

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

Year 2018-19, Issue 6

The Sky is the Limit
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Editorial Board/Uredniški odbor:
Miša Rozman, Meta Zlate, Zala Koželj,
Teona Risteska, Lara Bairakdar, Bojan
Micov, Kristjan Uranker, Nika Kosmač,
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Mentors/Mentorici:
Barbara Benedik, Irena Šubic Jeločnik

Photo/Fotografije:
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FROM THE EDITORS

The editors

This year has been especially rich with international exchanges and activities, which is reflected in Issue 6 of our foreign language magazine The sky is the limit. Within the ongoing projects Skills4life, SENHIAS, Nat2care, YOUALPS and through other opportunities, students and teachers have been to Belgium, Germany, Austria, Italy, Croatia, Portugal,

Norway, Sweden, Estonia, Switzerland and more. A few amazing contributions come from a student who took her own initiative to visit a culinary academy in Luzern and do the entire seven weeks of her work placement in Ireland! We have hosted students and teachers from the countries listed above but have also had guests from France, Botswana and the

Solomon islands – read the interviews and stories to find out more. In our regular section Meeting people we present a story not only of meeting people but also animals: Srečka, a dog with a job, now joins us in classes once a week.

It was fun putting this issue together and we do hope you will enjoy reading it!

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Erasmus+

Student mobilities were organized within projects 'International experience for better employment opportunities at home and in Europe' (57 student and teacher mobilities from September 2017 to August 2019 enhancing employment opportunities for vocational students and developing professional skills of teachers), 'SLAVIT' (connecting the three neighbouring countries: Slovenia, Austria and Italy), 'Skills4life' (mobilities to Germany and Belgium aimed at developing skills required in the students' future professional and personal lives), SENHIAS (Save our European Natural Heritage from Invasive Alien Species Attack) and projects YOURALPS (Educating Youth for the Alps: (re)connecting Youth and Mountaineering for an inspiring future in the Alps), NAT2CARE (Engagement of Citizens for the Restoration and Conservation of cross-border Natura 2000 areas). Sixteen teacher mobilities (structured courses) were organized within the project 'Our competencies – Joint efficiency' and took our teachers to Spain and Malta.

This school 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):

- Pärnumaa Kutsehariduskeskus, Estonia: October 2018;
- Voss vidaregåande skule, Norway: October 2018;
- Riley Trading Limited, United Kingdom: January – February 2019;
- Arboretum Opeka, Croatia: April 2019;
- Biosphärenpark Nockberge, Austria: June 2019;
- ShipCon Limassol, Cyprus: June 2019;
- Biosphärenpark Nockberge, Austria: July 2019.

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

- English courses, Malta, November 2018;
- Special educational needs masterclass, Spain: May 2019;
- Project management for EU funded projects, Spain: July 2019.

STUDENT MOBILITIES

Back to Biosphärenpark Nockberge

By Nuša ZVRŽINA,
Julia Natalia TOMEC &
Jošt KOŠIR

The first day we met Heinz and he showed us around the hills of Nockberge. The nature there is very beautiful and clean. In the evening we went to the inn, where we stayed for the whole week. The second day, we met Heinz' friend Wolfgang, whom we helped to prepare his alpine pasture for the cows. We continued with our work the following day. On the third day, we visited some nearby towns and the Litzlhof school. On Friday, we helped with workshops at a primary school and learned a lot of new words. The next day we woke up early to help Wolfgang get the cows to the mountain pasture. When we finished, we went to see the beekeepers' hives and later on we had a lesson of mowing grass with a scythe. On Sunday morning, we packed our luggage and went to see the biggest dam in Austria. Later that day we visited an adrenaline park. In the evening, we moved to the alpine hut where we stayed till the end of the exchange. On Monday, we went to the river, where we helped an owner to prepare rocks for



the heating of traditional baths. In the afternoon, we had lessons of making birch brooms. On Tuesday, we went for a hike, a few hours long, with a guide, a journalist and a photographer. After a break we visited a nearby fish farm. For the next two days we stayed at the Litzlhof Alm and cooperated with the students of Litzlhof. The last day we visited a cheese shop and then we had a picnic with Heinz. When leaving, we were all very sad because we really liked it in Austria and we had a lot of fun. We got along very well and we have remained friends until this day.



Zypern ist ein kleines Inselland an der Grenze der Großmächte

By Jernej GRUBAR

Zypern liegt im südlichen Teil des Mittelmeers und hat etwa eine Million Einwohner. Es ist ein typischer Inselkleinstaat, wo das Leben langsam ist. Weil das aber eine griechische Insel ist, erfolgt alles noch langsamer. Ich bin hier mit meinen neuen Kollegen und Kolleginnen aus der Schule, um ein wenig über die Vor- und Nachteile der Legasthenie zu lernen. Ich finde

die Vorträge recht interessant und die praktische Arbeit mag ich auch. Wir sind 10 Minuten vom Gebäude entfernt, wo die Organisation Shipcon Räumlichkeiten hat, wo uns richtige Profis in diesem Bereich unterrichten. Unser roter Faden ist Unternehmertum. Wir diskutieren über die Schwächen und Stärken des modernen Unternehmens. Die Werkstätte darüber haben wir in

der Schule oder besuchen wir den Park entlang der Küste. Am allermeisten gefallen mir das Inselklima und kaltes Eis am sauberen Meerwasser. Um nicht zu vergessen, wo genau ich bin. Das ist die Stadt Limassol, die Stadtteil 'Mesa Gethonia', mehr als 40 Minuten vom Meer entfernt, was bedeutet, dass der Sprung ins Wasser und ein Eis wirklich verdient sind.

The Cyprus learning experience

By Mojca JERAM

Cyprus is a Mediterranean island, adjacent to Turkey, Syria, Egypt and Greece. It is the third biggest island in the Mediterranean and one of the most popular tourist destinations. Cyprus is divided into two parts, the Turkish and the Greek part.

On 9th June 2019, a group of six students and two teachers from BC Naklo departed for Cyprus to take part in the project 'International experience for better employability at home and in Europe' organized by the ShipCon company that specializes in vocational and educational training. We gathered at the Brnik airport early in the morning, flew to Vienna, Austria, and from there to Larnaca in Cyprus. We stayed at the ShipCon apartment in the city of Limassol.

In the mornings, we had lessons and in the afternoon we enjoyed some free time. Our main lecturer was Angela, an experienced trainer in management and special needs. During the two weeks we learned about entrepreneurship and how to create our own company. Our starting point, which we developed into a project, was our passions. We learnt how to research the market, consider the customer, the skills and characteristics of a successful entrepreneur and examined our advantages and the obstacles. We also learned some useful active listening skills. With our next trainer Stratos we did



the Bellin test for assessing team roles, to see what kind of a person we are in a group. We learnt that you need other people to complete a project. Laine taught us how to work in a team successfully.

In the afternoons, we usually went to the beach to swim and play volleyball. We went shopping and ate a lot of ice-cream. In the apartment, we played billiard, table tennis and cards. In the evening, we usually watched movies. We had two excursions to the sea caves and to Kouklia to see the birthplace of Aphrodite, the goddess of love.

During this time we learnt a lot of other interesting things. The trees in Cyprus are very different, but very beautiful. The locals eat a lot of meat and salad, especially Greek salad. The temperatures are quite high, about 30°C, and it is rather humid. Everything is done slowly.

The traffic is different, too. The cars drive on the left and the steering wheel is on the right. You must be very careful when crossing the street because the drivers do not take traffic lights very seriously. You cannot throw the toilet paper in the toilet but in a bin.

I had an exciting experience. On the trip to the sea caves, I decided to take some photos. I climbed over the rocks and suddenly realized that I was in the English military base, which was prohibited. But, luckily, nothing terrible happened. That day our van broke down and Stratos had to call a taxi to take us 100 km back to Limassol.

To conclude, I learnt a lot of useful things. I could even start my own company. But I must be persistent and if I fall I must get up again, learn something from the experience and move on.

Work placement in Northern Ireland

By Katarina Ana HITI

Northern Ireland

Northern Ireland is a part of the United Kingdom in the north-east of the island of Ireland, variously described as a country, province or region. Northern Ireland shares a border to the south and west with the Republic of Ireland. The largest and the capital city is Belfast. Their currency is pound sterling and their official language is English. Northern Ireland used to have political problems and problems between citizens but the situation is now stable.

The Wheathill

I am doing my work experience in a place called The Wheathill. The restaurant is listed in the Michelin guide. Their dishes are made with a modern twist on traditional dishes using local produce. The restaurant is located in a city called Bangor. The restaurant is small but it has a modern design. Also the kitchen in the restaurant is very small. It has only one oven, three counters for working, two stoves, a microwave and other kitchen accessories. There is also a washing room for the dishes and a big fridge for food.



My responsibility: Desserts

At the Wheathill restaurants my responsibility was mostly making and serving desserts. I made creme brûlée, banana caramel, cheese cake, chocolate bar, chocolate brownies, sticky toffee pudding, apple crumble, vegan panna cotta, cherry Bakewell, Italian meringue, chocolate mousse and more. In my second week there, I was proud to see a dessert of my choice on the menu, lemon meringue pie, and in my fifth week I introduced a famous Slovenian dessert, cream cake in a glass, which was only slightly modified by the chef. In restaurants, desserts are made a day in advance to a certain phase, or on the morning of the day they are served, and decorated before serving. I sometimes prepared cheese plates with onion sauce and crackers that are also ordered as desserts.

Starters, bread & homemade pasta

Cold starters are served in small portions and they are usually very creative dishes. I made plates ranging from smoked salmon sprinkled with olive oil to goat cheese on onion sauce and fried squid with rocket. Decorations such as crumbled walnuts, lettuce leaves, sliced green apples, boiled beetroot and various edible plants were commonly used. I learned how to make the traditional Irish wheaten bread with Guinness beer as one of the ingredients, served with butter as a welcome snack. On another day, I made hand-made pasta from flour, eggs, salt and water and cleaned seashells as they catch a lot of dirt in the shell, being the filters for seawater.

Dinner invitation

The chefs wanted me to experience the restaurant in a different light. That's why my friends and I were invited to dinner at their restaurant. They prepared starters (salmon and goat cheese). For the main dish they prepared excellent steaks in pepper sauce on spinach, baked fish on spinach and duck in sauce from their bones, and home-made French fries. For dessert we got cheesecake and sticky



toffee pudding.

Cooking for the homeless

With my host Gillian we made hot meals and some sweets for the homeless. There are many people in the capital city of Belfast who do not have a roof over their heads, so many people gather during the week and make hot meals for them for free. Gillian found this experience interesting, so we decided that we would help. We cooked mashed potatoes with meat in meat sauce, and pasta in cheese sauce. I made some sweet Swiss rolls. We loaded food into plastic containers and drove them to a place where they were then given to the homeless, who come together in the same place every day at 8 pm. The idea that these people sleep outside in the cold every day is terrible. So I wanted to help, because kindness is free and everyone can give it.

Farewell

My work placement at the Wheathill restaurant in Northern Ireland was simply amazing and I learned a lot. I experienced many new things and the time just flew by. I liked the fact that the work at the restaurant was very dynamic and creative and that new dishes or other details were added every week. Two of those were my desserts and this makes me really proud. I loved how much the people there accepted me, so this experience does truly have a place in my heart.

SENHIAS: PORTUGAL, SWEDEN, BELGIUM

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: Bel-

gium, 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.

Something about Portugal

By Sara PODBREGAR, Jerca PODOBNIK & Aljaž PODLESNIK

Portugal

Portugal has a population of about 10 million. It's located on the Iberian Peninsula. Its capital is Lisbon and the country's currency is euro. The majority of people are catholic. It is mainly a farming country, and it is the biggest maker of cork in the world. With its rich history, art, architecture and natural beauty, it attracts more and more tourists every year. The most remarkable Portuguese was Vasco da Gama.

Climate

The Algarve region has a Mediterranean climate with long hot summers, mild winters, and more than 3,000 hours of

sunshine per year. However, it rains occasionally between September and May.

Flora

The most common vegetation we found in Portugal are Mediterranean deciduous forests including mostly cork oak and eucalyptus. There are also pine trees, macchia, gariga, and blackberries. Some common invasive plants are ice plant, blue gum, pampass grass and more.

Food

Portuguese cuisine is typically hearty and includes a lot of fresh ingredients. We had the opportunity to taste diffe-

rent kinds of dishes, for example a type of local 'hamburger' with a lot of meat and potatoes, sea food and a variety of vegetables and desserts. The best meal we had was in the cereal shop. We picked different kinds of cereals and mixed them with different toppings, like marshmallows and m&ms. It was super delicious.

People

Portuguese people are very open and kind. They accepted us with open hands and a lot of gifts. They didn't mind our not always perfect English. Whenever we needed help they offered it and they never complained.



Invasive species in Portugal: Ice plant

By Jerca PODOBNIK

Portugal has many invasive species and one of them is ice plant. Almost every Slovenian knows this plant, because we sell it and grow it in gardens as an ornamental plant. This invasive plant mostly grows on sandy beaches near the ocean. We saw a big area covered with it and I can compare it to the size as big as a few Slovenian fields. There used to be sandy beaches all along the Portuguese coast but because this plant is so invasi-

ve and spreads so quickly and the locals weren't fast enough in getting rid of it, it has spread enormously. Local authorities actually employ daily workers who are removing it, but unfortunately they are quite unsuccessful. Even when they pull it out of the ground, its roots stay in the ground, and this is how the plant keeps spreading. We all tried to pull it out and it is not hard at all. It comes out of the ground in big parts, not one by one, but

the problem are the roots that stay in the soil. Our host said that if they wanted to remove it all, they would need expensive equipment which they can't afford. On the other hand, even if it's invasive, the plant is actually edible. It is prepared in the same way as we prepare asparagus and it has a similar taste as well. So, even if the ice plant is invasive, the locals still found a way to use it as food, which shows that there's a pro to every con.

Great Swedish inventions: naturum, fika and vandrarhem

By Ana TERAN, Maša LESJAK, Hana FORŠČEK, Eva GREGORI, Daša POTOČNIK, Mojca JERAM, Iza STRNIŠA & Petra DOLENEC

Getting there: Istanbul airport

Somewhat unexpectedly, we flew to Sweden via Turkey. Istanbul New, aiming at being the world's biggest airport, opened on April 6th this year. We were among its first (millions of) passengers. While landing, we saw kilometres of runways and plane parking areas along with numerous new buildings rising up in the desert, including a mosque and a fire station. No sight of Istanbul, though. Despite the enormous size we were happy to find out we had been dropped from the bus straight to the terminal with gates F. However, it took us about ten conveyor belts and at least ten minutes to get past all the gates to ours, F14, where, however, the boarding procedure was really fast and efficient. The terminal buildings surprise you with their modern architecture. The runways are very busy. We had to wait for other planes for over half an hour before we could finally take off.

Accommodation: Vandrarhem

Vandrarhem is a type of hostel for all generations. It usually consists of several traditional Swedish wooden houses, which are beautifully coloured. Our vandrarhem in Åsa, south of

Gothenburg, lies right next to the sea and has a beautiful beach. It is surrounded by pine forests.

Education: Aranäsgymnasiet

The school in Kungsbacka, which was our host, is very modern and spacious. An amazing and bright light is coming through big windows which

are all over the school. In the school it is very obvious that they do not only care for the classrooms to be well-equipped but also for the students to spend quality time in the big library, hang out on the sofas or at the café and at coffee stands, and even take a swim in the swimming pool. If you forget your swimsuit, you can easily buy



one there! The school offers many courses, from natural science to health care and art. Each course occupies one section of the school and that is nicely seen through the glass walls of the classrooms. However, not all Swedish schools are as modern and comfortable as this one.

Food: Fika

Fika is a Swedish tradition which is basically having coffee and a cake or pastry, usually kanelbullar (cinnamon buns), but in fact it is much more. This is when you sit down for some quality time with family, friends or colleagues. Restaurants usually offer self-service tea and coffee with biscuits that you can have after your meal.

Nature conservation: Naturum visitor centres, a gateway to nature

Naturum is a park for nature and history conservation where the employees explain visitors how nature developed through time and what it left behind. We have visited

two naturum visitors centres and learned many interesting things about nature and how it works but also about the history of the area. In the first one we saw a cholera graveyard from the early 19th century and a Viking grave field. The naturum is also a natural reserve which tries to preserve biodiversity and protect endangered species, especially insects. The second naturum we visited is on the island of Syd-koster on the west coast of Sweden, north of Gothenburg. After showing us around and playing a film on the area, the ranger took us to the coast where we put on some weather-proof clothes. We went knee-deep into the water and searched for some marine organisms. When we were back out of the water on the coast, we looked at the fish, jelly fish, sea shells and crabs that we had found in the sea.

The port of Gothenburg

The Port of Gothenburg is the largest

port in the Nordic countries. During the 19th century more than 50 thousands Swedes left their homeland in hopes of a better life and emigrated to the Americas through this port. Today, Gothenburg is a modern city with numerous cultural, sports and entertainment facilities, interesting architecture and spacious parks. We walked past the Liseberg amusement park, enjoyed the Universeum science centre and the Museum of World culture, strolled through the university campus and down the famous Avenyn (stopping to take a selfie with the Poseidon), explored the Fiskekyrka fish market and had a couple fikas on the way.

Swedish people

We found Swedes very smart, polite, friendly and sociable when they are with friends, but they still need their own personal space. When they sit on a bus or train, they do not like it when someone sits beside them but if that happens they keep to themselves, unlike some Slovenian people who like to talk to strangers on the bus. I have also figured, out that they really like vegetables in their meals and that students never complain about it unlike most Slovenians. Swedish people are also very understanding and supportive of same-sex couples, they show it by not having separate toilets for men and women and by hanging rainbow flags in public places.

In conclusion ...

In conclusion, Sweden is a modernized country, with nice people and a colourful culture. They take their time for family and friends, even though they seem as an introverted people. Their education is centred on a professional work environment and updated with modern methods. The trip was amazing; we appreciate the effort they put into the lessons on invasive species that affect Sweden's marine habitats. The landscape was absolutely beautiful, although we were glad to see the Slovenian mountains again when we came home. Despite the gloomy and changeable weather, we had fun and learned many things.



Belgium

By Lara PRUSNIK, Nuša ZVRŽINA, Klara HOŽIČ, Petra DOLENEC, Ana STRNIŠA & Iza STRNIŠA

The kingdom of Belgium has 3 regions: Flanders, Wallonia and Brussels-Capital region. Its area is about 30,688 km² and it has 11,420 million people. They speak 3 official languages: Dutch, French and German. Belgium is known

for its culture and cuisine: folklore, beer, chocolate, waffles, mussels with fries, port Antwerp, the Scheldt river ... Invasive animals in Belgium are Mandarin duck, Black swan, Ruddy duck, Prussian carp, Raccoon and more. They have

invasive plants, too: Spanish bluebell, Indian strawberry, five-leaf, Large-leaved beggar ticks, Russian olive.

We look forward to travelling to Belgium in autumn!

Erasmus+: With knowledge for a better tomorrow, Kranj, Slovenia

By Filip MARKUŠIĆ, Miljenko MARTINČEVIĆ & Marina ŠMIDLEHNER

From August 18th to 31st, the students from Arboretum Opeka High School in Marčan, Croatia, have participated in mobility within the project of Erasmus+ KA1 'The knowledge for a better tomorrow' at the Biotechnology centre in Naklo, Slovenia. The project was funded by EU Agency for Mobility and Programs. Students participated

in programs of animal husbandry and horticulture. During the visit in Naklo, students had a mentor who helped them with their work. The mentor explained every step of the process from safety procedures to working with animals and plants as well as how to maintain the farm. By the end of the work day students were tired

but also more than satisfied with how admirably they finished their job. During their two-week stay in Slovenia, the students acquired knowledge, experience and skills of landscaping, automated milking processes, operating small agricultural machinery and everything else that is necessary for a farm to function properly.

Students worked from Monday to Friday. However, at the weekends and in the hours after work they had plenty of time to get to know the history, culture and the way of living in Kranj and other parts of Slovenia. Their spare time was very well spent. For example, although tired from work, the students were discovering what kinds of secrets the city of Kranj is hiding above and beneath the ground. They learned that Kranj is the birthplace of the greatest Slovenian poet France Prešeren, where the town's famous watchtowers are, as well as why and how its inhabitants built the tunnels under the city. Even though Kranj was our host town, the trip to Ljubljana, the capital of Slovenia, was a must. Among many other sights on a daytrip to Slovenia's capital the students saw the Triple Bridge over the Ljubljanica river, the Slovene National Theatre and Ljubljana Castle situated on the hill overlooking the city. Although Slovenia may be a small country, the riches of its natural beauty exceeded manmade borders. Therefore



re, beside the cultural, students also visited many natural sights. From the hills of Šmarjetna Gora above Kranj and the neighbouring Sveti Jošt to the remote mountains of Velika Planina (where they took a funicular) and Veliki Vrh at the Košuta Mountain. Standing at 2,088 meters above sea level, Veliki Vrh of Košuta was also the highest summit students have 'conquered' while climbing Slovenian mountains. This definitely was a once-in-a-lifetime experience.



My aunt in America

By Nik STRAKOŠ

Last November my family and I visited my mother's sister in Florida, USA. America is different than Slovenia. For one thing, it is much bigger than Slovenia and, in my opinion, a bit more boring, well Florida, at least. There is nothing happening, like literally nothing. There are no people walking around, all the walking they seem to do is from the fridge back to the couch, and in stores. But there is something very interesting in the USA and that is Thanksgiving. Thanksgiving is the most important and the most interesting holiday, yes it is! Americans put

a lot of effort in making this a perfect day, more accurately, the most perfect evening of the year. They spend all day making dinner with the traditional turkey, mashed potatoes and pumpkin pie which is delicious. Everyone in the USA is free on that day, students and adults. We celebrated Thanksgiving at my aunt's. The food was really good because we bought it in an organic store called Whole Foods. It resembles the food we have here but it's still very different. When we were celebrating my aunt's birthday, it was also different. Why? Because their parties

are actually more party-style: my aunt put up disco lights in the house.

All in all, my experience in Florida was OK and there was even one thing that I really liked about the USA: the cars there are many, so to say. Here we have small, even tiny cars compared to the American trucks so this is one reason why I would recommend big car fans to visit Florida. I also liked some food, especially KFC (Kentucky Fried Chicken) and Cuban food. I would recommend everyone to experience the USA for yourself if you get a chance.

TEACHER & STAFF MOBILITIES

VET Staff training in Austria

By Jure AUSEC & Meta VOVK

Biosphärenpark Nockberge is managed in accordance with the principles of sustainable development including the economy, tourism and employment of local people, with special focus on ensuring rational use of natural resources while preserving natural balance and well-being of the environment. This is the main reason for choosing this area to train in the



field of guiding in nature and nature conservation. Within the International Experience for Better Employability at home and in Europe teachers Jure Ausec, David Celar, Neža Čimžar and Marjeta Vovk, teaching classes in the Nature Conservation course, Physical Education and Biology in all the four-year biotechnology courses, took part in the training. Through work and life in the park, participants have experienced what being sustainable means and how people can act locally

and think globally at the same time. We learned about good practices of how a person can start his or her own business in harmony with nature and consequently helps preserve the countryside as residents don't move away. The training included activities such as hiking, forestry, preservation of alpine pastures, beekeeping, hunting, aquaculture and sustainable tourism. Park management has made a key contribution to the success of education through field guidance, ad-

vice on points of interest and design of various activities. In addition to their expertise, their experience and knowledge of the terrain (weather, hazards, suitability of mountain trails) and the social capital they have (acquaintances and partners) have also contributed to successful and meaningful training. The participants came home with a lot of new ideas. Special thanks to the park ranger Heinz Mayer for his leadership and help with the activities.

Malta: English for specific purposes: Agriculture, horticulture and food technology

By Kristina FRLIC, Ana KAVČIČ KARNIČAR, Sonja JERIČ ŠTEFE, Polona TERAN, Tadeja POLAJNAR & Nataša ŠINK

Last November six teachers of horticulture, agriculture and food technology attended the English language course for teachers at the Easy School of Languages in Valetta, Malta. We were divided into two groups of different levels of difficulty. The intensive course consisted of 9 to 15 hours of classes per day. Every day we discussed a new topic and at the

same time learned about the culture of English-speaking countries. We had the opportunity to attend a special lecture, where the focus was on pronunciation. Afternoon time was used for sightseeing of Malta, namely the cities of Valetta, Rabat and Mdina, the fishing village of Marsaxlokk, and their cultural and historical sights. We experienced some local cuisine, too.



Barcelona, Spain: Identifying barriers to learning

By Tadeja FRIČOVSKY
& Neža PIRIH ZUPAN

We attended a five-day course about learning difficulties named 'Identifying Barriers to Learning'. The training activities were held in Barcelona, Spain. It was a great opportunity to deepen the knowledge in the field of learning difficulties, get to know positive practices from other European countries as well



Within the Our competencies – Joint efficiency – OUJE project, managed by Martina Kramarič, 16 teachers and staff had the opportunity to take part in training courses abroad, where they acquired knowledge and competencies that they will be able to use in their daily work. They also upgraded their skills of efficient action in various circumstances, spreading the activities of BC Naklo and taking part in professional activities in the international environment.

as share and compare ideas about that topic. Our training group consisted from school counsellors, a deputy principal, principals, teachers and a school nurse from Sweden, Portugal (Madeira), Germany, Turkey and Slovenia. The training course focused on dyslexia, dysgraphia, dyspraxia, dyscalculia and ADD/ADHD. We learned about identifying signs and causes of various specific learning difficulties and about a number of strategies for working with pupils with these specifics. We exchan-

ged good practices and discussed school policies with our colleagues from other countries and our trainer Angela, originating from the UK. In the afternoon, some time was left to visit the main sights of Barcelona. The impact of the famous architect Antoni Gaudi is seen on every step. He designed many of the most famous sights in Barcelona: La Sagrada Familia, Park Güell, Casa Mila (La Pedrera) and more. We have seen some of his work and it is really breath-taking.

Valencia, Spain: Building team spirit in the classroom

By Peter RIBIČ

Last June I attended a professional training course in Valencia, a beautiful city on the east coast of the Mediterranean. 'Building team Spirit in the Classroom' united trainer Mario Gabrielle and participants from Lithuania, Romania, Poland and Slovenia. It turned out that despite diverse cultural backgrounds we face similar problems in the classroom but we tend to approach them in different ways. Throughout the week we explored topics such as motivation and class management, creativity, mass psychology, conflict management, delegating, work dynamics and more. The rich Spanish history, summer temperatures and warm people made



a lasting impression to complement the newly acquired competences that

I have already been implementing in my pedagogical work.

London, UK: Intensive English Course – project management

By Ana AMBROŽIČ

In August 2018 I went to London to upgrade my English speaking skills. I had a very intense week at Edgware Academy, attending three English sessions a day. In the morning, I attended advanced class, in the middle of the day I had one hour of conversation and in the afternoon I took intermediate class where I had the opportunity to refresh my previously gained knowledge. My classes ended at 5 pm every day, so I didn't have a lot of time for sightseeing, but I didn't mind much, because I had already been to London in the past. I just walked and cycled the streets of London and absorbed the city pulse, which was a great experience. As Virginia Woolf said: »To walk alone in London is the greatest rest«. And it really was: a rest from everyday life.



Barcelona, Spain: Satisfying school – strategies and skills for teachers

By Rok MIŠČEVIČ, Nina MODRIJAN & Jana KORITNIK

We attended practical training in Barcelona between 24th and 30th June 2018 as a part of an Erasmus+ OUJE project (Our competencies – Joint ef-

ficiency). It was a very active and practical experience. Our group consisted of participants from all over Europe (Germany, Finland, Poland, Hungary,

Austria and Slovenia). The main topic of our training was making teaching a satisfying profession. We got acquainted with the key factors that lead to stress and burnout in the workplace. We learned how to use specific strategies and didactic approaches, such as mindfulness and positive psychology to cope with stress in the classroom. We learned how to recognize and prevent stress and stressful situations in school. We got a chance to exchange and discuss good practices with colleagues from other countries and with our trainer. We got to see the main attractions of Barcelona and tested some traditional food and drinks. All in all, it was a wonderful experience, useful for our professional and personal life. I would recommend this training to all teachers.



Talking to German and Belgian teachers

By 3N 2018 – 19

Within the Skills 4 life project, our school hosted an exchange in November 2018 for 8 students and 4 teachers from Belgium and Germany. The exchange lasted from 11th to 17th November.

On Monday, the guest visited the bee-keeping museum in Radovljica, tasted the famous cream cake kremšnita in Bled and explored a small family business in Šenčur. On Tuesday, they toured Ljubljana, visited Medex and spent time with our former, a beekeeper. On Wednesday, they worked in a workshop and made several honey-based products: gingerbread cookies, soap, candles, creams, lip balm and beehive panels. On Thursday, they learned about economics in Germany, and on their final day they joined us students in class and wrapped up their stay with a press conference. The students were asked what they would remember most and what they had learned, and most of them pointed out getting to know other cultures and countries, developing and deepening the friendship and bonds between them, team working, experiencing the local cuisine and speaking in English for a week. In one of the evaluation activities they made a net by passing a ball of wool around and one of the teachers checked how strong the bond (net) was. Next, the headmistress gave a speech about the skills that the students had gained during the exchange and the friendships they had built. Finally, the students received their certificates. We have talked to the four teachers that participated in the exchange. Here's what they told us.



Maria, Belgium

How do you like Slovenia? We really like Slovenia, it's so green everywhere. In our country in the centre, we have a lot of

cities. There is less forest and the country is flat, we really like the view of the mountains and forests. The people are really nice and kind.

How long will you be here? We are staying till Saturday and we came here on Monday. Every day we have a different schedule and different activities planned. We have already visited Bled. We really like it.

Do you also have a nature conservation course? Yes we have one, but it's not on a level as high as yours.

How big is your school? Our school has about 1,100 students. That is about 200 students more than you. But we also live in the centre of the city.

Do you have great festivals? Yes we do. Tomorrowland is one of the most famous festivals in the world. Every year around 160,000 people attend it.

Did you watch the football world cup? No I didn't, because it's more of a man

thing. I'm not interested in sports.

Do you come from Gent? No, but it's not far away. Our city is 30 minutes from Gent.

Does Belgium have a sea? Yes, but it's colder than in Slovenia. It's about 18C° so it's more refreshing.

Do you have fresh water? Yes you can buy it in a bottle in every market. But you can drink tap water in Belgium.

Do you have a lot of snow? Not exactly. In Slovenia you have more snow and the winters are colder. In Belgium the summer is cold but the snow lasts only a few days.



Koen, Belgium

Our guest from Belgium, Koen, is a teacher of Economics and Accounting in Antwerp, Belgium. So far he has visited Bled, where he tasted the cream cake, and Ljubljana, where he strolled through



Throughout the diverse activities that the participating students and teachers took part in, a lot of creativity was sparked and a number of words came up that became known as the 'BEE words'.



Tivoli. He has also been to Radovljica and its famous beekeeping museum. This is not his first time in Slovenia, he has been here before – on his bike. The capital of Belgium is Brussels, and the town Koen lives in, Antwerp, is pretty close to Brussels. According to our guest, everything is close to Brussels because Belgium is a small country. They speak Dutch and French. The school he teaches in is in the middle of the city, so students and teachers can go eat in McDonalds, buy food at stores and go get a drink at the bar. Their lunchtime is longer than ours, they have 50 minutes for lunch. Also, their classes start at 8:20 and end at 4 pm. Even though their school is old and was once a monastery, it is now very modern. The students use laptops or tablets and they do a lot of work online. They still have books though. They have two periods of PE per week, but they think they should have more. Koen describes Belgium as a very small but beautiful country, full of unique historical buildings. They have only 70 km of coastline. Belgium has problems such as immigration, they want to close their borders, but not everyone agrees. The government has decided that the immigrants don't get paid unless they learn the language. 30 – 40% of kids at their school are immigrants, mostly from Morocco and Turkey, but they are not allowed to speak their native language at school.



Sandra, Germany

Sandra teaches Economics and Marketing at a Gymnasium and Middle

school. School starts at 7:45 and ends at 1 o'clock. The students bring lunch to school and they have a one-hour break to eat it followed by three more hours of lessons. In one class there are 20 – 30 students. They are mixed religions (Muslims, Jewes ...). In school there are 800 students and they can be a little bit older than us. They have primary school from first to fourth class and the middle school for 10 years and then they can go to gymnasium or get a job. They learn English and then they can choose French or Spanish. Students wear normal clothes, and they can wear shoes in school. They have holidays for 6 weeks in summer, a week in October, 2 weeks in December and 2 weeks at Easter. Sandra really liked our garden and school shop, because they don't have any of these. She told us that Germany is very similar to our country. They have forests and mountains all around, but to the seaside



they have around 9 hours driving, in Slovenia there are only around 2 hours. She told us that in Germany you must be 16 years old to drink wine, beer and champagne and 18 years old to drink any other alcoholic drink.



Marco, Germany

German teacher Marco has been teaching English and Economics for twelve years. He teaches eleven classes from 15 to 28 students. He became a teacher because he loves Economics and English. He has become a very good teacher and he really enjoys his job. Students in Germany study English and another foreign language, they can choose between Latin and French. In some schools they can learn Italian and Spanish. He told us that Slovenians are better at speaking German than Italians. The idea of the project he is involved in is to write a book about skills for a good life. Three countries take part in the project: Belgium, Slovenia and Germany. Six students from each country were chosen for the exchanges. Marco asked us about our end-of-school trip and we told him that some were going to Spain and some to Budva in Montenegro. He was very excited because seven years ago he met our teachers Tina Križnar and Lenka Žigon at a congress in Budva and this is how he first heard about our school. He is very glad to be able to cooperate with our school. He likes our nature and he thinks the people are very nice. He likes listening to our language because it reminds him of his grandfather who was Croatian.

Being Slovenian across the border

Lucija DOLŽAN talked to Martina STERGONŠEK

Martina Stergonšek lives in a village called Križ (Santa Croce in Italian), which is only 4 kilometres away from the Slovenian border. This spring I spent two weeks living with her family.

The reason for this was that we both participated in the Erasmus+ SLAVIT project. The state secondary school France Prešeren which Martina attends prepared interesting scientific and cultural workshops for exchange students. Apart from taking part in all the workshops and outdoor activities (see photos) I decided to do this interview because I noticed that there are a lot of cultural differences. Despite living relatively close and both of us being Slovenians we live in completely different environments.

Martina, why do you like living in Križ?

Because it's a Slovenian village and everything here is Slovenian. I live here with my family and I have a lot of wonderful memories. It's nice living so close to the sea and at the same time, it's on the edge of the Karst plateau. Also because people here are very connected.

What kind of Slovenian clubs can we find in Križ? And are you involved in any of them?

In Križ, we only have a choir, but in other villages nearby there are a lot of sports clubs. Almost every village, well, most of them for sure, have its own cultural club. I am a member of the Sloga sports club and I play volleyball.

What is it like to speak two languages? Have you ever had any trouble with it?

For me, it's completely normal to speak two languages, Slovene and Italian. But I do have problems when talking to you sometimes. I often can't think of the

right word. When I'm talking to my friends, it's easier because we use some Italian words and we all understand them.

Have you ever had any problems because you belong to the Slovenian national minority living in Italy?

Not me, but my dad used to get into fights because of it when he was younger. But sadly that's not just a thing of the past. In fact, a few incidents have happened this year. At the beginning of the year all fascist parties

in Trieste merged and did a march. I attended the anti-fascist manifestation and we outnumbered them so their idea wasn't successful. On 8th of February, which is Slovenian cultural day, the fascists put up posters saying that they won over the school in Gorica. It has also happened multiple times that at the end of a volleyball match our opponent's didn't want to shake hands with us because we are Slovenians. It hasn't happened to me personally, but my teammates told me it had happened to them.



About The Wheathill, with its founder

Katarina Ana HITI talked to Cameron CARTER

When and why did you start this restaurant?

We started the restaurant in December 2015 because I had always wanted to have my own restaurant.

How did you find a name for it?

We searched it through Bangor town hall and found a map from 15th century and the street that the restaurant is located on was named The Wheathill. We placed

a map on the wall outside of the restaurant that explains everything about it.

Is the business doing well?

It has its ups and downs but we are not losing any money.

And, tell me, when were you accepted in the Michelin guide?

Two months after opening.

Cameron, what is your goal for this restaurant?

My goal is to open more restaurants. I would love to have at least one more in Belfast. It would make a lot more money.

Were you happy with my work here?

Perfect. I was happy with your work, you were very good and there is always a job waiting here for you.

Thank you very much. I appreciate your time and support.



Develop your full potential: an inspiration from Solomon islands

By Rafaela RABIČ & Klara ŽOS

On 17th April 2019 in our English lesson our class was able to listen to a very unusual visitor. James is a doctor and a priest from Solomon islands. Currently he is studying bioethics in Rome and is the first person from his country with such an education. We had an opportunity to ask him questions. In the time he spent with us he told us many interesting things and inspired us to develop our full potential. He described the habits of his nation, their tribal origins and problems his home islands now face because of plastic pollution and rising seas due to global warming. James told us his life story and described his journey to become a priest. He showed us the traditional cloth with a map on it, one of many things his



people make, and the shells they use as shell money. Students found many aspects of his life and the life of his

people interesting and different from ours. It is certainly something worth remembering.

Krklec garden centre, Croatia

By Lucija KRŽIŠNIK & Katja ŠUBIC talk to Ivica and Nada KRKLEC

Our students regularly stay in Croatia for two weeks to do their work placement at our partner Krklec garden centre. During our mobility this year, we spoke to the owners of this impressive family business.

When did you start with the garden centre?

It started in 1984, it's been here for 35 years.

Who started it?

My parents.

Which plants did you grow at the beginning?

We only grew flowers for flower beds, like petunias, at the start. We didn't work with perennials or hanging plants. We introduced these when we expanded our business and bought new land.

Why did you choose to work with flowers?

We used to farm and we produced vegetable seedlings and flowering plants, but after a few years we realised that the productivity is very low, so we focused just on producing flowers and we stopped with the other activities.

How many employees did you have at the beginning and how many work here now?

Only the family worked in the garden centre at the beginning. Today we have 10 employees.

How much covered surfaces did you have at the beginning? What about now?

We had about 300 – 400 m² of covered surfaces (greenhouses). We used to fold them at the end of the season every year and put them up again next year. We now have 6,5000 m² of co-

vered surfaces and about 5000 m² of uncovered surfaces.

Where do you sell your products? What countries do you export to?

We export to Slovenia to Obi and Tuš, to Hofer in Austria, and in Croatia we collaborate with Lidl, Spar, KTC and Valent.

How many fairs do you visit every year?

We go to about 15 sales fairs in the spring and about 10 in the autumn.

Apart from flowers, do you sell any other garden plants?

No, we only sell flowers.

Could you point out any plants that you are particularly proud of?

We are very proud of our different sorts of hibiscus.



High five, Srečka!



By Aljaž ČESEN

Srečka is a therapeutic dog and together with her owner, teacher Sabina, they are a therapeutic couple. They volunteer for Tačke pomagačke, a non-profit organisation. They visit schools, nursing homes, libraries and rehabilitation centres to help people with emotional issues, reading problems, learning difficulties and those recovering from bad injuries. All she does is listen, she doesn't interrupt or judge, and this is very helpful for people who have problems with their confidence. She is a good therapist because people trust her and they're not ashamed. She can perform tricks such as sit, place, circle, high-five and more.

By Ana TERAN & Andreja ZGONEC

On Thursday, 25th April, Srečka visited us in class. Her owner got her through Bolha.com when she was one year old and enrolled her in dog school. After two months of basic training she started taking lessons to become a therapeutic dog. Both Srečka and her owner took an exam and are now a qualified therapeutic couple. A therapeutic dog must not be jumpy. It has to be smart, friendly, calm and kind to people and should not be easily scared. On the other hand, we also had to be as calm as possible so that Srečka would not be stressed!



By Miha ZALOKAR & Klemen RABIČ

A therapeutic dog and his or her owner have to do a lot of volunteering, at least 25 hours per year. In fact, many of them do a lot more. This is not a job, it's a way of life where you help people, especially people who cannot read, walk or do not remember things.

Tracking wolves

Nuša ZVRŽINA & Lara PRUSNIK with mentors Monika KOS & Urška KLEČ

In this school year students of the 2nd year of nature conservation were invited to participate in the activities of the Nat2care project (Interreg Italy-Slovenia). The common theme of one of the activities was dedicated to large carnivores in the cross-border area. Therefore, we spent the entire March 2019 learning about large carnivores within the professional module Ecological analyses and monitoring.

In the first week, we independently researched the topics of large carnivores and prepared ourselves for the activities that were planned to come. In the second week, we got a visit from a



specialist on large carnivores from the Slovenia Forest Service. We learnt a lot about the biology and ecology of large carnivores, monitoring, management, and conflict-solving between people and large carnivores. In the following week, we joined the experts from Association Dinaricum at their fieldwork, during which we were able to utilize all the new theoretical knowledge. The fieldwork took place at the Pokljuka plateau in the Julian Alps which is an area, where two conservationally important areas of Natura 2000, Julijske Alpe (SI3000253) and Julijci (SI5000019),

overlap with one another. Pokljuka forests are rich in various habitats and biodiversity. Among carnivores, we can expect the presence of the brown bear, grey wolf, Eurasian lynx, fox, badger, wildcat, martens, and weasel. At Pokljuka, we met the experts and made a thorough plan for the fieldwork. During our hike that followed we used the last remains of this year's snow for snow tracking of wild animals. It had snowed in the Alps the day before so the conditions for snow-tracking were very good. We were really fortunate because at the end of the day we listed the footprints



of 11 different mammal species, among which those of squirrels, rabbits, foxes, humans and domestic dogs prevailed. We recorded signs of presence of a wolf (footprints) and a bear (body hair). At the Kranjska dolina mountain pasture we learnt all about howling, an acoustic method for monitoring of territorial wolf packs, and how to perform it. In the beginning, our howling was a bit off, but after a few attempts, we sounded like real wolves, marking their terrain. Summing up, during the fieldwork we got acquainted with various monitoring methods, such as snow-tracking, proper identification and reading of footprints and

tracks, sampling of footprints, reading the other signs of wild animal presence, photo-trapping, and proper sampling of biological samples for noninvasive genetics. In the final, fourth week, we returned to the classroom. Equipped with new knowledge and skills to study large carnivores, we played PlayDecide kit developed within the LIFE DinaALP Bear project. The kit served as a tool for better understanding of different viewpoints through role-playing of different stakeholders (hunters, farmers, foresters, researchers, locals, etc.). We certainly did not run out of words and ideas!

This whole month was a great and unforgettable experience for us, we learned a lot and we did so in the best classroom there is – in nature! But if we look beyond our school, the activity described is a result of cooperation between the projects Nat2care (Interreg Italy-Slovenia), LIFE Dinalp bear and YOUrALPS (Interreg Alpine space), the Slovenia Forest Service, and association Dinaricum! In addition, this activity is a model example of the importance of connecting with other projects and different stakeholders in exchanging good practices and transferring information.

Alpine school: what flows and melts and bubbles

By Urška KLEČ

At the end of April, when the snow started to melt in the mountains, six nature conservation students spent a weekend in Kranjska Gora within the YOUrALPS and Nat2care projects.

Their aim was to get familiar with Alpine water bodies and their management. Prior to field work, Alpine rivers, lakes, and wetlands were studied in the classroom. The first day was rainy, so we visited the Planica Nordic centre for a guided tour with a special focus on sustainable water management for the purposes of making artificial snow. It was a great experience when we flew for over 100 meters in the ski jumping simulator. For better visualization of ski-jumps, we were lifted on top of the largest ski-jump by cable-car. We conducted physical and chemical analysis of water at several locations: at the Zelenci spring (which has characteristics of a transition mire and a bog), the Pišnica Alpine river, the Ledine intermittent lake, and the artificial lake Jasna. Outdoor learning also included ecological monitoring, typical habitat types,



biodiversity and more. It was followed by discussions about protected areas and their management. The conclusion was: Mountains create Alpine rivers

and lakes! And to learn about them we went into the heart of the mountains and learnt in the best classroom there is – in nature!

School subjects

By Bojan MICOV & Kristjan URANKER

ACROSS:

Spanish, History, English, German, Music, Chemistry, Science

DOWN:

Physics, Art, Math, Geography

DIAGONALLY:

Biology, French

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

Spring

By Meta ZLATE & Miša ROZMAN

ACROSS:

spring, sun, April, March, tree

DOWN:

grass, flower, deer, bird, nature

DIAGONALLY:

rain, blossom, May, worm, warm

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

Countries

By Bojan MICOV & Kristjan URANKER

ACROSS:

Italy, Slovenia, Austria, Luxembourg, Great Britain, France, Germany, Ukraine, Netherlands, Greece

DOWN:

Australia, Germany, Poland, Russia, Japan

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



Animal crossword

By Bojan MICOV & Kristjan URANKER

ACROSS:

1. This animal is a favourite target for hunters.
3. It has black and white stripes.
4. One of the oldest and slowest animals.
6. It lives in a web.
7. Small web-footed swimming bird.
9. Legless lizard that can be poisonous.
11. A pink farm animal.
13. It lives in an anthill.
17. It's an electric underwater snake-like animal.
18. A tree animal that loves nuts.
22. The animal king.

DOWN:

2. A big animal with big ears.
5. Insects related to butterflies.
8. A friendlier version of a shark.
10. A big animal that loves honey.
12. You can ride it and race with it.
14. It can sting you with a tentacle.
15. It's a bigger version of a mouse.
16. It uses ink for protection.
19. It likes bananas and climbing.
20. It evolves from a caterpillar.
21. American bald ____.



