

THE SKY^{is} the **LIMIT**



Year 2018-19, Issue 5



The Sky is the Limit
BC Naklo – Glasilo BC Naklo
Strahinj 99, 4202 Naklo

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Students and teachers of BC Naklo
Dijaki in učitelji BC Naklo

200 copies/200 izvodov
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ISSN 2463-7777

March/Marec 2019

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FROM THE EDITORS

The editors

We are happy to introduce Issue 5 of *The sky is the limit*. It brings reports from mobilities and exchanges to a number of European countries by students as well as teachers, but also an

interview with two American guests, an account of a stay in Taiwan, some word games, art work from our art classes and (pictures and recipes for) products from our workshops. In this issue

you can also learn about some other countries' cuisine and relax while reading poetry. We strongly recommend reading in English as it will boost your knowledge of this useful language!

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Erasmus+

Student mobilities were organized within projects 'Let's cross borders – school for life' (58 student and teacher mobilities between June 2016 and May 2018), 'International experience for better employment opportunities at home and in Europe' (29 student and teacher mobilities from September 2017 to October 2018 enhancing employment opportunities for vocational students and developing professional skills of teachers), 'SLAVIT' (connecting the three neighboring countries: Slovenia, Austria and Italy) and 'Skills4life' (16 mobilities to Germany and Belgium aimed at developing skills required in the students' future professional and personal lives). Teacher mobilities were organized within the 'Our competencies – Joint efficiency' project and took our teachers to Great Britain, Spain and Malta.

This year, our students and staff have been/ are taking part in the following mobilities:

Project MI v Evropi (mobility project for VET learner and staff mobility):

- EPLEFPA de Chambéry, France: April 2018;
- Biosphärenpark Nockberge, Austria: June 2018 & 2019;
- Floweracademy.NL, Netherlands: June 2018;
- Pärnumaa Kütsehariduskeskus, Estonia: October 2018 & 2019;
- Voss vidaregåande skule, Norway: October 2018 & 2019;
- Riley Trading Limited, United Kingdom: January – February 2019;
- Srednja škola Arboretum Opeka, Marčan, Croatia: April 2019;
- ShipCon Limassol, Cyprus: June 2019.
- other student and staff mobilities – we are still waiting for confirmation from several partner institutions.

Project OUJE (mobility project for school education staff) – courses:

- Strategies and Skills for teachers, Spain: June 2018;
- Team building in the school, Spain: June 2018;
- Intensive English Course, United Kingdom: August 2018;
- Apps for education (ICT), Portugal: August 2018;
- English courses, Malta and United Kingdom: November 2018 – autumn 2019;
- Identifying Barriers to Learning – A Special Educational Needs Masterclass, Spain: May 2019.

Project SENHIAS:

Cooperation for innovation and the exchange of good practices, School Exchange Partnerships, second meeting in Sweden, study of IAS impact on marine landscapes: May 2019.

Welcome to apply & many greetings from the Project office.

STUDENT MOBILITIES

That's our Norway

By Matic JORDAN, Lara PRUSNIK, Lara ROPIC BIZJAK, Marcel NEMEC, Mateja FAJFAR & Manca JELENC

Six students of BC Naklo took part in a practical training student exchange in Voss, Norway, between 22nd October and 2nd November 2018

Nature in Norway is really beautiful. Forests, mountains, fjords, animals ... I was really impressed with the landscape just because I love mountains, skiing, snow and forests. If you go to Norway, you should go hunting, or for me it's enough just to go and watch deers, reindeers, mooses, caribous, turkeys and many other animals. My experience was awesome so I recommend everyone to sing up. You've got nothing to lose.

Outdoor activities People in Norway put nature in the first place and spend a lot of time outside. Schools have special courses in which students spend three days in a week outside hiking, hunting, skiing, climbing, rafting and camping. They learn how to survive in nature, make a camp and start a fire, use weapons and knives ... Adults use all this knowledge in their daily lives,

when they go skiing, climbing or just hiking in the mountains.

Rainy city Bergen Bergen is the rainiest city in Europe so we were very lucky to go sightseeing around the town on a sunny day. This city is mostly known for its traditional Norwegian wooden houses, which were built in the Middle Ages and are protected by UNESCO. They used to be craft workshops, but today they mostly house souvenirs shops. All souvenirs are very expensive as well as food, clothing and gas. We visited the famous Bergen aquarium which warns us about the problem of plastic in the sea. All Norwegians are aware of pollution so there are a lot of electric cars in Bergen.

Wildlife In Norway there are a lot of different animals. They have red deer, reindeer, foxes, wild rabbits, musk oxen, caribous, western capercaillies, black grouses, pheasants and many more animals. They also have a lot of hunters that help to keep the population of animals very stable. A lot of students are hunters because they can have a license to have a shotgun at the age of 14 so they start learning how to hunt at a very young age.



Amazing people People trust and respect each other a lot. Parents raise their children in a trustful spirit. Children and teachers in school also trust each other very much, because teachers allow students to carry weapons and knives when they go hunting. Students do their tasks by themselves and teachers don't always check if students

did their task or not. Trust is also seen in the shops, where there aren't a lot of cameras and security systems. People are very open-minded and they care about each other and about nature. They are always trying to find the best option to save the nature and culture.

Your turn! We were all dreaming about Norway and our dreams came true



when our school gave us the chance to apply for an exchange in Norway. So don't be afraid to meet new people, travel, fly and speak other languages. This is one of the best opportunities in your life so don't miss it. And now it is your turn to make your dreams come true and apply for one of the truly amazing exchanges and mobilities offered at our school.

Mobility in Estonia: Pärnummaa Kutsehariduskeskus

By Neža URH & Eva BEČAN

From 10th September 2017 to 22nd September 2017, five students (Tina Ržek, Ema Burjek, Neža Urh, Eva Bečan and Jakob Razinger) and two teachers (Kristina Frlic and Teja Polajnar) stayed in Estonia within an ERASMUS+ Mobility. The main goal of the mobility was to exchange some experiences with new people, learn about a new culture and see some places in the European countries. We were in Pärnummaa Kutsehariduskeskus school, which has around 1,300 students. This school has around 30 courses of education, for example a cook, a baker, a beautician, a hairdresser, a carpenter, a technician, a painter, an electrician and so on. It's interesting that students in the cooking course work in the school kitchen as part of their practical work, and they cook for around 1,300 people every day. The school is very big and very modern. We also did the practical work in the cooking and baking classes du-

ring the mobility. We lived in Pärnu, 10 minutes away from the school, in the southwest of Estonia. On the first day we visited a natural swamp park, which is very big and of course very beautiful. The city where we lived, Pärnu, is very big and has a beach, so we discovered some new places in Pärnu every day. The city is very beautiful and charming. In the middle of the week we went bowling with the students and enjoyed some saunas and the swimming pool. We also visited two schools similar to Pärnummaa Kutsehariduskeskus. They have both been renovated over the past 10 years and have more equipment than Slovenian schools. Interestingly, the students are much more disciplined. During the weekend we visited the capital of Estonia, Tallinn, and had a cycling trip around the town. Tallinn is in the north of Estonia and a bit colder than Pärnu, but a lot bigger. The population is half Russian and

half Estonian, because Russia is the neighbouring country. We visited the town of Tartu, the second biggest town in Estonia.

There are a lot of academies and important buildings. We visited a technical museum and we had a lot of fun there!



Estonia 2018

By Matej RIBNIKAR

From 30th September to 10th October 2018, 6 students and 2 teachers were part of international project organized by Erasmus+. On our first day we travelled pretty much all day. We were visiting a local secondary school from the second day on. Our daily routine was

to start the day with a breakfast, be at school at around 8:30 am and then have lunch at around 12:30 pm. At school we helped in the kitchen. In the afternoons we had different activities, such as visiting the local natural park, visiting Escape Room, going to the cinema, going

to the nearby water park and shopping in the local shopping centre. At the weekend we visited Tallinn and Tartu, the two biggest cities in Estonia. There we visited a technical museum and had a city tour. The 10th October was the day we went back to our homeland.

Experiencing fascinating France

By Žiga PRIMOŽIČ

We started our journey on 24th April 2018 when we got into a van at 6 am. It took us about 10 hours to get to the border between France and Italy. The ride seemed longer than it really was because of the monotonous landscape. The next day we visited a local school

in La Motte Servolex and learned a lot about cows and cheese production. We had a lot of fun and some of us even tried swimming in the local lake. It was very cold. In the days that followed, we joined French students at their practical work where we, for example, cleaned a



storage room, moved a herd of sheep from one pasture to another and helped in the mechanical workshop where we were all very impressed with how much equipment they had. We learned how to check how many worms there are in the ground, and why that is so important. We visited several farms where we observed dairy products and wool production, the training of sledge dogs and more. On our hiking trips we saw a lot of abandoned farms and enjoyed many beautiful views. We went gold searching in a river and swimming in a crystal clear lake in a cave. We made some new friends, too. Back at our apartment, we usually had dinner and then played some table tennis and other games. We loved our trip to France. We had a great time and we all agree that we must visit this beautiful country again.

Unseres Erlebnis in Österreich

Von Maja ČEMAŽAR

Das Leben da oben in den Bergen ist sehr interessant. Das haben auch ich und acht andere Schüler erlebt. Unsere zwei Wochen Erlebnis began in einer Hütte in den Bergen von Nockberge. In der ersten Woche wohnten wir in einer Hütte ohne Strom so wie in den alten Zeiten. Da lernten wir die Kunst von Besenmachen aus natürlichen Materialien kennen, verschiedene natürliche Produkte (Butter Käse ...), Zäune bauen nur aus Hölz und andere Fähigkeiten. Wir haben auch viel in den Bergen gewandert und die Wege repariert.



In der zweiten Woche wohnten wir in einem Gasthaus im Tall (nach Spital). In dieser Woche besichtigten wir lokale Sehenswürdigkeiten, die Bauern und die Landwirtschaftliche Schule Litzlhof. Wir hatten eine Führung durch den Schullandgut, von den Ställen bis zur Schule und Internat. Für zwei Tage wohnten wir auch in der Litzlhof Hütte in den Bergen mit den Schülern. Wir hatten eine schöne Zeit und ich empfehle allen an diesem Austausch teilzunehmen.

SLAVIT: Slovenia, Austria & Italy work hand in hand

By Bernarda BOŽNAR & students of 2L & 2M (2018 – 19)

Within the SLAVIT project, BC Naklo – secondary school hosted students and teachers from neighbouring Italy and

Austria. Together they explored the local forest and researched the collected samples in the lab. See the pictures.



TEACHER & STAFF MOBILITIES

The Taiwan Experience

By Simona ZABUKOVEC

If you use an Asus or Acer electronic product, the two Taiwan brands, this article may interest you. In autumn 2017 I had an opportunity to spend two months in Taiwan, which lies just off the Chinese coast. The island may be a bit larger in size than Slovenia but it has almost the population of Australia, that is 23 million. The main languages are Chinese and Taiwanese, but also the languages of the 16 native tribes. My primary goal of staying there was the immersion into the Chinese culture, but also teaching English and German.

I stayed with the Ursuline sisters who have primary, secondary schools and a university on the island. Although they are not very young, they tried their best to make me experience the richness of Taiwanese culture, everyday life and work. Because I was completely illiterate in the Chinese language, I was forced to use other means of communication: gestures, facial expressions, drawing. This has helped me to understand my students better in their struggle with learning a foreign language. I enjoyed giving one-to-one lessons to Taiwanese



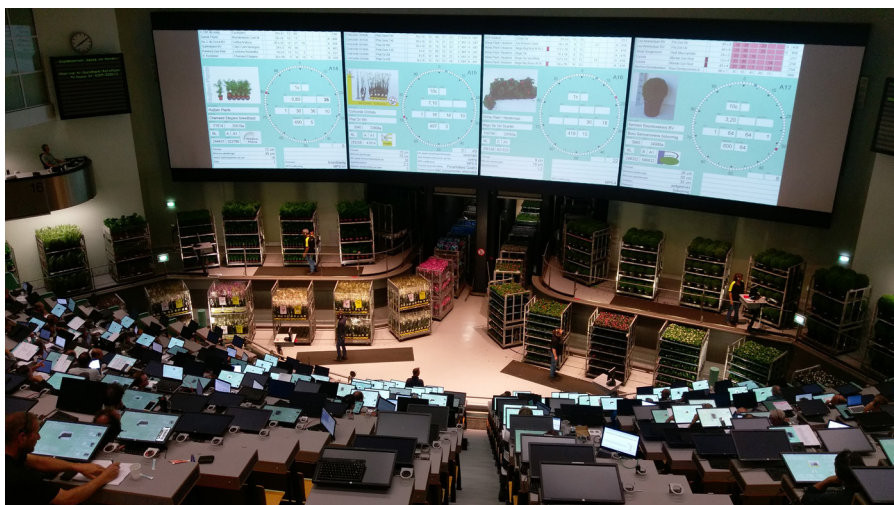
se students, observing the lessons, seeing a Chinese opera, getting to know the Buddhist and Taoist religions, learning to eat with chopsticks, writing calligraphy, meeting the aboriginal tribes and admiring the nature. I was especially proud of establishing my own vegetable garden. There were many things that surprised me, for example, the schools don't employ cleaning staff because the students do all the cleaning. It is believed this teaches them respect and responsibility. Umbrellas are not only for the rain but also for the sun, because women like to keep their skin fair. In public, people wear face masks to let others know that they are sick or have a cold. Karaoke is one of the most popular social activities and stinky tofu a favourite delicacy. Nevertheless, my preferred choice was pineapple cakes. Lazy Susan or a rotating tray fixed on a circular table is a very democratic way of sharing food. Free wi-fi is offered everywhere. And students have lessons from 8 am to 4 or 5 pm, followed by private tutorials in the evening. Despite the initial fear of the unknown, the experience of hospitality, simplicity, generosity and beautiful relationships has made my stay in Taiwan 'morish' (a fresh coinage by Sr. Ellen Mary meaning 'so great you want more of it').

Exploring Dutch flower markets, companies and possibilities of cooperation

By Peter RIBIČ & Katja KERŽIČ

As a teacher of horticulture I attended professional training in the field of floristics and horticulture in the Netherlands. The purpose of the training was to visit potential partners with whom we will be cooperating in the following years in the field of professional training in floristics and decorative horticulture, specifically the production of chrysanthemums, conifers and other shrubs.

A guided tour of the Dekker Chrysanten company, one of the major producers of Chrysanthemums in the area north of Amsterdam included visiting the greenhouses where Chrysanthemums (cut flowers) in many varieties and colours



are produced. We also visited the company's research centre where they make

their own plant selection and research different varieties of flowers. This was followed by a tour of the flower market in Aalsmeer (sales, promotion and logistics of cut flowers) and a tour of the production of ornamental trees and shrubs in Boskoop – an area where there are more than 600 ornamental tree and shrub nurseries used mostly for propagation and grafting of ornamental trees. Finally, we were given a guided tour of the private school Boerma Institute – a floristry school that hosts visitors from all over the world and educates people not only in the Netherlands but also in Japan and China. We discussed the possibilities of conducting seminars at our centre with the owner and lecturer Jacqueline Boerma.

In addition to taking part in training activities, I was also working, together with my colleague Katja in my home institution, on the plan and implementation of activities for further cooperation, establishing contacts with individuals covering certain areas of the Flower Council of Holland and some other interested parties. We discussed the possibilities of organising training courses at Biotechnical Centre Naklo on the topic of horticulture (production of chrysanthemums, bulbs and trees) and courses on sales models (searching for niche markets, new markets, new varieties, etc.).



Our principal discovers the Finland phenomenon

By Andreja AHČIN;
translated by Katja
KERŽIČ

In September 2017 I took part in a study visit to Finland where I attended working sessions with colleague principals in the Erasmus+ VET charter. We learned about the famous Finish education system, their legislation and the work of educators from colleagues at the Finnish National Education Agency at Omnia, a the Joint Authority of Education in the Espo region, and at the Mercuria Business School. A brief sightseeing tour of Helsinki followed in the evening – we were able to admire the famous



Temppeliakio church and the Sibelius monument.

The goal of exchanging experience and transferring good practices into our education system was achieved as the participants experienced good practices

of management, learning and teaching as well as potential challenges in implementing these innovative approaches. Praise goes to the CMEPIUS team who designed and carried out an excellent programme.

Going abroad – an opportunity to learn

By Martina KRAMARIČ

'Our competencies – Joint efficiency' is a mobility project for teachers within the Erasmus+ programme which enables teachers to take part in professional training courses abroad. Seven teachers attended one-week language courses in England and Malta. They improved their English, exchanged their experiences and socialised with their colleagues from a number of European countries. They also visited interesting places and attractions and enjoyed local cuisine. A number of educational instituti-

on across Europe offer courses on cutting edge pedagogical methods and approaches enabling teachers to create efficient learning environments and use various applications in class. Six teachers learnt about teamwork in class, using the internet and enhancing students' motivation by using various applications for learning, testing and revision. The courses took place in Barcelona, Spain, and Porto, Portugal. The teachers experienced the Iberian peninsula through the relaxed attitude



of the local inhabitants, delicious food and drink as well as fantastic architecture and art.

In international mobilities teachers acquire new knowledge and skills but also share experiences, learn about educational institutions in other countries and enhance their professional as well as personal networks thus creating potential for further international cooperation.

Upcoming projects and mobilities: Italy, France, Austria, Germany, Belgium, Sweden, Portugal

By Monika KOS, Urška KLEČ & Meta VOVK

PROJECT NAT2CARE – Encouraging communities for conservation and restoration of the Natura 2000 cross-border sites

The 3-year project NAT2CARE, taking place between the 1st September 2017 and 29th February 2020, is co-financed by the Interreg V-A Italy-Slovenia programme 2014 – 2020, and has 6 project partners, namely: Parco naturale delle Prealpi Giulie, Triglavski narodni park, Parco Naturale delle Dolomiti Friulane, Nacionalni inštitut za biologijo, Università degli Studi di Udine, and Biotehniški center Naklo. The main objective of the project is to improve the state and presence of biodiversity in the Natura 2000 sites within the programme area and especially in those areas, which are under the authority of the project partners with interventions in Natura 2000 habitats, by strengthening integrated management, assessment and promotion of the ecosystem services, through environmental education and raising awareness among various stakeholders as well as the general public.

In the school year 2018 – 2019 various activities are planned, such as workshops for adult stakeholders and roundtables, workshops and interactive edu-

cational games in nature for elementary schools, exchanges between Slovenian and Italian secondary schools, and numerous events in nature, such as one-day and multi-day research camps, guided tours and excursions, seminars for students and professionals. In many of these activities, students of BC Naklo secondary school and higher vocational college will take part. We are looking forward to a really active year!

YOUrALPS project or how to bring young people closer to our natural and cultural heritage in the Alpine and pre-alpine world

In this school year, our school is still carrying out the 'YOUrALPS project – Educating Youth for the Alps: (re)connecting Youth and Mountain heritage for an inspiring future in the Alps' which is co-financed by the European Regional Development Fund under the INTERREG Alpine Space program. The outdoor classroom of sustainable development in the Alps will encourage students to actively participate in solving the problems of (un)sustainable use of resources and space. At the end of the school year, we will be the first school in Slovenia to have received an

'Alpine School' certificate. In September, we visited the clay ponds in Bobovek pri Kranju with the 2N class. At Krokodilnica, Čukova jama and Ledvička, we analysed the water and the soil and catalogued the organisms. In future, an expert from the Nature Conservation Institute will give a presentation on the ponds as part of the Natura 2000 network. Kranj Mushroom Association together with the 1N class carried out activities around the school estate. They tried to recognize the fungi and their role in the ecosystem. We are planning to pay special attention to safe exploration of caves and the challenges when hiking in the mountains during the winter. Follow the @YOUrALPS Facebook page and get updated on the activities in the Alps.

SENHIAS: Save our European Natural Heritage from Invasive Alien Species Attack, Erasmus+ Project KA2

Our project was born in the context of 2018 European Year of Cultural Heritage and the publication by Europe of a list of invasive alien species as one of the targets of the 'EU Biodiversity Strategy to 2020'.

The project will run for 2 years (2018 – 2020) and has 4 partners: Belgium, Sweden, Portugal and Slovenia. It aims, through a scientific, cultural, geographical, environmental, socio-economic and historical approach, at raising people's knowledge and awareness of both the issue of Invasive Alien Species (IAS) and the impact they have on biodiversity and landscapes and the importance of the preservation of Natural Cultural Heritage in Europe, focusing on a particular type of landscape in each country: urban landscapes in Belgium, coastal landscapes in Portugal, forest landscapes in Slovenia and marine landscapes in Sweden.



'Greening' BC Naklo: an interview with a Pioneer from Cyprus

Taja LIPNIK URANA talks to Michalis CONSTANTINOU

So, to start, tell me a bit about yourself. Your education: where did you study? What is your job? How and why did you get into this field of work?

In Cyprus, I attended a vocational school, where I studied building works. Then I went to the army for two years (it was compulsory). Then I went to London to study at the London College of Technology and Higher Education. I studied architecture for 7 years. I also have a second degree in psychology and a third degree in eco building and sustainability. I do a lot of things – I'm like an octopus. I consider myself a pioneer, I see things about the future.

In your opinion, what is the first step to 'green living'? Do you have any suggestions how people should start being more environmentally conscious?

Well, people could start using electric cars, reusing their things, getting involved by joining environmental groups, buying things made in Slovenia and produce from local farmers or, better yet, growing their own food.

What do you think will happen if by 2050 people don't start living in harmony with nature? And if they do what do you think life will be like then?

A lot of animals will go extinct, which can also happen to humans. Trees will be lost and then there will only be deserts. To use Cyprus as an example: we used to have four seasons, but now we only have two: summer and winter. If we don't protect our environment, it will get back at us. If we do start implementing changes, however, nature will give us back all the positive things.

How well does our school fare in comparison to others in terms of being environmentally friendly?

Your school is a prototype. I'm very impressed. It's very good, it's trying its best. And I'm here to make it 100%. I'm here to help. I'm here to green your school

curriculum. For example, you could pay more attention to green facilities, green attitude, teachers teaching students about sustainability. You could have some of your classes outside. It's not healthy being inside all day, and nature is our friend.

Do you think you can convince a young person to, for example, use their old shoes or longer or to have them fixed instead

of doing the easy thing: going out and buying a new pair?

That's why I'm here. To give lectures on sustainability. But it's up to you. The young people are the ones who are going to take over. That's why I suggest students start a Green committee. You could give suggestions to your school how to use less energy.

Your final message to the people here?

The 5 Rs: refuse, reduce, reuse, repurpose, recycle.



Love of nature: Our strengths & weaknesses

Based on observations and recommendations by Michalis CONSTANTINOU

We don't:

- invest in one good water bottle but we buy plastic ones,
- take notes electronically,
- check our lighting (not all light bulbs have been replaced with LED ones),
- use real towels but have replaced some paper towel dispensers with hand dryers,
- donate (give away clothes we don't use),
- buy green,
- use less water.

We do:

- purchase reusable bags,
- compost,
- have a campus garden (should further develop the existing one),
- /are smart about transportation (walking, cycling & public transport where possible),
- only use what we need,
- make the most of our laundry,
- (wash only when we have a full load),
- are environmental bookworms (use online version instead of real books),
- buy local,
- use real dishes.

We must adopt a code of ethics according to which sustainability professionals and teachers teach students to:

- be innovative,
- be objective,
- pursue continuous learning,
- be honest and fair,
- be responsible,
- be respectful.

School greening means making sustainability for future generations the focus of curriculum and professional development, facilities, operations and organisational behaviour. Making the school building a smart building can reduce energy costs and increase the productivity of the staff.

Our new American friends

By Tina FERJAN & Nika TOPORIŠ

Last October, we had American guests. Joyce and George Elish came to Slovenia to visit their relatives but – quite unexpectedly – ended up taking part in several English classes at our school. We learned about their Slovenian roots and their life in the United States and enjoyed talking to them very much.

Last week, two Americans visited our class. Joyce and George from Pittsburgh, Pennsylvania, came and chatted with us. Their grandparents moved to America as immigrants and, surprisingly, Joyce and George knew a lot of details about the history of their families. George's grandparents were from Ilirska Bistrica and they had twelve children. George's grandfather Anton died in 1921 and his children were very young, so the family had to stick together and survive through difficult times. George's grandfather on his mother's side was from Poland and when he came to America, he wanted to leave Poland behind. He even changed his name. Those times were very hard for immigrants. Joyce's grandma, who was from Postojna, came to America on a ship, on her own, when she was only 16 years old. Her sister had been in the USA already, but some of her family was in Slovenia, where she sent packages with supplies. She even taught herself English without any formal instruction whatsoever. George and Joyce now live a happy life with their dogs and cats. Joyce is a volunteer in Pet Search, which is an organisation that finds home for abandoned animals. George works in an office; he helps to manage other small companies. Together they live on a farm in Pittsburgh, which was in the past known as the smokey city because of all the steel

mills. Today, Pittsburgh is a very clean city with very good hospitals and only one steel mill. George and Joyce say they never learned the Slovenian language but are very enthusiastic about Slovenian cuisine. For example, they adore štruklji. We enjoyed talking to them, it was very educational and different from other English classes. They really encouraged us to research our family history, because we saw how much they knew about their own. After that enjoyable lesson we hope that we can meet a lot more interesting people like our new American friends.

SMOKEY CITY

Pittsburgh used to be called a smokey city because it was so polluted and looked dirty back in the days when a lot of steel mills were still operating.

ELLIS ISLAND

An island off the shores of Manhattan which was the gateway for immigrants to the United States.

MELTING POT

A place where all cultures come together as one, often used to describe US.

What do the students say about ...

... AMERICAN ENGLISH

It was very good to hear American English.

I enjoyed George's and Joyce's company, because I understood everything they said. American accent is better than British.

Having George and Joyce in our class was an amazing experience. It was interesting to talk about life in America and hear how Americans speak English.

It was interesting because of their accent. It was also a lot of fun.

It was really fun and memorable. I really like their accent.

It was very exciting and I love American accent.



I learned some American words. American language is easy to understand.

... US vs. SLOVENIA

I really liked the way they casually talked about anything and the conversation would keep going and would still be interesting. It is good to know all the differences between our countries.

I think it's interesting to experience how people live in different countries and to hear what they expect Slovenia to be like. And when they talk about nature, we realize we don't appreciate ours enough, we aren't aware of what we have. It was fun to talk with them because they were so different.

I learned that economy in Slovenia is very different than the economy in the USA.

... THE EXPERIENCE

I learned a lot.

It was the most wonderful experience ever.

I think I learned some new words when we were talking about our school trip in Bohinj.

They were very nice and willing to listen to our opinion on the US.

... AND MORE

Educational.

Very interesting.

I loved the way we talked. I think they were very nice and determined to find their roots.

It is really simple: if you don't want to work, you can go – yet, I want to give you the best I can

Neža URH & Eva BEČAN talk to Urmas EINBAUM

While we were cooking in the kitchen of Pärnuuma Kutsehariduskeskus school, where teenagers prepare meals for over a thousand students and staff, we asked the chef a few questions and got some advice.

When did you become a cook and a chef?

I started to work when I was 15, I was still at school. I obtained the title of a chef when I was 19 but I only got to work as a chef when I was 22. I worked in a big hotel for seven years.

When did you decide that you would like to be a cook?

I decided when I was in the eighth grade (I wasn't the best student). And why? Simple, because I like food.

How long have you been working at this school?

7 years, since when the school was built.

Is the work hard?

It is getting harder and harder, because there aren't enough students.

What do you like the most and what don't you like about this work?

I like my co-workers, I would like to help everyone to become great cooks, I like to give them the best I can. I like my work but I don't like stupid people (nobody likes them). Laugh.

Are there any students who come in the kitchen and say: I won't do that?

Yes there are, but it is really simple: if you don't want to do it and if you want to go, you can go. I'm not a kindergarten teacher. They have to finish elementary school. You can finish high school if you want, but it's not something that you must do.

Has it ever happened that there wasn't enough students and what did you do then?

It happens sometimes. Then the other students have to do more.

Who plans the menus?

I do.

At least how many students need to be in the kitchen and when do they start?

At least 15. They start at 8 o'clock in the morning. They can go when everything is done.

What do you do with the leftovers?

We throw them away. Those people who work here can eat as much as they want (after the lunch is served), but we don't allow to take food home.

Has it ever happened that there wasn't enough food?

Yes of course, but we always have a plan B (we always have something in the fridge ... meat or something that we can prepare fast).

If you could choose a job again, which job would you choose?

If I could, I would probably be a politician or a lawyer, because all they do is lie and I can lie pretty good (laugh), ... but if I think well, I would like to be a mechanic. I actually used to be one for three years. I really like motors and cars and get my hands dirty for real, not just like in the kitchen.

How long does it take you to get to school and how many hours do you work?

I drive to school for about 10 minutes, so it's not very far for me. I come to work at 7:30 and prepare some stuff for cooking and I leave when everything in the kitchen is done. At around 14:45 it's all done and I leave work at around 15:00.

Which is your favorite food?

I like sea food and fish a lot. But I like steak tartare the most.

We had a great time in Estonia and we are happy to have met you and everyone here. Thank you for talking to us!



Pia from Norway

Tina BRADEŠKO and Katja KLEMENČIČ talk to Norwegian student Pia

Where are you from?

I'm from a tiny village called Laknes, but I don't have a farm.

Do you like this school?

Yes, I really like the school because we have a lot of different animals and we do a lot of practical things with them.

How old are you?

I will be 17 this December.

How many students are there in your class?

In my class there are 16 students. It's a very small class but there aren't a lot of

children in the agriculture class.

Do you have a boyfriend?

Yes, I do. He goes to the electrical trade school in Bergen, but he lives in the same village as I do. But I only see him at the weekends.

Do you like the teachers?

Yes, I think the teachers are very competent. They really know a lot of practical things, but they are not so good at theory, probably because they are far-

mers. But our teacher teaches very well and is very professional, I think.

Do you take the bus to school?

Yes, I take the bus because I can't drive and I'm not old enough to have a car. So I go by bus or walk.

How many students are in the school?

400 I think but there are a lot of different courses.

Ok thank you for your time.

You're welcome. Thank you.



Ingeborg, a Norwegian teenager

Lara ROPIČ BIZJAK, Mateja FAJFAR, Lara PRUSNIK & Manca JELENC talk to their Norwegian peer Ingeborg HERHIEM at Voss vidaregåande skule

Why did you choose this school?

I choose this school because of outdoor activities like rafting, hiking in the mountains and skiing on glaciers, kayaking, bird and deer hunting, climbing and skiing.

How many students applied for the outdoor activities course?

60 students applied for this course but only 30 were accepted. Students with an average grade of more than 4.1 were accepted. Our grades in school are different than in Slovenia because we have grades from 1 to 6 (1 is the worst, 6 is the best).

Which equipment do you have to buy yourself?

Good hiking shoes, skis and outdoor clothes, but all the other equipment like canoes, ropes and other things we get at the school.

How many hours of theory and practice do you have per week?

We have activities like hiking and skiing 3 – 4 days per week. We only have theoretic

classes 1 – 2 days per week for the first 2 years. But in third year you have to choose more practice or more theory. If you plan to study after finishing secondary school, then you have to choose 10 hours of math and Norwegian per week. But if you want to finish studies then you have more practice and get a diploma at the end.

What would you like to become when you finish school?

I want to become a teacher of society classes and work with kids in primary school (from 5th to 7th grade).

In January 2019 you are coming to Slovenia. Why did you decide to apply for practical training in Slovenia?

I applied for practical training in Slovenia because I want to travel, get to know other cultures and meet new people. I am very glad that I had the chance to be a guest at the Slovenian evening. You prepare delicious food like *štrudelj*, *flancati*

and *potica*. We were singing and dancing to Norwegian and Slovenian folk music. That is something you can't experience if you are only a tourist in another country, you can only experience it if you mingle with the local people.

So what would you like to do in Slovenia, what do you expect to learn?

I would like to try teaching skiing (especially young kids) and attend classes at your school. In my spare time I would like to get to know your culture like dancing (ballet) and singing (traditional music).

At the Slovenian evening you showed us some traditional Norwegian dances and songs. Where did you learn that?

I come from the countryside and we learn this in school. My friend comes from Bergen and they didn't learn a thing about this, so I had to teach him. But this is usual in Norway, well, in the countryside anyway.



Learning gardening in Croatia

By Pika ARTAČ & Katja RAVNIKAR

A group of five students, accompanied by one teacher, has successfully completed their 11-day practical training in Croatia in May 2018. The mobility, which was funded under the project 'School4life', took place at the Arboretum Opeka high school in Marčan and the Krklec garden centre. In addition to expanding our knowledge of floriculture and horticulture, we also gained knowledge about heating and irrigation systems, foliar fertilization, lighting and shading, and the use of a range of sowing and planting machinery. We talked to teacher Vesna and two students (whose names we forgot to note down, unfortunately), here are their thoughts.

Vesna, practical work teacher

Which subjects do you teach?

I teach winemaking, viticulture and the basics of horticulture.

How many students are usually in your classroom?

The number of students varies but it is usually a small class from 8 to 10.

Describe a typical day in your classroom.

Lessons are never the same, they always vary. I execute the lesson plan depending on students' motivation, which class I am teaching, and the topic to be discussed.

Why did you become a teacher?

Becoming a teacher was not something I strived for but it happened more by struck of luck.

What do you like most about your job?

I am an agronomist but I really enjoy working with children and that is the part of the job I enjoy most. Interacting with students and educating them is priceless.

In your opinion, are teachers in Croatia respected enough?

No, I do not think we are.



What do you think is the most important thing to consider when teaching teenagers?

I believe that we have to try to understand them and their behaviour. With better understanding, we can be much more successful.

What are some of the customs and traditions in this part of Croatia?

This part of Croatia is very well known for *štruklji*, typical of the Zagorje region, and the Varaždin cabbage.

Two female students

Your school offers many different courses: which one are you enrolled in?

S1: We are enrolled in the agricultural technician course.

Why did you choose this course?

S1: We both live on farms and we enjoy doing the work, that is why we decided to study something that would help us gain essential and useful knowledge about farming.

S2: I wanted to become an agricultural machinery mechanic but that was not an option when I was applying to secondary school so I decided to enrol in the agricultural technician course.

What is your favourite school subject?

S2: Our favourite subject is Practical training. We also enjoy the breaks at school because they give us an opportunity to interact with other students.

What do you plan to do after you finish your studies?

S1: After I finish this program I plan to get employed and work full time.

S2: I am going to work full time at home on the family farm.

What is the most popular sport in Croatia?

S1: The most popular sport in Croatia is certainly football.

What is your typical school day like?

S1: We arrive at school in the morning and we spend the whole time in classes. During the breaks, we spend time with our schoolmates.

What do you do during the winter or summer, when you are not in school?

S1: During the winter we rest because there is not that much work on the farm. We start preparing for cabbage sowing towards the end of winter. During the summer we work in the fields on our farm.

What do you do in your spare time?

S2: Our farm produces cereals and when I am not at school, I work at home or in the fields.

Do you do any sports?

S2: No, I do not have enough time due to school and work at home.

What kind of music do you listen to?

S1: We listen to Croatian pop and folk music (Severina etc.).

Kärntner Slowenin mit Jüdischen Wurzeln

Nika NOVAK spricht mit Studentin Noa BAR-MEIR aus Klagenfurt

Im Oktober 2018 habe ich am Projekt SLAVIT im Rahmen des Erasmus+ teilgenommen. Sechs Schülerinnen und Schüler aus BC Naklo sowie sechs Schülerinnen und Schüler der Wissenschaftlichen Hochschule France Prešeren besuchten zwei Wochen lang das Slowenische Gymnasium in Klagenfurt. Meine Gastgeberin war Noa Bar-Meir aus einer sehr interessanten Familie. Darum habe ich mit ihr ein kurzes Interview gemacht.

Woher kommen deine Vorfahren?

Väterlicherseits aus Polen und aus dem Irak, mittlerweile leben sie in zweiter Generation in Israel. Mütterlicherseits aus Slowenien und Österreich.

Welche Sprache sprichst du zu Hause und in welche Sprache sprichst du mit der restlichen Verwandtschaft?

Zu Hause spreche ich mit meiner Mutter slowenisch und mit meinem Vater Hebräisch. Ab und zu mischen wir Deutsch auch dazu. Mit der Verwandtschaft in Österreich spreche ich Slowenisch und Deutsch, mit der in Israel Hebräisch. Meine Eltern sprechen mit einander Hebräisch, mischen es aber mit Deutsch und Englisch.

Warum hast du dich entschieden, das Slowenische Gymnasium zu besuchen?

Slowenisch ist eine meiner Muttersprachen und es war meiner Mutter (und

auch mir) wichtig, weiterhin Slowenisch in der Schule zu lernen.

Was bedeutet es dir, Kärntner Slowenin zu sein?

Es ist natürlich besonders, auch mit Slowenisch aufgewachsen zu sein. Es ist toll, dass sich niemand dafür schämen muss, in der Öffentlichkeit Slowenisch zu reden. Die Kärntner Slowenen sind eine Minderheit, die akzeptiert wird.

In Hinsicht auf deine Vorfahren, zu welcher Religion fühlst du dich zugehörig?

Ich fühle mich zu beiden Religionen (Christentum und Judentum) zugehörig. Ich bin zwar getauft und habe die Firmung gemacht, fühle mich aber dadurch zum Judentum nicht weniger zugehörig. Zu Hause feiern wir sowohl die christlichen als auch die jüdischen Feiertage. Es wird nichts vernachlässigt.



An Estonian teacher in Slovenia: 'Erasmus+ mobility projects make us professional'

By Kristel SEPP

I work at Vocational Training Centre of Pärnu, mainly teaching subjects like history of art, flower arrangement and color and composition for bakers and cooks. I had an incredible opportunity to be involved in the work programme of VET staff mobility and VET mobility quality commitment from 6th to 12th May 2018. This project took me to Naklo, Slovenia. I had heard of the Biotehniški center Naklo from my colleagues.

It was interesting to observe the gardeners' practical work in the greenhouse and to visit the barn. I also got an overview of how to make cheese and yoghurt. I had a great time attending the bakery lesson where I had a chance to make different sweets. I was impressed with the system that was implemented at the school, where products made by the students were available to purchase in the school's shop. My main interest was flower arrangement and I'm grateful to teachers Sonja and Metka who let me participate in their practical classes. I got an overview of the school's different professions. I owe special thanks to Peter Ribič, who gave me a thorough summary of the adult training. Huge thanks as well to project coordinator Špela Langus, whom I could turn to at any time.

During my free time I took the opportunity to see beautiful landmarks such as Lake Bled. Ljubljana's old town charmed me with the greenery



and with the wonderful statues. In Estonia I had read about Piran and thought it would be amazing to see it live –and my wish came true. The people I met and asked for help were all kind and friendly.

I am really grateful for the chance to visit Slovenia. Erasmus+ projects give the teachers an opportunity to travel to different countries, visit schools and get a sense of how they operate.

Polish peers return the visit

By Špela LANGUS

Erasmus+ mobility for Polish students was carried out between 4th and 16th March 2018 at the BC Naklo Secondary school and included 30 students from the Polish school Zespół Szkół Ponadpodstawowych im. Wincentego Witosa w Samostrzelu. In the days from 9th to 11th March 2018 we also hosted the representatives of the municipality of Notecią Ewa Szłapa, Secretary of Education, Jerzy Wdowiak, member of the Nakielski District Council, and veterinarian Paweł Wyczański. Co-

operation between the two schools began in 2010 when the representatives of the municipality Naklo and BC Naklo attended the celebration of the 20th anniversary of the Polish municipality Notecią. The first two-week mobility took place in 2012 in Poland under the programme Leonardo da Vinci. In 2014 the co-operation continued in Slovenia. To commemorate the successful collaboration we have planted three trees so far, both in Poland and in Slovenia.

Our students told about the spring visit of their Polish peers:

'I really enjoyed seeing Polish peers again. The memories I will most cherish are the ones of the lovely Sunday we spent together having fun.' Nives ISTENIČ

'Spending time with the Polish students was a lot of fun. We had a lot of communication problems but we managed to resolve them with the help of creativity and humour. Comparing different words and phrases in Polish and Slovene was really funny and interesting.' Sabina TOMŠE

Der Landwirtschaft auf der Spur im Biosphärenpark Nockberge

Von Heinz MAYER

Im Zuge eines Erasmus+ Projekts besuchten 10 Schüler und 2 Professoren der biotechnischen Mittelschule BC Naklo in Slowenien von 5. bis 16. Juni 2017 den Biosphärenpark Nockberge und erhielten spannende Einblicke in das tägliche Schaffen rund um Landwirtschaft und Naturschutz.

de saniert sowie die Durchgänge von der Prieshütte bis zur Pregatscharte renoviert. So wurden u. a. die Käserei 'Kaslabn', der Stadtmart Radenthein, die Imkerei Brandstätter und die Künstlerstadt Gmünd besucht. Bei den Almwirtschaftstagen auf der Litzlhofalm mit Schülern der LFS Litzlhof wurden handwerkliche Tätigkeiten von Zaunringbraten bis zum Brunnentrog aushacken erlernt, ebenso aber wurden die Almgräser und Blumen unter die Lupe genommen. Der Versuch, das erste Mal eine Kuh auf der Heiligenbachalm zu melken, war genauso eindrucksvoll wie die leidenschaftliche Vorführung von Adelheid Dullnig, wie in der Heiligenbachhütte Käse gemacht wird. Neben

dem 'Bad herrichten' im Karbad – eine kulturhistorische Besonderheit in den Nockbergen – gewannen die TeilnehmerInnen Einblicke beim Erlernen von altem Handwerk wie, zum Beispiel, dem Besenbinden. Jeder Schüler konnte sich so beim Besenbinden seinen eigenen Besen aus Birkenruten als Andenken selbst herstellen und mit nach Hause nehmen. Rundherum gut versorgt Dass in den Nockbergen nicht nur fleißiges Arbeiten, sondern auch Genuss großgeschrieben wird, bewies die kulinarische Verpflegung der Gäste innerhalb ihres Aufenthalts. Auch für dieses Jahr ist wieder ein umfangreiches Programm geplant und freuen uns schon wieder auf zwei spannende Wochen!

Volles Programm – die jungen Besucher im Alter von 16 bzw. 17 Jahren wurden von allen Partnern und Einheimischen der Region Nockberge aufs Herzlichste willkommen geheißen. Im Laufe der Tage konnten die Schüler an unterschiedlichen Exkursionen, Almrevitalisierungsprojekten und Präsentationen teilnehmen sowie selbst in landwirtschaftlichen Betrieben der Region Hand anlegen. Der Wanderweg von der Zechneralm auf den Königstuhl wur-



Futura

By Dominik LENARČIČ

"So what do you want to do today?" she asked for his opinion. It was Sunday afternoon and neither of them had any homework left.

"You know that one attraction that opened in the city centre not long ago?"

"Futura?"

"Yeah, that one!"

"You want us to go to a fortune-teller? Please tell me you're joking."

"Well, do you have any better ideas Miss Sophisticated-pants?" She went silent and gave her friend a playfully-annoyed look.

"Come on, Chloe, It'll be fun! Besides, you're a real control freak when it comes to upcoming events."

"Ha-ha, Nate ..."

"Come on, let's go."

Upon crossing the road and entering a red tent with yellow stripes, Nate and Chloe were greeted by a middle-aged looking woman. "Welcome, children!" she said, "I've been expecting you two to come." At first they were crept out, then they remembered she was supposed to know the future and chuckled. "Here". The woman showed them a stand with thick binoculars on top. "Look through the eyes of time and see how you will finish your existence." "Wait!", Chloe stopped, "So we'll see how we die?" "Exactly." The woman answered her question. Chloe looked at Nate, who also showed a moment of doubt on his face until they both smiled as they decided to go ahead. "Two dollars per peek, right?" Nate asked the woman. She nodded in a friendly manner. Nate then looked in his wallet if he had 4 dollars to give. He went to a restaurant with Chloe the other day and didn't check how much cash he had left. He looked and found the 4 dollars he was looking for. "Ok, let's do this." He looked at Chloe. "Ladies first." Chloe laughed and sat on the chair, while Nate sat next to her. Chloe looked through the binoculars

and as she did, her smile disappeared in awe and surprise.

"What do you see?" asked Nate.

"I see ... an old woman in an armchair ... holding a family photo to her chest."

"Oh, so you reach a nice age! And you have a family too! Wait, tell me, am I on that photo?" Chloe squinted, turned away from the binoculars to check how Nate looked but when she tried to look back in ...

"Erm, excuse me," the woman interrupted her, "ONE look. I said one look." Annoyed, Chloe stood up and moved away from the binoculars. Nate noticed she was frowning.

"Hey, what's wrong," he asked her lovingly.

"Oh, uh, nothing. It's just ... you know ... I looked and I ... That's how I die."

"Don't be so sad," he comforted her as they switched positions, "Death is still a long way off. And even when that day comes, you saw that family photo, you won't die alone and unloved."

He couldn't think of anything else to say so, to keep her mind off of what she had just seen he added: "Hey." He caught Chloe's attention. "I love you." He made her chuckle. His own heart at peace, he himself looked through the binoculars.

But as he did, his smile faded from shock and so did Chloe's but hers from worry.

"What's wrong?"

"Erm, nothing, nothing," he smiled nervously: "I just ... um ..."

"What do you see?"

"Um ... I see a man, an older man that looks very much like me ... on a hospital bed with tubes in his nose. And there is a ... woman beside him. She looks like you, but older."

"Why are you in a hospital bed?"

"I don't know ... cancer perhaps."

"Cancer ... " The room went quiet. Then Nate tried to break the depressing silence.

"Eh, I wouldn't worry," he looked out, "Getting cancer these days is as easy as catching a cold. I looked quite old anyway so ..." He struggled to say anything uplifting. "So yeah."

And with that, their visit was over. Nate paid the woman 4 dollars and left with Chloe. As they were leaving the tent they couldn't help but feel miserable. Who would've thought seeing your own death would make you feel so sad. Nate couldn't bear this depressing atmosphere, so he grabbed Chloe by the arms and they spun. "Come on, let's forget we ever came here!" Chloe laughed and they spun again. Their grip loosened and Nate broke free and was flung away from Chloe. They both laughed and laughed and laughed.

Chloe screamed as Nate was violently run over by a speeding car. He landed on his back in a painful manner, his face bloody and his eyes opened with shock. She hurried to him. "OH MY GOD; NATE! NATE, ARE YOU ... ARE YOU ALRI ... "She struggled to form words. Nate tried to move." NO! Please just ... DON'T MOVE, ALRIGHT! Oh god, I'll call an ambulance just stay here!" When she tried to reach for her phone Nate grabbed her arm.

"C-Chloe ..."

"No, please, don't talk, just ..."

"Chloe, this is where I die."

"W-w-what?"

"When I... looked through those ... binocu ... lars ... I didn't see ... a hospital bed ... I saw this."

"This," Chloe looked around, "You saw all this?"

Nate attempted to nod.

"I'm ... sorry."

"You're what?" Chloe was too upset and confused to think straight.

"I'm ... sorry ... I lied ... to you."

A short silence followed.

"I ... love ... you ..."

Chloe then burst into tears.

YOUrALPS – this is what we found out

By Gaj CVETREŽNIK ČERNE & Lenart VONČINA

YOUrALPS is an international project that aims at connecting Alpine countries and developing a model Alpine school in order to equip future generations for sustainable management of the Alpine world. Second-year students Gaj and Lenart accompanied by partner institutions' representatives from Italy, France, Austria and Slovenia on the field trips to Bohinj and Pokljuka. Here is what they found out



alpine area (except the Swiss). The Alps are all one big ecosystem and to us humans it has multiple uses. We use it for many things: home, agriculture, tourism and learning. Our task on this project was to find out from the participants what they think about this project, what the Alps look like in their countries and how they use them. As we found out, the problems and ways of using them are very similar in all the countries. They

all have schools like ours but because they live in bigger countries there are more schools and they offer more specific courses. The one that seemed the most interesting was a French school where you learn how to deliver a baby cow. The people we met mostly work in small schools in mountains areas with up to 200 or 300 students. In summer people use the Alps to get away from big cities and get some

YOUrALPS is a project that wants to connect all the nations that inhabit the



fresh air while taking a hike. The Alps attract a lot of mountain bikers and local authorities want to open more and more downhill tracks there but then the animals will have nothing to feed on. Paragliding and wingsuiting are also getting popular. People who work in agriculture like to take their cows and sheep as high as 1,500 m above sea level so the cows have better grass and produce better milk which will be made into dairy products. During the winter, all the shepherds move the cattle down to the valley where they spend the winter and the most of the Alps turn into big winter sport resorts. A downside in Slovenia is that the Triglav National park does not allow new buildings within the park so most of the ski resorts have closed and stopped working.

On the first day, our field-trip took us to Bohinj where we mostly found out how the valley was formed by the glacier. We took the cable car to Vogel where we saw an alpine garden and enjoyed a very beautiful view of Lake Bohinj and the surrounding peaks. We did some work in groups and finished off the day with a nice lunch in restaurant. The next day we found ourselves at Pokljuka, the high plateau on the other side of the Bohinj valley. Again we split into two groups. One stayed at the hotel and, after learning some theory, engaged in practical tasks of how to plan lessons about nature, in particular, the Alps. The second group visited a cattle farm in the middle of the picturesque Zajavorniki pasture where they still make cheese and other dairy products

in a traditional way. I think our group leaders did well on the presentations and the participants found out a lot of new things about life in the Alps in our country, in fact, so did we. We found out this project very interesting because people now do not respect and use the Alps the ways they used to in the past and many are moving to the cities to get better jobs. Fewer people still work in agriculture and keep the tradition alive. Some, however, are starting a new trend of moving in the other direction: out of the city and into alpine regions to live a peaceful life relying on their own resources, independent from the (urban) world. We hope this project will raise awareness and make people appreciate the Alps as much as this beautiful region deserves.

A school trip to Mt Triglav

By Ana KRČ & Ota ČERNE

Every year we organise a traditional mountaineering trip to Triglav, our highest mountain. This year's ascent was the eighth so far. It took place at the end of August. For many of us it was the first time to attempt climbing Mt Triglav. The adventure began on Thursday morning, when we boarded the bus in front of our school. The bus took us to Pokljuka where we started the hike. After reaching first Vodnikov dom and then Planika, two mountain huts on the way, we managed to climb to the top on the first day. One of our group even took

the accordion all the way to the top and played it when we got there. We enjoyed the beautiful views in a clear late summer afternoon. We woke up to a very cold and windy morning the next day but fortunately there was on climbing left ahead of us, just the descent to Pokljuka. On the way down we met a lot of foreigners, so we decided to ask them, how and why they came to Triglav. Each group had their own interesting story to tell. The most impressive, in our opinion, was the German group's story. Three girls from Leipzig came to Slovenia by car. From Ljubljana, they continu-

ed to Bohinj where they set off to the Planika mountain hut. Their goal was to spend as little money as possible on their trip. They did not bring their own protective gear so they rented it in Slovenia. For them, this was the first ascent to such a high mountain. They stayed in Slovenia for 12 days altogether. While descending we met a Swiss couple who had heard about Triglav at the tourist market in Zermatt. They came in a camper van and hired a mountain guide. They continued their trip to Bled and further to our capital, Ljubljana. At the Vodnikov dom mountain hut we met two young Croatian students who wanted to spice up their holidays. Their goal was to climb the highest mountain in the former Yugoslavia. But they did not have any protective equipment, because they thought you could reach the top by car. They came for three days because they also wanted to see the Postojna Cave.

We also met two Slovenian soldiers based in Vrhnika. Out of curiosity we asked them how to join Slovenian army and they answered that you have to be able to climb Triglav in four hours. Needless to say, it took us a lot more!



Crossword & wordsearch: OUR ALPS

By Neja PALO, Lea MLINAR & Anastazija SKUBER

1. the highest mountain in Slovenia
2. see picture
3. large, loose broken stones on the side of a mountain or an area covered with stones
4. a large area of high flat land
5. a large mass of ice that moves very slowly, usually down a slope or valley
6. the hard natural substance that forms part of the Earth's surface
7. the highest point of a mountain
8. one of the popular mountain sports
9. a long walk in the countryside
10. a line of hills or mountains
11. see picture
12. see picture
13. a piece of hard material, a rock
14. a raised area of land, smaller than a mountain
15. see picture
16. the land between two mountains or areas of higher ground

Scree, lynx, cave, bee, Triglav, wheat, lake, willow, calves, glacier, pasture, capricorn.

L	O	W	H	E	A	T	O	K	C
G	I	H	G	A	B	T	X	Z	A
L	L	Y	N	X	H	C	R	I	P
A	W	I	P	L	O	I	C	A	R
C	I	L	A	K	E	G	A	F	I
I	L	W	S	G	O	L	L	W	C
E	L	I	T	O	B	A	V	E	O
R	O	T	U	L	E	W	E	L	R
A	W	I	R	S	E	R	S	H	N
S	C	R	E	E	S	D	S	L	U

I wanna ride my bicycle!

By students from 2CIO, 2DE and 2J (2017 – 18) with Boris URH



