

LISA 4 U

Newsletter for Students, Parents, Staff and Friends of Linz International School Auhof Autumn 2018

Multicultural togetherness

In the four years of teaching at the LISA – Linz International School Auhof – Ms. Calo has invariably been engaged in encouraging internationality. The interview on page two intends to

give an insight into her professional responsibilities as well as the multicultural togetherness that is largely possible due to her engagement. More p. 2



Walkathon 2018



Every year our school organizes and hosts the Walkathon. A school event, which enables students, teachers, parents and even pets to run laps and with that raise money for a charity.

The Walkathon is and always has been a unique and special event at our school as it is always lots of fun and very successful.

■ FABIAN BREMMER, 8M1

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Don't be afraid to be

Interview with Professor Greenway

Social skills – empathy, respect and helping each other, has been our topic of the schoolyear 2017/18.

Sozialkompetenz wird vielfach als Schlüsselqualifikation bezeichnet. Eine „Infrastruktur sozialer Kompetenz“ ist die zentrale Säule der Kultur einer Schule (Ettl, 2008). Denn, respektvoller Umgang miteinander schafft eine positive Lernatmosphäre.

In allen Schulen wird spürbar, dass sich die Probleme im Umgang miteinander verstärken. Wir haben uns entschieden in der LISA hier bereits in den ersten Klassen anzusetzen und in der Unterstufe auch mit professioneller Begleitung die Entwicklung zu sozialem und eigenverantwortlichem Handeln zu stärken. Unser Ziel ist es junge Menschen auf ein Leben in der Gesellschaft von morgen vorzubereiten.

■ DIPL.-ING.^{IN} DR.^{IN}
OLGA LACKNER (OBFRAU)

Last year the LISA family got bit bigger with the new addition of Mr. Greenway, who teaches history and academic writing. To get to know him a bit better and to find out what he thinks of the LISA life, we conducted an interview with him last summer.

How do you like the school?

How do I like the LISA? I've been teaching most of my life and it's the funnest job I've ever had. I like my colleagues and I like the students and the subjects I get to teach.

Have you gotten used the school system? Because students have told us that you were quite surprised to find out, that there were breaks between lessons.

I am becoming more and more aware of how bureaucratic the Austrian system is and for me that is a big change. Anytime you take a new job at a new school, there's a certain amount of change, but I've never experienced such a different environment. It's very different.

How is it different from the American system?

First, for example, just the bureaucracy like the different kind of forms you have to fill out. Also less emphasis on sports and social

life and more emphasis on academics. In that aspect it is very different. Sometimes when I am teaching the IB classes I feel like I am teaching a college class and not a high school class, in terms of content and student interest and ability.

What would you say are the main differences between Austrian society and American?

Whooo! Yes, for me it is a different world. I grew up in Germany. I didn't leave Germany till I was like 19. I was an American in Germany so that was a weird mix. I didn't think it would be as difficult to acclimatize to living in Austria as it has been. It's just different. I speak the language fairly well, I am very comfortable having travelled in Europe my whole life, but to live here has been challenging.

What has been especially challenging?

I love Austria and I do not have any intention of leaving Austria. I love it here and I've always wanted to live here. The Austrian people are very direct and sometimes I find that I have a hard time dealing with that directness, I get offended easily. I thought for a while that this is just me, but then I did some research and I realized no its not me. In general Amer-

Multicultural togetherness

Interview with Ms. Calo

In the four years of teaching at the LISA Ms. Calo has invariably been engaged in encouraging internationality. The following interview intends to give an insight into her professional responsibilities as well as the multicultural togetherness that is largely possible due to her engagement.

What is the function of the International Care team?

Apart from being there for international students to help them navigate their ways around the school and the Austrian school system, we are here to support the homeroom teachers in this process too. We like to think of ourselves as a team that acts as a link between international students, their families, and the teachers. Our team is there to keep an eye on the internationals and to make sure that they are informed, advised, and not left 'alone' in this sometimes challenging process of transition into a new school.

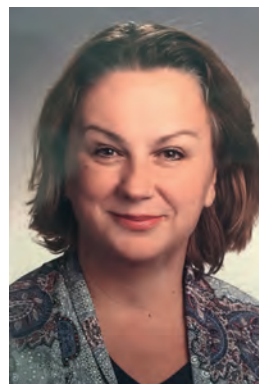
Since when have you offered this service?

We realised that there is a need for this service as the school grew, particularly as an international proportion of our student body became more varied. While Mrs. Di Cillo has been working in this role for the past 15 years and Ms. Herzog for the past 10 years, this is only my second year. The role which was once 'an add on' to Mrs. Di Cillo's daily tasks, is now done by a team of three teachers and is a part of our job descriptions.

Who can benefit from it?

All internationals, parents, teachers, the school community. Each international student is allocated a teacher that they and their parents can call upon if any help is needed. The teachers keep an eye on students by talking to them directly, but also through talking to their home room and subject teachers when and where necessary.

How often/ on what days does your team help students?



At the beginning of the school year we introduce ourselves to the new internationals and remind the existing ones to which teacher they are allocated to. This is also published on the DAF lists, so students can always check. Otherwise the help and further work is demand based. We are all available on email and in person most days of the week.

What would you regard as success of your team?

Seeing students graduate, integrate and feel part of the LISA is what we consider success ...every student that has gone through the school and has felt welcomed and cared for... is a success story, regardless if they stay here for a semester or they graduate. Students who have come to school with basic German or English skills and who end up graduating the IB and then moving to a university abroad or in Austria are usually the ones that we feel extra impressed with. Knowing that a tiny part of these success stories is sometimes a helping hand they got from our team is what makes this work very interesting, and rewarding.

■ LEA HAUER, 8M1

a nerd.

icans who live in Austria or travel a lot to Austria need to get used to this directness.

Which high school system is more beneficial for the students in the long run?

That's difficult. Let me answer it this way. As a parent, I have two daughters, and I wish they had grown up in this system. I think this system, specifically the LISA does a better job at preparing students for being a world community member and prepares them for their future and college.

I wish my daughters had the benefit of this school. The school that they go to is considered a very good school, but academically it is not nearly as rigorous as this school. When I was teaching at the university in the United States I saw how unprepared first and second year students were after coming out of high school. They just weren't ready, that's why we have a 40% dropout rate.

Would you like to teach an elective creative writing course in this school?

Yeh I would love to do that. I myself enjoy writing as much as enjoy history. I spent the first ten to fifteen years after I left the military making money climbing rocks. The moments of huge exhilaration is very emotional and when I started writing I would experience the exact same feelings. I would read something I wrote and experience the exact same exhilaration. And I am absolutely fascinated by words and research. I would enjoy working with students and for them to find the same love for writing that I have.

Any life lessons that you have to give students?

I think if there is anything that I would say is that as rigorous as school is, for many people those are the best years of their life. You'll make best friends for life. You should find a way to enjoy this time. Especially the students who are between the 7th and 8th grade, after that summer everything changes. You should try to enjoy the last times of your youth. I think about that a lot, the last summer between junior and senior year and the summer after I graduated everything was different. Try to enjoy it while it is still there. Oh and one other thing: Don't be afraid to be a nerd. It's good to have academic interests, there's nothing wrong with that. Young students are

sometimes afraid to displayed their interests, because they don't want to be branded a nerd. There is nothing wrong with being a nerd and usually they are successful in life.

Do you teach any subjects other than history?

I also teach at the Fachschule Wels. I teach English in the mornings. Wednesdays I teach a very interesting class in the Berufsschule in Wels for people who didn't finish their Pflichtschulabschluss and this includes immigrants, predominantly from Afghanistan. It's really challenging to have that mix of Austrian non-graduates and immigrants. It is an experience to blend the group and world cultures.



What made you become a teacher?

After I left the army in 1991, I made a living in a really odd manor, I was a climber and I pieced together a living. One of the things I did is that I trained a competitive group of climbers. One of the young women I coached went on to win, in terms of competition climbing, in a few international competitions. She is considered one of the best female climbers worldwide. I coached her and her sons and that was when I was asked if I had ever thought of being a teacher. And that got me thinking, I was at an age where I recognized I wasn't able to make a living as a climber. Then I injured myself and I had to look for something different and went back to university with the intent of teaching. In terms of history, I have been a history nerd and bookworm for as long as I can remember.

Why did you decide to teach in the LISA?

I had a meeting with Astrid Wansch five or six years ago. I was looking to move to Austria and I had found the LISA online. When I stumbled across it, I contacted Astrid Wansch and told her a little bit about myself and she told me to stop by for a chat, the next time I was in Austria. I spoke to her a few times and every time I came here, there was something about the LISA that seemed like a nice fit. Everybody I met made a good impression. I must say I pursued this job fairly aggressively

Do you plan on teaching more classes?

I'd like to be here full time at the LISA as I really enjoy my job here.

Many students enjoy your lessons because you're so passionate about history, why is that so?

I've always had a weird connection with history. My sister once said: "You see the world a hundred years ago". I'm always imagining what it was like a hundred years ago. What did people sound like when they were talking? What did they dress like? What did the world smell like? I am not afraid to be emotionally invested in the topic and I am not afraid to show that emotion to the students. I learned that from a professor and I will always respect him for that. He taught a very emotional topic – slavery, and he was a black man. He would allow himself to get emotionally invested and at first it threw the students off, but then after a while we found it engaging and we appreciated it. I see a lot of Professor Frederick Knight in how

I teach. I love teaching, so it is not hard to enjoy it.

What are your hobbies besides teaching?

I have always been passionate about the mountains. I like to run, climb and mountain-eeer. If it involves the mountains, I probably like doing it. I always wanted to live in Austria, because of the mountains.

What life experience made the most impact on you?

My time in the military. I was in the United States army from 1984-1991. I was in the infantry unit and that is something that is always going to affect a person on a lot of levels. It had a long term effect on me as a person

How did it change you?

It made me very self confident. I was very shy before the army and came out of it very self confident, organized, task-oriented.

Do you have any role models?

Then I would have to go back to Professor Frederick Knight, he was professor that worked with me for five years when I was an undergraduate. In a short time he changed the trajectory of my life. He is my role model in terms of how I like to do research, how I like to write and certainly he is a role model for me in the classroom.

So, that was it. Thank you for taking the time to answer all our questions.

■ ARYA HAAGER, 8L

CISV educates and inspires action for a more just and peaceful world.



What is it and how did it change my life?

CISV stands for Children's International Summer Village and was founded in 1950 by a woman named Doris Allen, who believed that bringing children with different nationalities together and making them build global friendship would be a step towards peace. Today 70 countries all over the planet are part of the international organization – not only bringing children together to have fun, but also making them develop a mutual understanding of the world that they can bring back to their own country and pass on.

Different programs offer children from age 11 onwards the possibility of travelling during their summer vacation and spend up to four weeks at an international, well-organized, and educational camp. Here not only can they make new friendships that will last them for a lifetime, but they can also improve their English skills, which is an essential method of communication when it comes to spending time with people who do not speak the same native language.

I started CISV at the age of 11 when I spent four weeks in a so-called Village in the Netherlands. It changed so much in me – the way I see others, the way I see myself, and, most importantly, the way I see the world. I didn't really know English that well yet, but now, four years and four more amazing camps later, I can say that it didn't only improve my English, but also shaped me into who I am today. It showed me that the world is so much more than I could ever have imagined and gave me friends from all over that I am still in touch with today. I am proud to be part of CISV.

■ KLARA HAAS, 6L



Foto: Angelina Burger 2L
Village 2018, Netherlands

My experiences from my CISV Village this summer

In the beginning, it was a bit weird because I didn't know anyone except for my delegation. It didn't take long though until new friendships were formed. Every day it was a different delegation's turn for wake up and setting tables in the dining hall, that's how we got to know the other kids very fast, because everyone got their own place mats. The leaders and JCs planned activities for every day and also excursions including a shopping day.

The coolest thing was the filming of the camp video though, where every country presented itself and in the end we all performed a dance. It's sad that the participation at a village program is only possible once, it is simply beautiful. I hope that my formed friendships will last for a long time and that I will see my new friends again.

■ ANGELINA BURGER, 2L

#Village #Youthmeeting #Interchange #StepUp #JC

In summer 2014 I got to attend my first ever CISV camp, a Village (28 days) with my classmate Klara. Leader (adult accompanying the kids to camp and taking care of them while the camp takes place) was Judith, LISA graduate 2009. There were 48 kids my age, from 12 different countries, all who I had never met before, but soon we had already developed a kind of "family feeling". Today I'm still in contact with most of them and it's really nice to know that when you go to a different country you have a friend there who you can meet up or even stay with!

In 2015 I attended a Youthmeeting (15 days long camp) in Graz and 2016 I got to be part of an Interchange program with Canada, in which I went to Canada for 2 weeks with 2 boys and 3 girls and a leader. After our visit, my host brother came to Austria for 2 weeks together with the other Canadian kids and their leader.



Foto: Klara Haas 6L, Judith Derndorfer (LisaAbsolventin 2009), Paul Kößler 6M, Village 2014, Netherlands



Foto: Klara Haas 6L, Paul Kößler 6M, Interchange 2016, Canada



Foto: Klara Haas 6L, Paul Kößler 6M, StepUp 2018, Lituania



Foto: Canada CISV

As a non-profit organization CISV is neither politically nor religiously oriented. Everyone is working on a voluntary basis!

In 2017 and 2018 I was at StepUp Camps (21 days) in Prague and Lithuania.

Because of all these camps I've found many new friends and learned a lot for life by simply interacting and spending time with people from different cultural backgrounds!

Now that I'm 16 years old, I'm planning to be a "Junior Counsellor" during the next summer holidays, which means that together with 5 other "JCs", 12 adult "Leaders" and the "Staff" of the camp I'm going to take care of the 11-year-old participants of a 4 week-long stay in the Village. Some of my tasks will be to plan and do activities with them that aren't only fun but are also indirectly teaching the kids things. For us to be able to know how to handle different situations that could occur at camp, JCs, Leaders and the Staff will receive Leadership training prior to the start of the camp.

■ PAUL KÖSSLER, 6M

WALKATHON 2018

Every year our school organizes and hosts the Walkathon. A school event, which enables students, teachers, parents and even pets to run laps and with that raise money for a charity.

The Walkathon is and always has been a unique and special event at our school at it is always lots of fun and very successful.

Usually the event is always located at the schools sports fields behind the school, this year, however, the organization team has decided to relocate to the schools inner yard. As always a massive buffet was provided, with cakes, muffins and everything else the heart desires. This years track was also by far the biggest we have ever had and made sure, that everyone who participated put in great effort to get the laps they wanted. Of course everyone tried their best because it is for a good cause, but also, the prize for the winning class was a day off



school. That more than anything else motivated the students to give it their all.

For me personally the yearly Walkathon is a great experience. I am always there and since I am in the CAS program I also volunteering every year for my experiences. The experiences I have gained from it are honestly some of the most valuable to me because of all the interaction and positive

energy that is happening. This event is not just a great CAS experience opportunity, it is also very cool to meet people from other forms, who you don't talk to that often or also have fun with teachers and also have conversations with them not only about school stuff. They're actually not as bad as you might think!

■ FABIAN BREMMER, 8M1

Bereits zum sechsten Mal ...

... fand auch heuer wieder der LISA-Walkathon statt. Dieser bereits institutionalisierte Veranstaltung bildet den Auftakt des Schuljahrs. Der Walkathon dient nicht nur dem Laufen für den guten Zweck, sondern auch als Veranstaltung zum Kennenlernen der Erziehungsberechtigten. Es ist uns besonders wichtig, dass die Eltern der Schüler der ersten Klassen sich untereinander kennenlernen. Jedes Jahr kommen bei uns auch Kinder und Jugendliche aus verschiedenen Ländern neu in die Schule. Gerade für die Eltern der internationalen Quereinsteiger ist diese Veranstaltung sinnvoll, um die Erziehungsberechtigten der Klassenkameraden kennenzulernen und sich in Linz gut einzuleben.

Der heurige Walkathon stand unter einem besonderen Motto. Der Charity-Gedanke dieser Schulaktion wurde durch die Teilnahme an der Aktion „Kinder laufen für Kinder“ nochmals besonders betont.

Der Unterstützungsverein bedankt sich bei allen, die dies wieder möglich gemacht haben:

Einen großen Dank für die Organisation möchten wir Prof. Katharina Gauch, Julia und Christian Neuhäusser, Prof. Wansch und Prof. Kraus Andrea aussprechen. Besonderer Dank an Daniela Brunner und Helferin für die Buffet-Organisation und Betreuung, das Eltern, aber auch die Runden laufenden Schüler*innen versorgte, und an die Eltern der ersten Klassen die das Buffet bereitstellten. Danke auch an Christine und Peter Zehetner für die Organisation der Sitzgelegenheiten. Prof. Oliver Kim für seine Kamera-Einsatz, mit dem er uns die tollen Fotos für unsere Homepage und Presse lieferte. Ein spezielles Dankeschön geht an MMag. Barbara Lamb, die uns über ihre Agentur Impuls Public Relations OG in bewährter Weise eine professionelle Presseaussendung ermöglichte.

Eine sensationelle Moderation der Veranstaltung lieferten heuer die beiden Schulsprecher-Stellvertreter Constantin Steinbrecher und Felix Wied-Baumgartner. Einen tollen Einsatz leisteten wieder zahlreiche Schülerinnen und Schüler beim Schreiben

Eine Spende in der Höhe von 4571,82 € wurden am 15.11. durch eine Delegation von 10 Schülern an die CliniClowns übergeben. Die Schüler sind anschließend zu einem Rundgang im Med-Campus 4 eingeladen.

der Zertifikate, beim Rundenstempeln und nicht zuletzt beim, wenig beliebten Aufräumen. Vielen Dank für ihren Einsatz an Hannah Neuhäusser(7M), Sophie Meditz (7M), Marie Sophie Mende (7M), Holzmann Veronika, Marco Chiselli, Fabian Brenner und Corcan Lindner.

Der gemeinsame Einsatz macht Veranstaltungen wie diese erst möglich und zeigt einmal mehr den bereits legendären LISA-Spirit.

■ DI DR. OLGA LACKNER,
CLAUDIA SALZBRENNER
OBFRAUEN DES
LISA-UNTERSTÜTZUNGSVEREINS



Ireland-7th Grade

You might recognize it better by the song 'Galway Girl' by Ed Sheeran! It is a beautiful city filled with street performers and culture. What stunned us the most, were the flower decorated buildings. We stayed in a youth hostel at the center of the city. As it was an "Economics trip", our first task was to cook dinner and prepare our own packed lunches with

impressive views of green fields surrounded by low stone walls covered with wild berries. If you wonder why Ireland has so many stone walls, it was to make the soil cultivable and mark property. Today it is seen as a cultural tradition. We enjoyed lunch on the beach and walked up to the highest point of the Island. The landscape cannot be described in words. Not even a picture would be enough to define how amazing it was! The scenery of the ocean waves crashing on the rocks as the colours varied in different shades of blue was simply breath-taking. After that amazing day we packed and left for Dublin!

The hours long busride was filled with laughter, singing and many tired faces. By the time we arrived, the sun was setting, making it a memorable first impression of the city. Our host families escorted us to their houses near the beach, where we often walked in the evenings. During our time in Dublin, many collected new beautiful as well as unusual experiences. Some of the unforgettable experiences were being able to observe Dublin's

Are you a travelling enthusiast? Or in 6th grade wondering what is to come in the following years? Either way, this article is definitely for your new destination inspirations!

As many past excursions the journey began very early, at 4:45AM in school. Such an early encounter with friends and teachers was a perfect start to connect as a group. Our first destination was Galway. Galway is a small harbor city in the west coast of Ireland.

only 30€! The community was extremely friendly, we lost count of the amount of people we told our life stories to. The night life was lively. One of the best memories was dancing to a live band under the rain with Ms. Conry- Lindner! On the second day, we took a ferry to the Aran Islands, which are formed by three smaller islands: Inishmore, Inishmaan and Inisheer. Our ferry brought us to Inishmaan. We cycled around the Island in sunny, warm weather. The island has

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Excursion

picturesque architecture while solving a treasure hunt! Or simply visiting the temporary exhibition of Seamus Heaney, and other museums. I think we all agree that learning Irish Dancing can be defined as a unique experience! It doesn't only contain complicated steps, but it is also very fast!!! Obviously, it wasn't all just fun, we attended English Academic Writing classes which prepare us to write the EE. However, more fun activities like visiting the Google headquarters, participating in a Greyhound racing audience and visiting the Jeannie-Johnson ship that travelled to America absolutely highlighted our stay. Overall, the food could be improved, but we guess it was a small factor to be able to experience live fun memories! In conclusion we advise you to take part on the trip offered in 7th grade, or generally visit Ireland! Don't miss out on great memories!

■ ERICA R. CAPIELLO, DARIA ANDRECA, MERLIN JOHN, 7N



7L went to France

Commonly regarded as a tradition by now, the 7L also went to France this year. We were accompanied by our French teachers Madame Wochner and Madame Kiesenhofer. We had an unforgettable time and spent an equal amount of time learning French, going to beaches, seeing historic sites and simply enjoying the beauty that Brittany has to offer.

We started travelling on September 14 and stayed for over a week. We went by train, plane and every French student's dream, the TGV. We arrived in Brest at midnight and were left with our host families, and all of us can agree that the host families were perfectly chosen for every single one of us. After barely six hours of sleep we started exploring Brittany, which was pretty incredible from the first minute onwards.

We were all pretty close to each other as the host families didn't live far from each other. That way we could also easily meet after the excursions were over. The food was very traditional and really good. We especially enjoyed the French cuisine, as the French find fresh, healthy and organic food very important. In the beginning communicating was rather difficult but it is incredible how fast you adjust and how good your French gets. Thanks to our host families we soon were able to understand fluent French and even reply without thinking too much and making too many mistakes.

The host families are a perfect example of French people: nice considerate and very polite. Without exception we only met people of that kind during our time there. The Bretons are extremely well-mannered and fun to be around as they are very extroverted and immediately make you feel welcome. Our teachers, Julién and Geraldine, were just like that and made us laugh all the time. They also encouraged us to learn French to be able to talk to them as a conversation with them could quickly turn into a comedy show.

We got to explore cities that look more like the setting of a fairy-tale and that were lovely old-fashioned in a very unique way. When you travel to Brittany it simply is as if time stopped there because it has this sort of ancient atmosphere to it that makes

you very appreciative of the French culture. One of the over-all breathtaking moments was definitely exploring sites like Quimper, Concarneau, Île de Batz, Roscoff and many more which kept us all in awe the whole time we were there.

The greatest aspect of Brittany lies in its natural beauty though. Brittany offers an astonishing amount of beautiful, unpolluted beaches that vary from stone beaches with deadly current to sandy beaches with azure blue water that are more dream-like and surreal than it was a real life-experience. The beaches go hand in hand with the cliffs and stone formations, all of which you can simply encounter by visiting a single region

of France. All of this adds up to the people being very connected to the sea itself as many of them were seafarers and part of the French navy as well. Above all that, the Lighthouses that you can see in Brittany make you very much aware of the power of the sea, when you stand at the top of one and the wind gets so strong you can barely hold on to the railing. To see and feel like we did you can visit Phare St. Matthieu, go to Pospoder and to see it all go to Landunvez.

Another important aspect for all of us was the food as we were afraid that we would be exposed to eating snails and frog legs. Luckily we were proven wrong because if Brittany offers anything -aside from beaches and beautiful cities- then it is definitely the gourmet taste that France is famous for. Brittany is the Birth Place of the world-famous Crêpes and eating French Crêpes is unlike anything you have ever experienced. The French know how to cook and make their chocolates (pralinés, macarons or crêpes) taste incredible.

Lisa School excursions are always really fun but this one was particularly outstanding because you got to spend quality time with your class. That way we will always be able to connect only positive things to our time there. Other than it simply being perfect, the trip itself was also very well-organized and we got to see every single bit of Brittany that seemed interesting. This made saying goodbye even harder and some wanted to go back the second we got onto the TGV en route back to Linz.

■ JONAS RESCH, 7L





Blind trust walk

Yesterday my class (3M) and I returned from our outdoor days at Eisenauer Alm. It was very funny and not like I imagined how it was going to be.

The aim of these five days was to strengthen the class community and our friendships. Up there we played a lot of games, mostly in teams. We had to communicate and work together to reach the game's goal that the two trainers gave us. We also trained to trust each other with games and activities like the "blind trust walk". The "blind trust walk", for example, worked like this: you get in a pair with your best friend. Then one member of each pair gets blindfolded. After this is done the one who can see guides his blind partner.

Just five times the blindfolded person is allowed to look, only when the guiding person stands still and says: „Now, take the blindfold off.“ Then you should see a wonderful or special view. Or, what my partner did, was that he showed me a big cow-poo. He is a funny guy.

You have many opportunities to get out of your very own comfort zone and do something you don't do every day. For example, we slept outside in our sleeping bags or jumped from a 5 or 6 metres high platform, of course secured with a climbing rope.

So, for those 2nd graders, who have this wonderful experience in their next class, please go there it's a unique experience, which you may have not that often. It is really worth going there. My class and I enjoyed it a lot there and because of the fine weather we had and due to our gracious teachers.

■ LUKAS PALTINGER, 3M



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Yōkoso Japan!

On October 4th, the LISA school welcomed Japanese exchange students from the town of Nasushiobara. The students stayed with host families and travelled through Austria. They were able to experience a different culture, practice a new language, and meet new international friends.

On arrival day, all host families and Japanese students gathered together for a small opening ceremony. The following day, the LISA students and their students enjoyed a trip to Linz, including a visit to the city hall, a ride on the Yellow City Bus, and a tour of the Music Theatre. Over the weekend, host families had free time with their students. Many toured Salzburg and Hallstatt.

On Monday, there was a Japanese program for both students and parents. During the night, participants learned about the history of the exchange program. The Japanese-Austria exchange was started by the great-grandson of Mr Shuzo Aoki. In the 1860s, Shuzo Aoki was the first Japanese student sent to study medicine in Europe. However, he was fascinated by French and Prussian military process that he observed upon his travels. As a result, he decided to study military science in Berlin instead. He later became a wealthy diplomat, and he owned a farm with many workers. As the economy modernised, Aoki was concerned that his estate would not be able to provide a future for his staff and their families. Therefore, he founded a school where these children could learn new skills. In 2004, this school celebrated its 100th birthday. The great-grandson of Mr Aoki, Niklas Salm (owner of the Schloss Steyregg) was in-

vited to celebrate the Jubilee of the school. Mr Salm had the idea to start an exchange program. He found three Japanese schools that wanted to participate. He connected them with LISA.

The exchange program strives to bring together two completely different cultures. To date, it has achieved this goal. As a result of the exchange, the city of Nasushiobara and Linz also became official partner cities in 2016. In fact, Austrian Olympic athletes will be staying in Nasushiobara for the 2020 Olympics!

Although Nasushiobara and Linz are partner cities, they are far from similar. They have various differences in values, traditions, and rules. Hime Sambongi, a Japanese student from Atsuzaki Jr. High, was interviewed about these contrasts. When asked about her school life in Japan compared to the LISA, she responded “school in Japan is very quiet” and “there are many rules.”* She also highlighted the strict dress code that she must follow. “You can’t pierce your ears or paint your nails. Girls have hair cut to their eyebrows and tied back. Boys also have to have hair cut to their eyebrows.” Her school also has uniforms. She commented, “Our uniforms have different coloured stripes

throughout the year. They alternate between yellow, green, and blue.” The Japanese students were kind, warm, and incredibly excited to participate in the exchange. They brought gifts, cooked at least one meal, and expressed their gratitude. The exchange was heartwarming and exciting for both the Japanese and Austrian students. LISA students are looking forward to visiting Nasushiobara this spring.

■ ISABELLA PRESCHERN, 5M AND CAROLINE LASCHKOLNIG, 5L



LISA
visit

Munich 18

Munich – the most anticipated trip since 7th grade. We all heard stories and rumours and couldn’t wait to experience it ourselves. The destination of our 4-hour trip was the German Technical museum, where we spent most of our time.

Our four 8th grade LISA classes, 8M1/M2, 8N and 8L, were split into several groups, which determined the time and day our lab tours would take place. In the lab, we were able to explore the complex area of DNA fingerprints in gelelectrophoresis and find out more about the general function and results of the individual DNA in our bodies, with the fun example of a murder scene.



8L



8M1



8M2

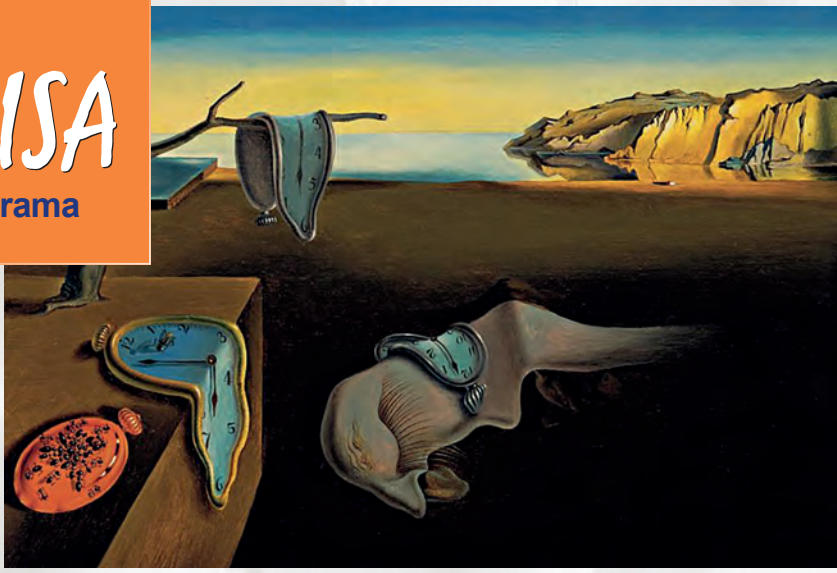


8N

The rest of the day was free time, but we still got an interesting insight into Munich and its history at the city tour in the night. On the next day, while some had their lab project, most of us were free to roam around in the German museum. Our task was to find a topic that seemed interesting enough to write an essay about it, the Group 4 project, which we planned on the same day. Lastly, after we had done the project, we could decide between tours through the museum, which focused on either chemistry or physics.

The trip home was tiring and we arrived back in Linz about 9 pm. Maybe next year’s eighth graders will wonder about our Munich stories.

■ HANNI HROSS, 8M1



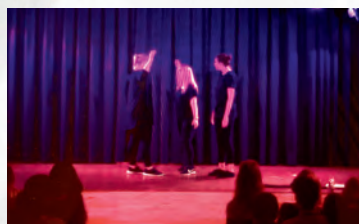
IB THEATRE ARTS – COLLABORATIVE PROJECT

Students who choose IB Theatre Arts, also called Drama in lower forms, as a standard or higher-level subject for the IB, have to complete three or four projects over the course of two school years. One of the projects is the Collaborative Project in which a group, made up of 2-6 people, have to come up with an idea of an original play based on a starting point, then have to write a play based on it, and additionally, come up with all of the other necessities for a drama play such as props, costumes, staging and amongst others.

I worked in a group with two other students and together, over the course of a couple months, we came up with our play called Delirium. Other groups chose an event in history as their starting point whereas we based our collaborative project on the famous painting by Salvador Dalí, in which clocks are melting in a desert. This then gave us the idea of basing our play on the human concept of time. Throughout our play, we explored many different aspects of time but also focused on the value of time in certain moments of our lives. Our play had very emotional and heartfelt moments where the audience was moved to tears, but also a great variety of funny moments where the audience couldn't hold back their laughter.

This play was an amazing experience for us all, as we could really be creative, use our own imagination and show how much we loved acting but also directing. Of course, we all were pretty overwhelmed in the beginning, as we had no idea how to approach this task that seemed so impossible yet with the help

of our starting point though, we soon realized that this was far from impossible and we began to enjoy creating. Finally in September, we were able to perform our play, which we had worked so hard



for. We were even happier to hear that our audience really enjoyed it as well and that they were amazed by our work. Summarizing this great experience I can say, that in the end the most amazing aspect of this project for me was how the different groups all created such a unique play but in their own way. Although we all had the same initial task and a starting point to base our creative piece of art on.

■ VICTORIA FINK, 8M1

THE DRAMA



For 7 days, during the last week of summer, this year, 15 pupils, from 5 different grades, including a student from the "Kepler" branch, came together, for Ms Rodin's Drama Summer Camp. They worked together, to create a unique production of Sophocles' *Antigone*, an ancient Greek Tragedy.



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Palais Kaufmännischer Verein

SUMMER CAMP 2018



Antigone is a play that dates back to 441 BC, when the central Greek city Thebes was bearing the tragedies of a gruesome civil war. Two brothers, who rivalled for the throne, died fighting each other. In response to this, the newly declared King, Creon, proclaimed one of the brothers a traitor, and therefore forbid anyone to bury him.

Should someone disobey him, they would be punished with a death sentence. Antigone and Ismene, the sisters of the fallen men, are caught in a moral dilemma. They have to choose, between either restoring their brother's dignity or keeping their own life. Ms Rodin, who directed and produced this play, as she admitted to us, had no fixed idea of how to stage, cast and

produce this performance. This is because, she wanted the students not only to get to know the play and act in it, but also to get a say in producing and staging "Antigone".

The participants divided themselves into 3 groups, according to their fields of interests. One team worked on Public Relations, fulfilling crucial tasks such as, sending out invitation emails and designing a poster.

Another group focused on the Technology behind the production. With the help of assistant, Wrenn Voigt, they had the responsibility for everything concerning, Lighting and Sound.

And the final group developed the stage and costume design, putting together the outfits and transforming the Festsaal into the ancient Greek city of Thebes.



Because of excellent cooperation and collaboration within the group and enthusiasm and excitement for this project, this year's Drama Camp resulted in three successful performances in October.

Having been a participant of the Drama Summer Camp myself, I felt challenged and exhilarated throughout the development of this production. I helped produce this play and I was given the chance to incorporate my ideas, which made it even more enjoyable to act in the play itself.

I think the Summer Camp is a unique experience and a big opportunity for students of all ages to create something and acquire new skills in the different fields of theatre.

I think the Summer Camp is a unique experience and a big opportunity for students of all ages to create something and acquire new skills in the different fields of theatre.

■ SOPHIE RABMER, 7L



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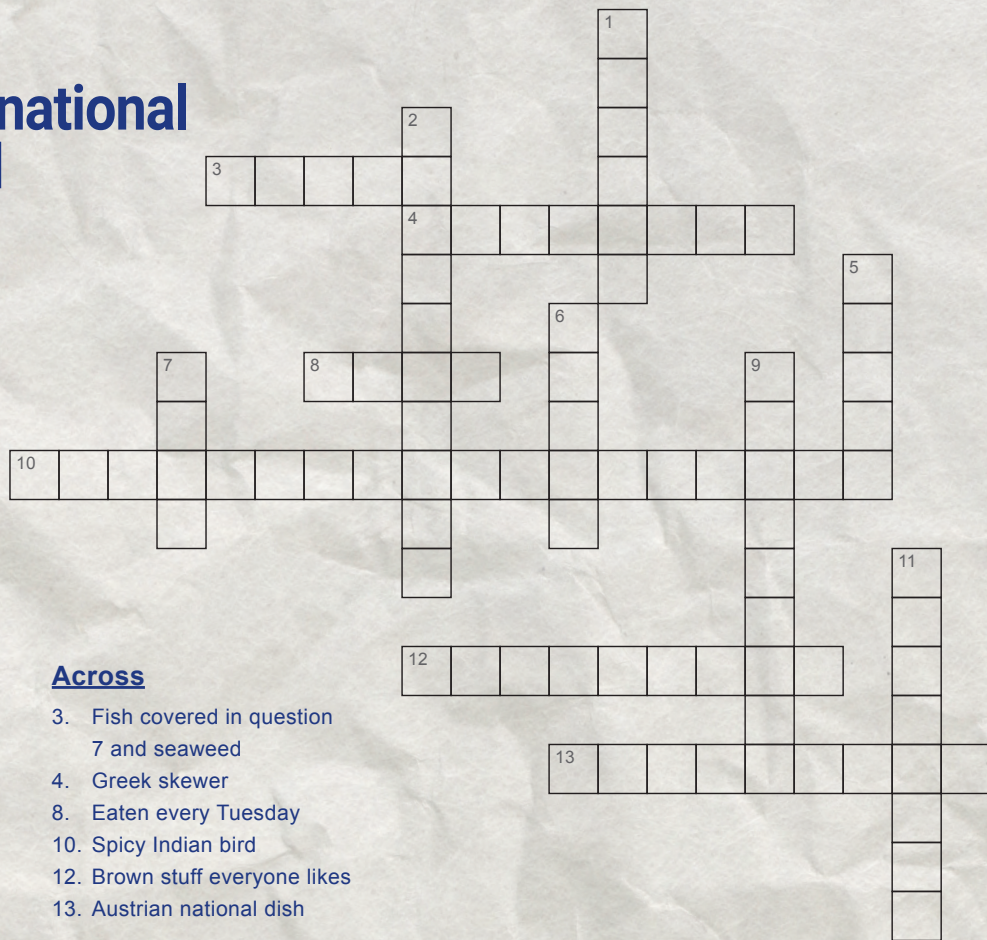
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International Food



Down

1. With seafood, rabbit or vegetables from Valencia
2. English pub food
5. Round bread with topping
6. Turkish street food
7. Basic Asian food
9. Bella Italia food
11. Long french loaf, can be used as wand

Across

3. Fish covered in question 7 and seaweed
4. Greek skewer
8. Eaten every Tuesday
10. Spicy Indian bird
12. Brown stuff everyone likes
13. Austrian national dish

Answers: Paella, Fish&Chips, Sushi, Souflaki, Pizza, Kebab, Rice, Taco, Spaghetti, Chicken Tikka Masala, Baguette, Chocolate, Schmitzel

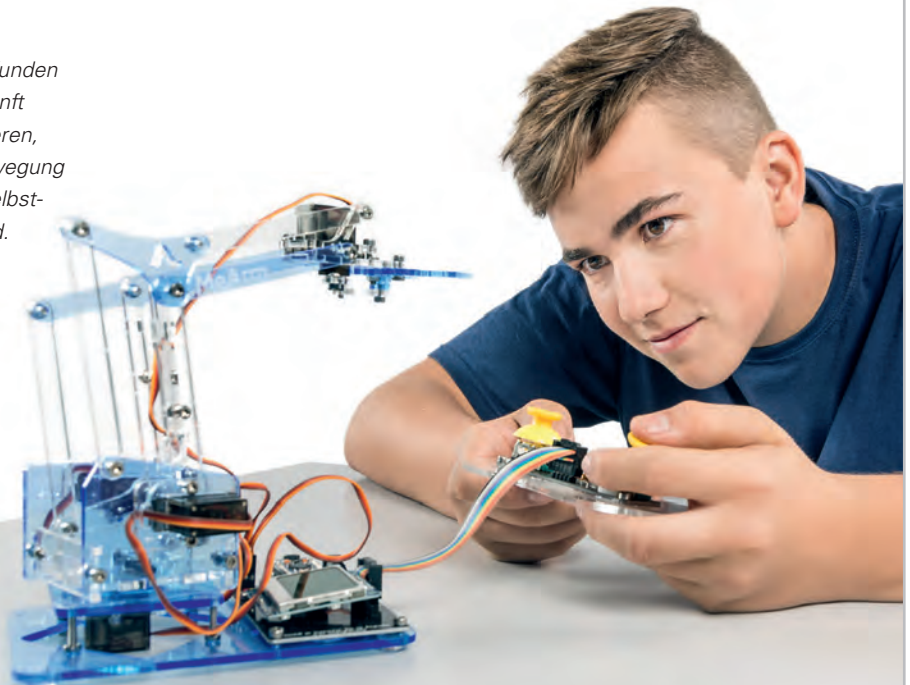
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WATERSPORTS CAMP 2018



During the second week of July partners Markus Swoboda, Danaë Voulas and Phil Stekl delivered a unique, high-quality outdoor experience to a dozen children ages 12-17 at the Regattazentrum in Ottensheim. The organizers are not aware of another offering like this in Austria, where experts in three water-centric sports team up to offer an integrated, instructional package that is safe, fun, in German and English, at a world-

class sporting venue, all for a very reasonable price.

Markus Swoboda, 6-time World Champion Paracanoe, led the group through a series of kayak agility drills and a number of "cat & mouse" competitions. Danaë Voulas, former competitive swimmer and presently trainer at ASV Linz, instructed participants on proper stroke technique and demonstrated numerous land-based drills to build strength and flexibility. Phil Stekl, trainer at Ruderverein ISTER Linz and Olympic medal winner, taught basics

to the group's rowing beginners and race preparation to the more experienced.

Lunch was served by the friendly staff at the new Regatta Restaurant, on-site at the newly renovated Regattazentrum, Ottensheim, venue of the upcoming 2019 world rowing championships.

The partners are already discussing how to make the camp an even better experience next year.

Please follow the link to photos that will give you a good sense of how robust the week's program was: <http://img.gg/bX9PLkv>

Check us out next summer.

■ PHIL STEKL



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Book THE ILLUMINAE FILES



“ So here’s the file that almost killed me, Director . I won’t bore you with the tally of databases plundered, light-years jumped, or cute, sniffing orphans created in its compilation - our fee already reflects Level of Difficulty. But this dirt is out there, if you know where to look.” - Illuminae

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For all of you who enjoy 2001: Odyssey but with a hinge of YA drama, troubling moral decisions and strong language, this YA Sci-Fi trilogy is for you! All three books are written by Amie Kaufman and Jay Kristoff, which comprised of files in the form of emails, online chats, video transcripts, online-diary entries, handwritten notes and drawings. The plotline throughout the Illuminae series is pretty straightforward: One illegal mining colony, Kerenza IV, is being invaded by the mysterious BeiTech Industries, with refugee ships sending distress signals while being chased down by the enemy, whereas the planet itself struggles to survive the unexpected invasion. In addition each book tells the narratives of two teenagers, a

ly even talking to each other - are forced to fight their way onto the evacuating fleet. But the warship is the least of their problems. A deadly virus has broken out mutating, terrifying results. The fleet’s AI may actually be the enemy:

As Kady (the hacker) Ezra (the fighter) find out the truth is dead

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Gemina
Moving to a space station at the edge of the galaxy was always going to be the death of Hannah’s social life. Nobody said it might get her killed.

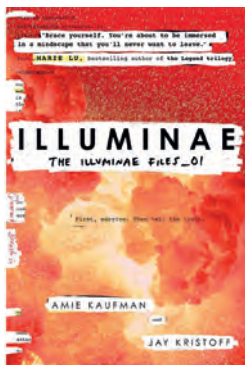
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Obsidio
 survived BeiTech’s initial assault and has been working undercover with the hopelessly outmatched resistance ever since. The last thing she expected to Rhys Lindstrom who just landed planetside. Is he her way she never gets off this frozen rock? But not the only one with problems. Her Kady’s ragtag band of survivors are headed for Kerenza - without enough oxygen

AI is still around

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Just like Hannah says, “ ...Not all of us did survive. ”



boy and a girl, as they experience the events during the invasion. And one can assume of teenagers, this incident tips the bucket of whole other problems. Oh, and beware of bad language ahead! Also SPOILERS!

Illuminae

This morning Kady thought breaking up with Ezra was the hardest thing she’d have to do today. This afternoon her planet was invaded.

Too bad nobody thought to warn the people living on it. Kady and Ezra - who are bare-

Hannah is the station captain’s pampered daughter, Nik the reluctant member of a notorious crime family.

little do they know that Kady and are headed right toward , carrying news of the Kerenza invasion. BeiTech Industries along with Ella alien predators Hannah and Nik

right?



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File 4 restored. Have a nice day!

My Opinion

As you can tell from my enthusiastic introduction and the long, explanatory plot-description I absolutely ADORE this trilogy. It’s a good mixture of action, suspense, tough moral decisions, science fiction and coming of age. All the characters are wonderful (especially Ella and the AI), the setting gorgeous and it’s one perfect story where you really jump inside and explore with the characters the secrets behind every plot detail. But I mostly enjoyed guessing what the blacked-out swear words were ;-)! Are you in for this ride? Then buckle up and start the hyperdrive! It’s gonna be a bumpy ride!!

■ ISABELLA LAPUERTA GUERRA, 6L

Music

THE DARK SIDE OF THE MOON – PINK FLOYD

Intriguing, mesmerizing and innovative for its time. Three words most people would choose when you ask them to describe Pink Floyd's most popular album. And this is not without a reason.

Imagine this, you are in 1973. The oil crisis of the year is causing distress in the economy. The Watergate scandal makes headlines of newspapers around the world. The space race between the United States and the Soviet Union causes tension between the nations. And while all this is happening, Pink Floyd release their eighth studio album on March 1st 1973.

The Dark Side of the Moon skyrockets into the charts, and stays there for 14 years! The album itself is 42 minutes long and includes two singles "Money" and "Us and Them". While there are different opinions about the real meaning of the record the main themes that the album deals with are insanity, life, and war. The record begins with a bass drum pounding to a similar rhythm of a heartbeat.

We hear different characteristic sounds, which we later find out belong to other songs in the album, in the background while voices are whispering almost inaudible sentences. All in all, this gives us the impression of mystery and may sound strange to many at first but once the first track ends and we fade into the second song, "Breathe" we have a brief idea of what the album may be about and the tone it might have.

The songs "Time" and "Money" stand out from the other songs as they contain lyrics, instrumental parts, solos, and a deep meaning that can lead to much interpretation. David Gilmour's guitar solo in "Time" gives the track much more depth and color. While in "Money" the cash registers synchronize perfectly with the bass guitar giving "Money" a rhythm that will just make you want to sing along. "The Great Gig in the Sky" is an unusual yet powerful song with no lyrics but contains female vocals, provided by Clare Torry (who recorded it in 1 take!), and flows very nicely with the melody and meanings the song can have. "On

the Run" and "Any Colour You Like" are the two fully instrumental tracks in the album and they do quite a good job in making the listener focus on the individual sounds and instruments that are used, and of course the colors, vibes, and atmosphere it delivers. The last two songs of the LP are "Brain Damage" and "Eclipse", which were often played together in the radio as they flow together almost perfectly and are the only tracks where Roger Waters provides the main vocals, instead of David Gilmour. "Brain Damage" is also the first time we hear the album's name as part of the lyrics.

Personally, I believe that the real meaning of the album can only be found when listening to the full 42 minutes, but generally speaking, The Dark Side of the Moon is one of the best selling albums of all time. And although it may not serve everyone's taste in music, it contributes greatly in the history of modern rock music and affected many genres that developed shortly after.

■ NICOLETTA SUPPAN, 7N



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Many thanks to all staff, parents and students, who have provided photos, articles and advice.

Your opinion counts

Please submit any comments on the magazine, content or photos to info@lisa-support.com.

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„Wir schützen unsere Welt, damit sie auch für Generationen nach uns lebenswert bleibt.“

Cecilia Johnsson, Environmental Manager, Schweden

Für eine Welt, in der wir auch morgen noch gerne leben, übernehmen wir mit ganzem Herzen die Verantwortung. Es ist diese Überzeugung, diese Freude an der Herausforderung, die uns alle ausmacht. **Wir nehmen die Zukunft in die Hand.**