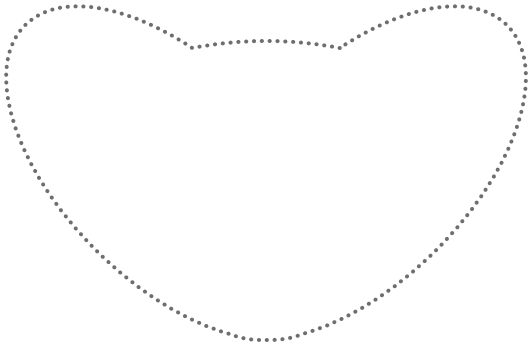

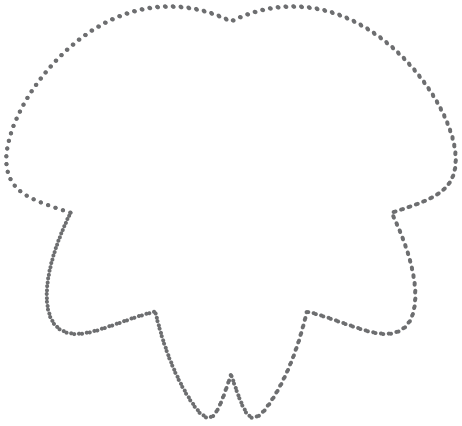

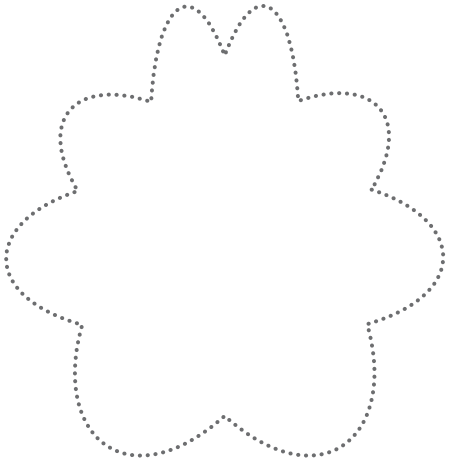

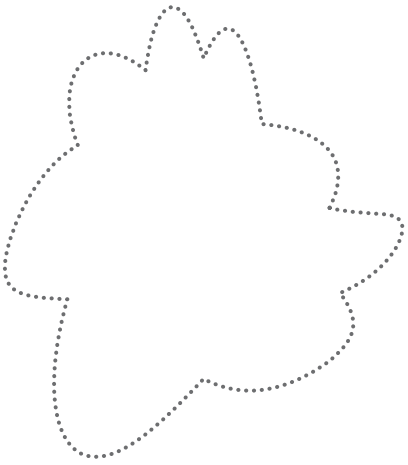

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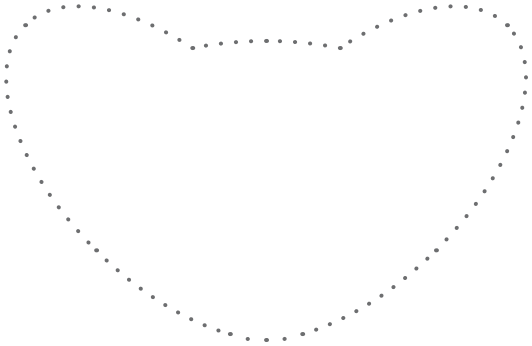

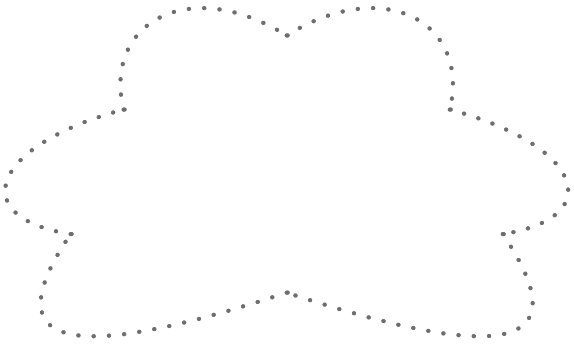

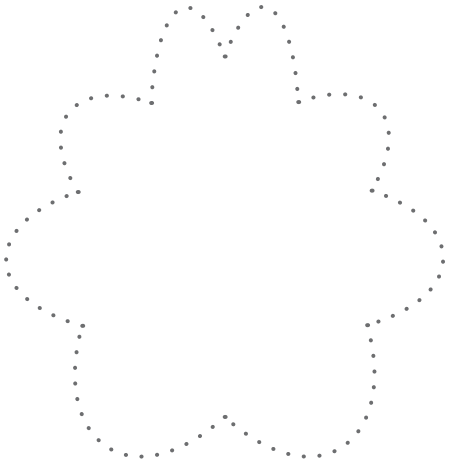

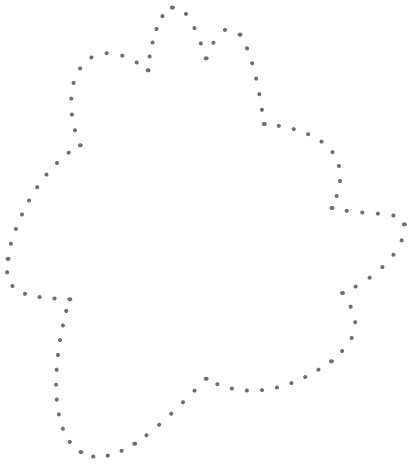

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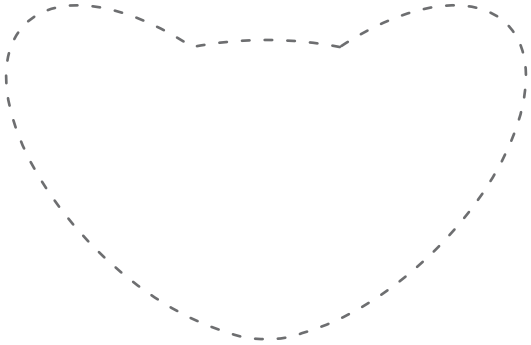

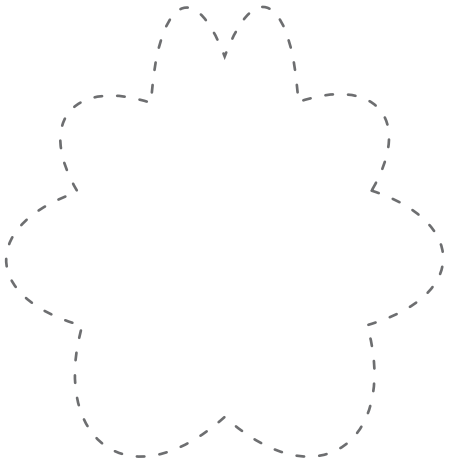

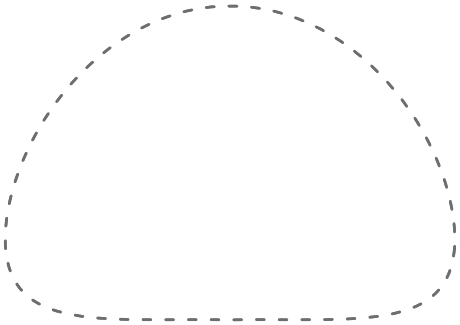

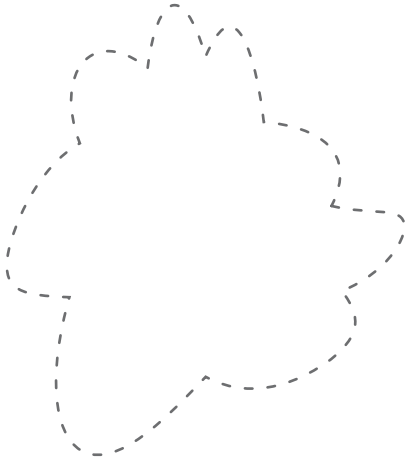

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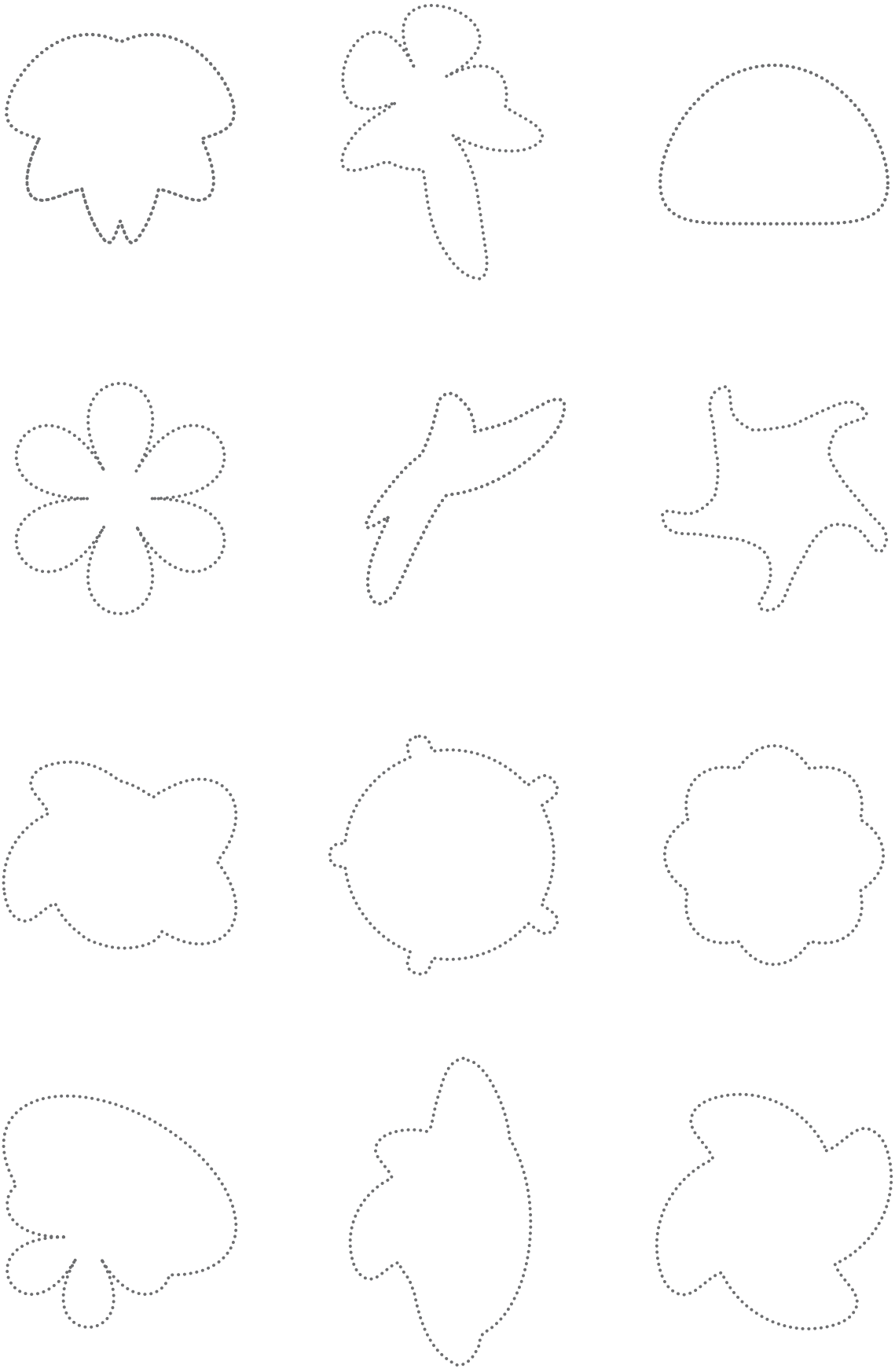

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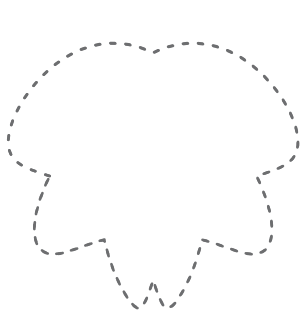
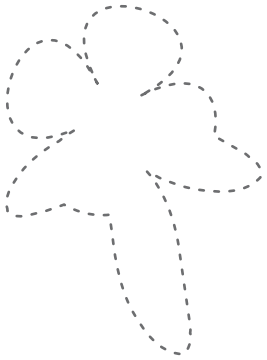

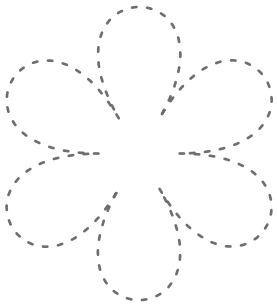
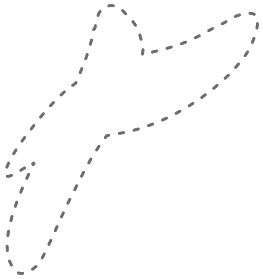

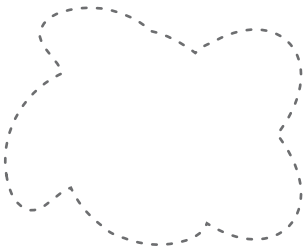
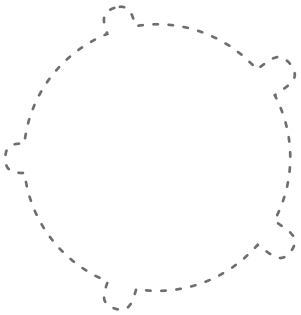
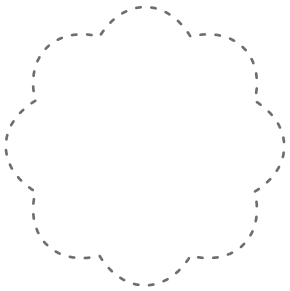
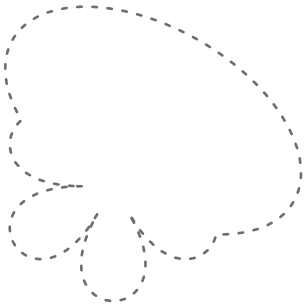
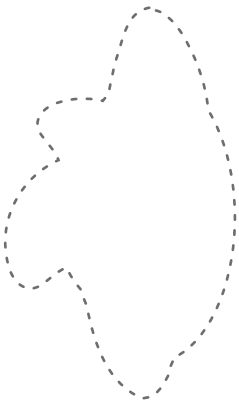
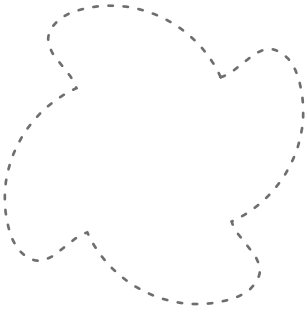

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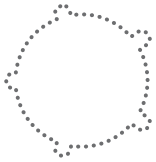
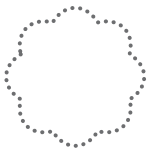


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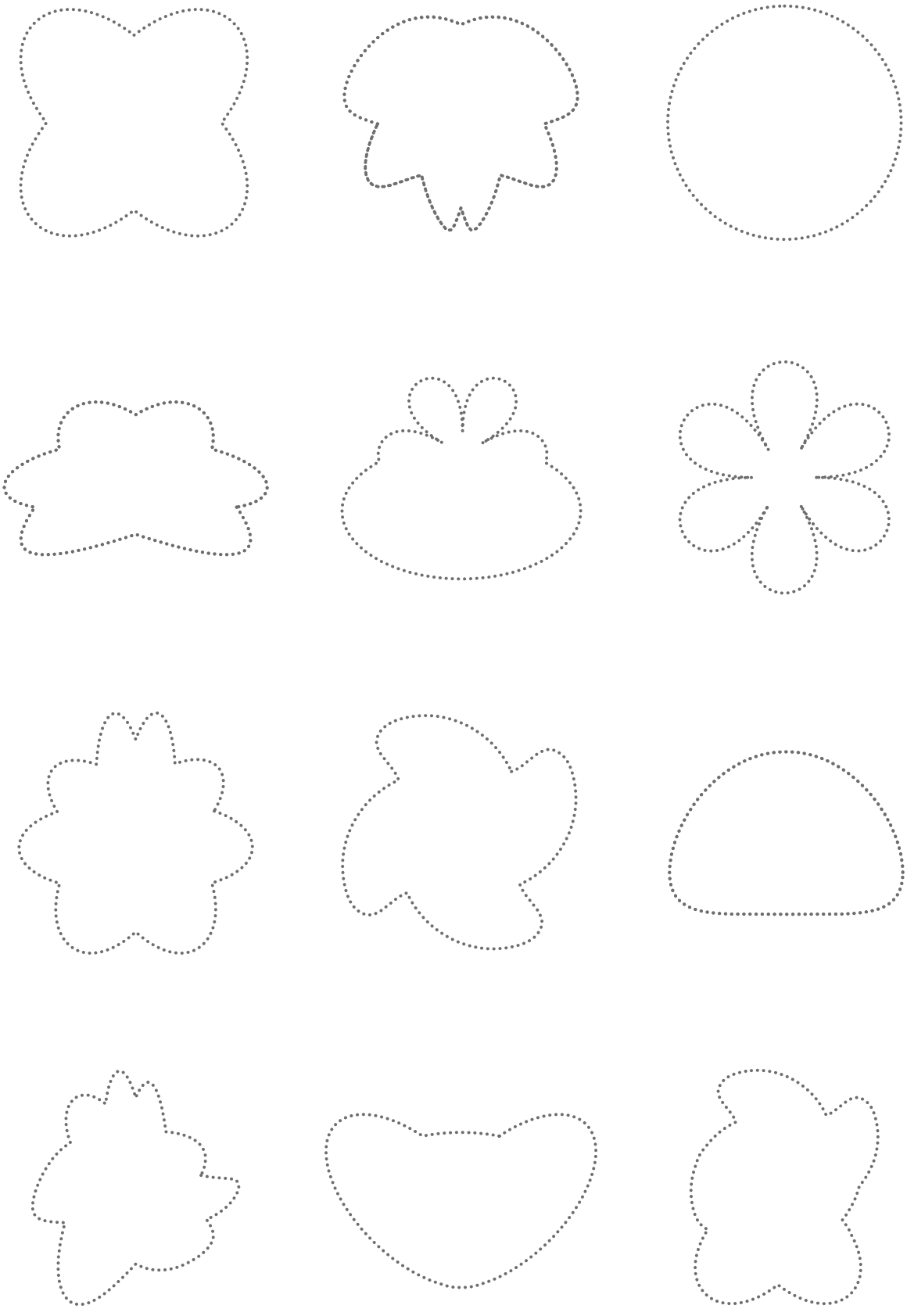

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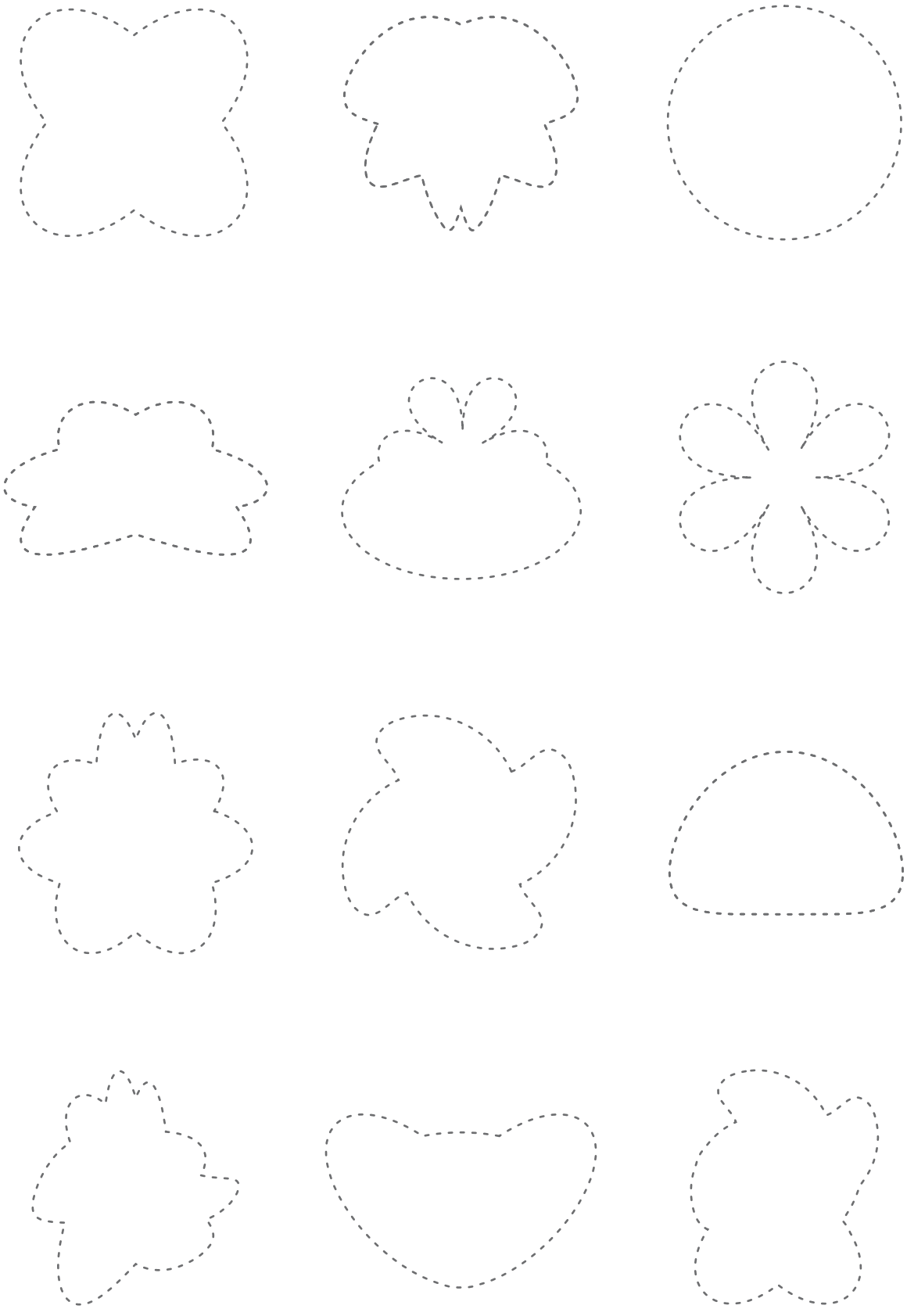

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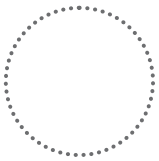


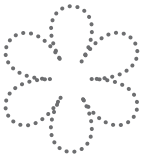
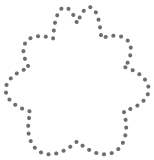


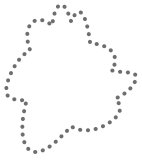

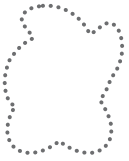

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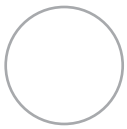








Sledi likom s svinčnikom ali barvico.












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