

LISA 4 U

Newsletter for Students, Parents, Staff and Friends of Linz International School Auhof **Autum 2017**

RECAP PANEL DISCUSSION

In anticipation of the Austrian general election in October, students of the 8th grade organised a panel discussion, inviting people from

different fields of work to discuss their view on political ideas and statements of the different parties. More p. 3



Drama Camp Summer 2017
The Brothers' Grimm Spectaculathon

„IT Summer School“ at the JKU 2017

Dr. Christian Freilinger and Mag. Dr. Astrid Wansch initiated a week of computer science at the JKU during the last week of the summer holidays 2017.



The Rotary Clubs of Linz Leonding, Linz Landhaus and Hagenberg supported the week as well as the JKU and LIWEST. 23 pupils of grades 1 and 2 attended the IT summer school. It was the first part and 4 more sessions are planned so that the kids get a professional insight into programming.



Manuel, Alex, Moritz und Lea (3m) enjoyed the IT Summer School 2017

What's Inside

Austria has voted!



more
p. 2

After long, emotional and dirty election campaigns, Austria has finally voted the new party in power on Sunday October 15th.

Exchange South Africa



more
p. 9

As part of the biennial exchange done with the Stellenberg High-school, fifteen South African students visited Linz this autumn.

Paul Sloan Interview



more
p. 12

... I think there's no real thing as a good or bad subject/teacher/student. There's only good and bad introductions.

Ister LISA Watersports Camp



more
p. 13

Quiatet ene quiscid ea dolendanimet alicit ab ilibusaveroivid quibusandae nonem volumquatur? Ferumquatis eri vent, ut

The importance of soft skills

Respect, tolerance, fairness, kindness, communication.... are so called soft skills. These are important to make a community work. We need rules, hard facts. But we also need soft skills for a good school environment where everyone feels welcome and comfortable.

At the LISA we have been offering some activities already: "getting to know you days" in grade 1, outdoor adventure at the Eisenauer Alm in grade 2, teambuilding in Tollesbury in grade 4 and social studies for higher grades and international newcomers. All these events should help improve the atmosphere in our school. Respectful behaviour and helping each other are basic things, but there is a lot more to enrich our workplaces at school.

LISA students aim to be critical thinkers, dedicated to their work and good at conflict management and resolution. Especially the IB DP learner profile encourages students to live these values. They ought to develop into empathetic, enthusiastic, independent young people who follow rules and have positive work ethics.

Stress management, strategic planning, team building, time management and the willingness to work well under pressure are skills necessary to become a lifelong learner, therefore they need to be supported by the school or other authorities.

Ana Calo, our sociologist, is a troubleshooter and so are the school's psychologist and the school doctor. To prevent difficult situations from escalating the LISA support association has decided to develop a programme for grades 1 to 4 to strengthen these soft skills, so that our everyday life at school becomes even more inspiring. Mrs. Bowers, an American psychologist, and Mrs. Kutschera and her team will set up workshops for pupils and also presentations for parents and teachers to introduce these soft skills.

We are looking forward to supporting our students in the development of their intercultural and interpersonal competences and hope that the offers will create a positive encouraging learning environment for both, students and staff.

■ MAG. DR. ASTRID WANSCH



Firstly, lets look at the winner of the election, Mr. Kurz from the ÖVP. Although only being the head of the party for a few months, he has still gained a lot of sympathy from all age groups. Elderly people saw him as a young and motivated person who will make a change in Austria. Some students saw him as very trustworthy in comparison to other parties.

"In the upcoming election I will vote for Sebastian Kurz, because he seems quite legit. Hopefully many people vote for him"

LORENZ BAUER (16), HTL BAU UND DESIGN

Being accused of dirty campaigning, Christian Kern from the social democratic party has had a very hard time weeks before the election. This might also be the reason that many people have lost trust in this person and decided to vote a different party. However, Statistics showed that many people voted the red party in order to prevent a black and blue coalition.

I will vote for Christian Kern because I agree with most of his ideas and because he has a bigger chance of winning the election than some smaller party.

DAVID LEIBOVITZ (16), LISA

I am going to vote the SPÖ, because from all parties, I would only vote for the ÖVP or the SPÖ, and since the viewpoints of the ÖVP are a bit too far right, the SPÖ is the only possible party I would vote.

STUDENT (16), KÖRNERNSCHULE

"Personally I am going to vote the SPÖ to prevent another ÖVP/FPÖ leadership. The SPÖ shows that they are the only party that can make a change and social responsibility connect, as chancellor Christian Kern said. Also three days before the election they enforced social laws in the parliament, which benefits students like us very much."

FABIAN BREMMER (16), LISA

The party with the least accusations, the freedom party, has experienced the second biggest gain of voters in this election. Many people say that the ÖVP stole many ideas of the blue party and thus has convinced some blue voters to vote for the ÖVP. However, as the ideas of these two parties are very similar, a leadership of the ÖVP and the FPÖ is very likely to happen. Many experts are trying to find a reason for this right-shift in the Austrian society. The most common explanation is the fear of the people from the massive number of immigrants, which come from countries suffering from war. The topic "Refugees" has been one of the main concerns of Sebastian Kurz and HC Strache.

The ÖVP has also gained voters, which have been voting the BZÖ or Team Stronach in the previous election, who haven't been part of this election. Another load of people are the non-voters in the last election, who decided to go voting this time, and the majority of these people went for the black/turquoise party. The number of voters has actually increased quite a lot. It has been a long time since so many people used their right to vote.



The party with the biggest loss of voters in this election was definitely the green party. Having had a hard time in the last year, with many people leaving the party or setting up another one (such as Peter Pilz), the green party has lost a lot of trust from their previous voters. Talking of numbers, they lost almost 2/3 of their voters in the previous election. Another possible reason for this big loss, might be Peter Pilz, former member of the green party, which has gained more votes than the whole green party. Another Statistic showed, that many people, who have been voting for the green party, have been voting for the SPÖ or the ÖVP in order to prevent the blue party from seizing power in Austria. Another reason for the big loss might be, that the greens concentrated their election campaigns on protecting the environment and global warming and not on the topics most people are concerned about.

This year I will vote for the green party. While it does not represent all my views, I chose to vote for it, as I am anti-FPÖ and I figured that, of the liberal parties, the green party would have the biggest chance against them.

STUDENT (16), LISA

In conclusion, you can say, that Austria is experiencing a right shift in the ideas and concepts of society. The biggest winner of this election is Sebastian Kurz from the ÖVP but also the freedom party has had a big gain of voters this year. Additionally, the number of people who have voted has also increased, mostly in favor of the ÖVP.

■ STEVIE BATES, 7M1

RECAP PANEL DISCUSSION

In anticipation of the Austrian general election in October, students of the 8th grade organised a panel discussion, inviting people from different fields of work to discuss their view on political ideas and statements of the different parties. The five discussants were Monica Morke, a communication and politics expert, lawyer Helmut Blum, Ingrid Gruber-Seiberl who leads an empowerment theatre, Horst Dauerböck, a major in the army and psychologist Barbara Weibold. They each have certain political topics at heart, like education or migration policies, which they added to the discussion.

To encourage discussion, students asked for statements from the biggest political parties concerning a few topics to be talked about by the panellists. Specific to this campaign, party statements showed that their main focus is on inheritance tax and guaranteed minimum income. Monika Morke said to look for what's not stated. The green party, for instance didn't mention the environment at all. It seems to be a phenomenon in politics that, during campaigns, the parties adjust their main topics as needed.

Whether political education should be mandatory was also discussed. All parties vaguely agreed that it should, or rather could be. Ms. Morke and Mr. Dauerböck agreed that the subject was helpful to them since it encourages critical thinking and involvement in politics.



Ms Gruber-Seiberl added that objectivity is also very important.

Answers to how the media portrayed the campaigns were positive. It was said that the medias involvement offers a broad spectrum of opinions and room for political discussion, also allowing small parties to be represented. While there has been some criticism of the medias 'objectivity' in the past, it was thought a little subjectivity is only natural.

One of the bigger topics in the discussion was equality in the military and marriage. Ms. Weibold questioned the FPÖ's comment that marriage between homosexuals is a threat to marriage itself, probably meaning the traditions connected to it. Mr. Blum stated that marriage by the law is still defined as between a man and a woman, however it is forbidden to discriminate based on gender. Mr. Dauerböck was of the opinion that there is no need for it in the military, and had no opinion on the other topics, while Ms. Morke said that objectively, she is for equal conscription to the military, but personally she wouldn't really like it. She added pensions are an issue as well, since women's retirement age is earlier and they often fail to be employed at a higher age because of that.

The whole discussion was very neutral and fact-based, with the panellists mostly referring to the parties' opinions, not their own. This was very thoughtful of them, seeing as schools shouldn't be the place for any political influence. A bit of dissent would have made the discussion livelier, but that is a fine line to tread between discussion and arguing. Overall, the discussion was very well organized and we should keep this tradition of inviting panellists to the school.

■ OLGA LACKNER, 8M



SUMMER DRAMA CAMP – THE BROTHERS' GRIMM SPECTACULATHON

This summer the STIL program by Ms Stickl received such an overwhelming positive response that her and Ms Rodin-Lo decided that there would be a second Drama Camp for the second but last week of summer.

A few of the students of the seventh and eighth grade met, and after we finished catching up and talking about our summer holidays we read through the script for the play we would be performing, The Brothers' Grimm Spectaculathon. We only had a small idea what would become of these few pages of text in the following days.

We spent our time deciding on roles, sorting out costumes and rehearsing lines. A special experience was our short introduction to fights and building up tension on stage with Mr Sloan. Not only did we learn a few cool moves and how to kick someone properly, we also got to experiment out of our comfort zone and test our trust in our fellow actors and actresses. Sadly the seven days went by way too fast and soon we would

be in school again, with a little light on the end of the tunnel, our performance, planned for the fifth and the sixth of October.

The tension was high on Thursday, even without Mr Sloan's help. A few last minute fixes to our costumes were made, the stage was set up and then we rehearsed until the evening. We were interested and maybe a little nervous to see, how our parents and everyone that had come for the evening performance would like the play and if our jokes were only funny to us also to them. After speeding through as many fairy tales as we could in roughly one hour (it wasn't 209, as we had announced in the beginning, but we were pretty good), we were happy to see lots of smiles in the audience. The next morning we did our student performance, which almost felt like routine, like we had been doing the show for weeks and weeks. But we did not have a lot of time for reflection after the final bow, because we had to get back to our classes.

■ MARIA BRADER, 7M2



STIL CAMP 2017

Not every student is cut out to go to school a week early, especially when after a long holiday you have to suddenly wake up early, but the students participating in the Summer Theater Institute Linz (STIL) summer camp surely were. (I have to admit that the first day we might have been overtired, but that surely didn't halt our enthusiasm)

Over the course of one and a half weeks we worked together to create a play from scratch under the guidance of the wonderful Ms. Stickel and the talented Oksana Rachok and Sophie Mashraki, former alumni of our school who directed this year's play. It was an enthralling experience for everyone involved and over the course of the week the STIL camp group itself formed a close knit bond. I worked together with people in my school, that I have never talked or sometimes even seen before, who eventually became really good friends. One of the principles of STIL camp is that students with different cultural backgrounds come together and overcome language barriers to gain new friendships and fuse their creativity to create something amazing and unique. Not only students from the LISA participated in the camp, but we had the honour to work with two refugees from the Volkshilfe OÖ Jugendhaus, STIL's partner since the first year of camp, who brought a fun and musical talent to the group. This year the participants originate from eleven different countries: Afghanistan, Austria, Bulgaria, England, Ghana, Ireland, Iran, Ukraine and the USA.

The theme of the 2017 STIL camp was "Let your imagination soar". The original idea for the play was thought of by Sophie and Oksana, although we had creative freedom concerning our lines, which led to some...well peculiar, but ultimately hilarious, jokes. The play itself was a mixture of movement and dialogue, which gave it an unique ambiance and feel. Another remarkable feature about this play are the usual techniques that were used, for example flashlights that turned to stars in the dark. On the one hand the beauty of the movement and music told a story, and on the other hand comedic elements ultimately managed to touch hearts in the end. Although the play was only performed twice, including for the Linz Integrationsbüro's Tag der Sprache celebration, each performance varied a bit from each other due to the fact that most of the dialogue was improvised, which made it interesting to watch for the audience and even the actors. Not only the play was really fun and engaging, but also the different workshops to improve our acting techniques, for example the karate work-

shop lead by Mr. Sloan or the character workshop led by Magdalena Plöchl. Not only the play was interesting and fun to create, but also the breaks were in my part an integral part of this play's success. In the breaks, thanks to some very generous teachers and the LI-SA-Unterstützungsverein, we were provided with lunch that fuelled us with the energy to come up with all those ideas. Not all of these ideas were used for the plays, as a lot of that energy was used to come up with horrible jokes and puns. Exactly all those jokes, all I have to say is „orange puns" and „next stop GOETHEKREZUNG AGAIN", were also part of the reason that brought the group closer together. And these friendships helped to form an amazing team, which was the backbone for this play. I am not a person to be easily impressed, but this week was truly a lot of fun and this next year I might even be the first person to sign up.



STIL was founded in 2010, and this year marks our sixth original piece. For information about the camp and/or how to support the future work of the Summer Theater Institute Linz, contact Mary Katherine Stickel at si@europagym.at.

■ ARYA HAAGER, 7L

UNSERE OÖ. INDUSTRIE:
INVESTIERT IN
BILDUNG & FORSCHUNG

DENN NUR IDEENFABRIKEN
SICHERN ARBEITSPLÄTZE AUF DAUER.

Die OÖ. Industrie investiert jährlich über 5 Milliarden Euro in Forschung, neue Anlagen und in die Ausbildung ihrer Mitarbeiter. Nur so bleiben unsere Unternehmen erfolgreich eine Idee voraus und sichern damit Oberösterreichs Zukunft – und unsere Arbeitsplätze.



Wir erzeugen Zukunft Die OÖ. Industrie

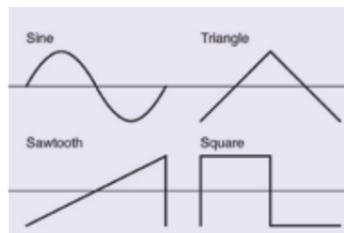
www.wirerzeugenzukunft.at

The process of making music

I think it's fair to say that nearly everyone today listens to music, probably tons of it. And with how many new songs are coming out, in all kinds of genres, from pop to nu-metal and then all the way to orchestral, everyone's bound to find songs that they absolutely love.

And yet, digital music production seems to be a foggy topic, as if some guys just sit in a studio and the chart hits just magically come out. Well, I thought that I wanna give you some insight in regards to what happens in between the guys sitting in the studio and the song popping into existence.

For starters, most songs these days are made just with one computer. Even if you hear a soulful guitar, a sweet piano riff or some amazing string hits, chances are it's all virtual. The instruments are recorded beforehand by professional companies, every single note, every possible way of playing that note,



and then multiple of those to add variation and human character, then programmed into a VST (Virtual Studio Technology) that can take the notes from a DAW (Digital Audio Workstation) and turn them into glorious, realistic instrument noises. These save a lot of time and perhaps even money, because the composer can just place the notes and then edit them as many times as he needs to make that part sound perfect, without the hassle of re-recording the same guitar 50 times for one song. Oh and trust me, the guitarist I've worked with are very lazy when it comes to re-recording stuff.

And then, there are the so called "synths". This is the electronic sound that started showing up just about everywhere since the 80s. It mostly consists of very simple wave pulses, being processed with tons of other complicated things such as filters - which remove and amplify certain parts of the wave, modulation - which uses a second wave or an algorithm to deform the shape of the first wave, and effects - which can do all sorts of crazy things I don't even have the word count to talk here about. This is the difficult part of digital music making, because every synth VST behaves differently and must be learned from the ground up. Back in 2010 when I took my first look at a synth called "Massive", I definitely got scared, but I got the hang of it eventually (and so can you!)

The final part of music production is mixing and mastering. It's mostly about two things well: EQs (equalizers) to balance out which bits (well, frequencies) of each instrument should have the most presence in the final song. It's like shaping a graph that tells your PC which parts of the wave should be louder and which should be quieter. The last aspect that must be done well for a song to sound good are its dynamics. This is

about how sharp the volume differences of a song are, and it is done with compressors. It might not sound like much, but it plays a huge role in giving character to every instrument. Oh, and I just gotta mention that these EQs and compressors are something you have to individually tweak for every single instrument (and noise) in your song. For me, this usually means around 80 instruments, each with their own EQ and other effects, tweaking this weird mixing stuff for at least 3 hours, for each song I make, not even composing anything. Not to mention that it also takes a lot of processing power, so my PC is crying and the electricity bill is steadily increasing throughout the whole thing.

Well, that's about it. I'm guessing some of this info might be a bit too detailed, but really, it's just a microscopic snapshot of how music is made, and I could talk about it for days. I hope you found this interesting. And more importantly, I hope that this won't scare you away, if you ever thought about making music. It's certainly not as straightforward as drawing with a pencil on a piece of paper, but eventually everything starts to make sense and it's just wonderful.

■ TEODOR DUMITRACHE, 8N



Photography COMPETITION



Deadline: Fri. 20. April

What you can contribute: theme – soft skills

Where to contribute: elsa@hross.com

Prize: cineplexx vocher € 10,-

Over the past years, there have always been attempts to establish an Photo competition. This time, you can contribute your individual pictures regarding the theme „soft skills“ (respect, tolerance, fairness, kindness, communication). Simply send your submissions to elsa@hross.com until the 20th of april 2018 and the best contribution will be awarded with a prize.

HAPPY FEET!

David Leibovitz, a student of the 7M1, is part of the dance school Horn and is currently helping out as an assistant for the Grundkurs, which is very popular among the LISA 6-graders. I asked him a few questions about it:

How long have you been training at the dance school horn?

I have been training for about one year now (since September 2016) and am currently in the "Goldkurs".

Did you ask if you could help teach or were you approached?

Two assistants approached me last year and asked me if I wanted to help, and I followed up on the offer this autumn.



Did you have to undergo any extra training or preparation in order to become an assistant?

Yes, we have an extra training every week to prepare, and work on our technique.

Do you enjoy being an assistant or does it just feel like extra work?

No, I enjoy being an assistant, especially if I can help enthusiastic students get better at dancing.

Do you plan on continuing to dance?

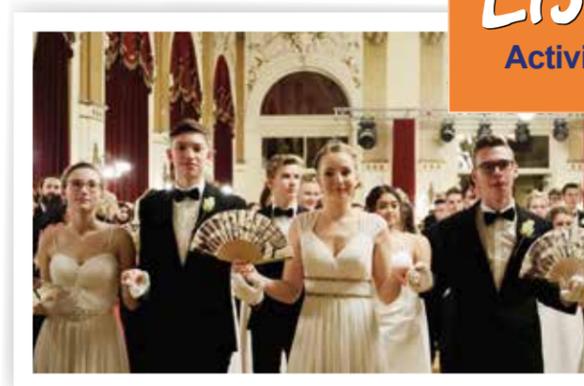
Yes, as long as it works out well with school I am planning on continuing.

How often do you have dance class yourself and how often do you have to assist in the "Grundkurs"?

I have dance class once a week, on Friday, and before that we have "Techniktraining". In addition to that I have to assist in the "Grundkurs" twice every Saturday.

What's the best part about being an assistant?

I enjoy the interaction with other students and seeing their happy faces when they learn something new. Being a part of the dance-school also makes me quite proud.



Did you have any funny/embarrassing experiences?

Funny yes, because there is this one student that really likes this one Boogie move, my girlfriend however (also an assistant), hates it and we tease her with it.

Do you prefer teaching people or learning to dance yourself?

I like both. I usually prefer learning myself, but it can be great fun teaching people who are really enthusiastic about dancing.

Would you recommend dancing as a sport?

Yes, I would definitely recommend everyone to at least try dancing and see if they like it.

■ JAN ADEY, 7M1

3 Banken Gruppe

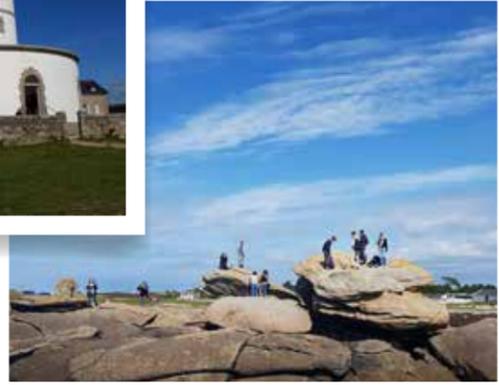
Nagt die Inflation auch an Ihrem Geld?

Mit den richtigen Produkten der Oberbank zu mehr Ertragschancen.

Oberbank. Nicht wie jede Bank.



One week of getting to know Brittany's culture. France 2017



From Friday the 15th of September at midnight to Saturday the 23rd of September, the 7L class went to France for a week long linguistic exchange.

Once we arrived at the airport in Brest (a city in the north-west of France), a bus took us to the school. There at the CIEL Bretagne (Centre international d'étude des langues), we waited for our host parents to pick us up. Unfortunately, three of us had to wait for almost 3 hours until the parents finally showed up! Well, the next day was a Saturday so there were no classes taking place, so we went on a day long excursion to Quimper, the capital of the Bretagne. This was not the most interesting day for a lot of us, since it included a visit to the national museum. This evening another issue came up, the families haven't turned on the heating, even though it had already cooled down to about 18°C inside the flat/house.

The following day was, in my opinion, the most fun of the entire week. We took a boat to a small island named l'Île de Batz. Luckily the weather was fine that day and we could enjoy the beautiful botanic garden, but most of all the stunning beach with white sand! When we returned from the island, we had some free time in the village from where the boat departed. That day was a French holiday so people wore medieval clothing, classic music was played and a market had been set up.

On Monday the French lessons started, which took place from 9:30 to 12:15 from Monday to Friday. Afterwards was one free hour to eat lunch and then we went on another trip. On this day, we took the bus to the center of Brest, where we received a questionnaire that had to be solved by asking inhabitants about their city and federal state. Tuesday, we discovered the stunning Breton landscape and as the kids we still are, everybody had fun climbing on the rocks at the shore. The next trip we went on was Oceanopolis, a museum just like the Sea Life, which most of us didn't really enjoy, since it was boring and most animals were in extremely small cages, which seemed inappropriate respective to the animals' size. Day 6 consisted of us visiting a high lighthouse from where you could once again admire the unique Breton Landscape.

Friday, the last day of our stay, was another highlight, we went to a typical "Crêperie", where everyone got a chance to try and make their own Crêpes. As you can imagine, some looked horrendous, while other were like from the chef himself. After one last night, we met at the airport Saturday morning, to start our journey back to Linz.

■ PER SALZBRENNER, 7L



The group in Salzburg



Southafrica Exchange

As part of the biennial exchange done with the Stellenberg Highschool, fifteen South African students visited Linz this autumn.

Three students of the 7M2 and the 7L welcomed them in Vienna on Friday, the 29th of September, while in Linz the 7L waited for them with sunflowers and a welcome poster. Tired from the long flight, the exchange students went home with their hosts and would meet again next Monday.

Over the course of the next week, the students participating in the program went on day trips, always with two or three of their hosts. Starting with the Danube cruise, they had the opportunity to get in touch with what we jokingly called "Linzer Life" and experience the difference between the South African and the Austrian Culture. One of the most puzzling and also quite funny things was their amazement by the trams. While to us it is normal to take public transport – most of us use it every day – they found the freedom of movement exciting. Another aspect would be the food or the amusement parks such as Urfahrnermarkt, but also small things like yellow houses, which we would count when we went on car rides.

Cape Town, which is home to the students that visited us, is in midst of a crisis right now, as the water levels are so low. While they were joking about how they don't know what water is when we first drove over the Danube, it really made us think about our habits. We take long showers, when we want to drink we just go get some water from the tap, we even flush our toilets with drinking water. The visit of the South Africans certainly made us more aware of our daily use of water and hopefully animates more of us to save it.

Unfortunately, the South African students had to leave all too soon and there certainly were a few goodbye tears shed. Some of us made friends for a life time. The exchange was a great experience that allowed not only the exchange students to explore Austria, but also gave us the opportunity to learn new things about our country and our history and to see ourselves in a more global and international context.

■ MARIA BRADER, 7M2

Ireland 2017



Just like the previous years, the 7MN had the opportunity to travel to Ireland. We started our journey on September 14th, leaving the train station in Linz to get to the airport in Vienna where we flew for less than two hours before finally arriving in Dublin.

As soon as we landed, yet another bus took us to a small area further away from the centre of the city, called Shankill, where we were assigned to our host families that we called our home for the next few days. The experiences we were able to have in Dublin can't be compared with each other. Starting from the entertaining greyhound racing at night, where most of us left with less money than before due to placing bets, to more educational tours of Trinity College and the City of Dublin and its sights. A special moment of our trip was the visit at the Microsoft Europe HQ, where the staff provided us with a very creative presentation and a look towards the future of technology and our educational careers. In our spare time in Dublin, we, as a group, planned to take a look at the bowling alleys that were just one stop away by dart. We ended up spending the night there and enjoying ourselves with our friends!

We had to leave Dublin way too soon, but many memorable experiences were ahead. After a quick stop at the University College Dublin, which inspired quite a few of us to study abroad or at least endorsed our intention to, the bus took us to Galway. Galway, located at the other, eastern end of the island, is the city with the most population in that corner of Ireland. We stayed in a hostel, which was a very interesting experience for us, as it was different to what most of us are used to. It took us little time to adjust, though, and soon we were happily cooking together in the hostel kitchen. In Galway we got in touch with the Gaelic culture, taking dancing class-

es, doing urban exploring and, what must be the ultimate Irish experience, having everyone getting a cold. That didn't stop us, though, and the next day we took the ferry to the Aran Islands. There we rented bikes and took a trip around the island, stopping at beaches and watching the waves of the sea crash onto the shores. After a short walk we arrived at the Cliffs of Moher, which held fantastic views and a few heart attacks for our teachers every time we stepped too close to the edge of the cliffs.

Sadly we had to fly home again all too soon, leaving Ireland and its many rainy days behind. I am sure that I can speak for all of us, though, that we would not want to miss it and that hopefully we can go back some day.

■ MARIA BRADER, 7M2 & ELSA HROSS, 7M1





Hiking Trips

On two subsequent weekends in October, a group of approx. 30 students of us, mostly seven graders and a couple of eight graders, went hiking to two very different places from each other, but both very beautiful.

The first hiking trip was the St. John's Pilgrimage Route, not far away from Bad Zell. In the morning, we met at Linz main station, all of us still a little sleepy, due to the unusual early hour for a Saturday morning. We walked through hills and valleys, enjoying the pretty autumn landscapes of the Mühlviertel. One of the highlights of this trip was the toboggan run (Rodelbahn) on the top of a hill, where most of us had a go, boosting up our adrenelines. Going back was a challenge though. The bus that we had to take had only ten seats and we were about 30, so 2/3 of the group was left behind. However, thanks to the parents, the rest was brought home safely, after all.

The second hiking trip was in the mountains, close to Spital am Phyrn. It was longer and more strenuous, but it was worth it. The weather in the valley was warm and sunny, but arriving at the small hut on top of the mountain, we were greeted with fog and rain. Once again we were too many, and there was no space for all of us in the tiny hut. Yet, the staff improvised and put is the stall, where we had to squeeze together on the narrow benches, so all of us could have a seat. However, this was rather positive, since

that way we warmed up each other. We enjoyed a warm meal and chattered with one other before going down the mountain.

All in all, the two hiking trips were great fun and very good experience, bringing us even closer together.

■ LORA HRISTOVA, 7N



Walkathon 2017

As every year, the walkathon helps us raise money for charity. Together with the „Schule für alle“, the LISA has put an incredible amount of work and hours into organizing the event.

With band, food and a loftery, the visitors were fully supplied and encouraged to do as many laps as they could. The school band played, raising the level of excitement of the kids, parents and teachers. Participated have a lot of first to fourth-grade classes and the upper form students had a chance to collect CAS hours by helping out during the event. Students took their little siblings with them and even a dog came along.

This year, we have had exceptionally many guests at the Walkathon. The atmosphere was great – lots of excited runners, music, food and even the sun was shining.

With the help of all thos people, the schools managed to raise more than 700 Euro, which is quite a satisfying amount. The winners of this year's Walkathon were the 3M, with 3.055 laps, then the 1L with 1.379 laps and the 1M with 1.179 laps. The „Schule für alle“ ran a total of 1.056 laps, which got them to the fourth place. All of the pupils, teachers, parents and supporters amounted to roughly 9.958 laps in total!

Special thanks to the Rotary Club Linz Landhaus for 10 Euro per lap. Thanks to everyone who participated!

■ HANNI HROSS, 7M1



Our Visioneering Philosophy enables us to Keep Discovering

From the beginning, Borealis has built its business strategy around innovation.

As a leading provider of cutting-edge solutions in the fields of polyolefins, base chemicals and fertilizers, Borealis strives to keep discovering new approaches in order to stay a global leader. Guided by its Visioneering Philosophy™, Borealis continuously builds on its proprietary technologies and 50 years of experience in polyolefins to drive innovation. This innovation is in all disciplines, from technical development to the way people think and operate every day. Not just in technological innovation, but in the way Borealis people think and operate every day, in all disciplines.

Borealis strives to unlock materials' molecular properties and create tailor-made solutions for its partners' needs, providing a reliable yet flexible foundation for further developments and step-change innovation. Borealis prides itself on close collaboration to deliver customised, outperforming products that put its customers at the forefront of their industries.

Visit our website to learn more about how you can Keep Discovering with Borealis.

www.borealisgroup.com



PAUL SLOAN – New LISA Teacher 2017 English & Drama

So do you want to tell me a little about your background?

My background is in the theatre. I started as a theatre actor when I was eleven, because my mum wanted me to make friends. We were living in Northern Ireland towards the end of the conflict and we'd moved to an area that wasn't the most welcoming. Going out and making friends was difficult because of sectarianism – sometimes I would be spat on walking home from school or have stones thrown at me. It's just how it was. Because of this, on Friday's and Saturday's I'd go across town to a drama group, I made friends there and I was happy.

A few years later I dropped out of high school and worked in various theatre jobs – all sorts of things from front of house to back stage. It was kind of crazy. For one job I decorated the inside of this film company owners house with another art director. This was on and off for months, then I was asked to sit on the back of a truck for a few days in a row. Essentially, I got paid to read books and decided that I'd go to University. I was accepted into a school and studied Contemporary Performance Practices – which is something like new forms of performance inside and outside the theatre. While I studied I met some Americans who encouraged me to apply for graduate school in the US, and I was accepted to an MA program in Chicago. I couldn't afford to study, but was offered a scholarship to study. After this I was in Ireland for a year and I worked as a production manager for an all-Ireland tour.

We got such little sleep and free-time that I accidentally grew my first beard. After this, I was accepted onto a PhD program, but I decided to leave before I completed the studies. I didn't feel supported. It happens – I'll find another program someday.

So how come you chose LISA?

Mrs. Stickel's sister, Tabitha, was a colleague of mine in the States. So part of the research I was doing merged art education philosophy and karate philosophy. The art education philosophy came from Viktor Lowenfeld,

who was from here. Last year I spoke with Tabitha about our research, and this need I had to understand Lowenfeld by living in Linz. Tabitha introduced us via email, but there were no jobs then and nothing to do. Then Mrs. Stickel got in touch to say the LISA was looking for a teacher to cover her maternity leave for a year, and I applied.

What was the subject you hated most?

I hated all of them. I was an awful student. I never did homework, and I pretty much failed all my classes. But my research since



has excited me, and I think about the difference then to now. I think there's no real thing as a good or bad subject/teacher/student. There's only good and bad introductions, really.

Take this, every teacher here is an expert of sorts in their field. Their job isn't so much to teach you a subject word for word, but to make the introduction. The students job is to develop the relationship between themselves and the subject. In my opinion, this makes tests easier and classes a lot more fun. For

instance, I was introduced to German by a strict teacher for five years and I learned very little. I've learned more in a month in Linz. I wish she'd told us why she loved the German language so much. This would have helped.

Have you always wanted to be a teacher?

No, my mum wanted me to be a teacher, or solicitor, or therapist. When I studied, I believed teacher was all three. You teach a subject, argue for the student/subject to get along with each other, then judge their development over time. Karate is a very physical example of this. When I was young, I remember wanting to be a policeman, but there was just too much crime committed by policemen in Northern Ireland for me to justify it.

What's the first thing that comes to your mind when you hear the word "music"?

"And So I Watch You From Afar". They're an Irish band. I played it today during one of my classes. It's traditional Irish music with contemporary updates.

How about Politics?

Distraction. TV Politics is generally a distraction. Politics comes from the word 'city' and, later, 'citizen'. It's different from government. Don't let TV distract you from the citizens around you.

The "LISA spirit"?

I think there's a lot that happens behind closed doors that makes this idea a complicated one to talk about. I can't comment on it. What I will say is that the teachers here care a lot about the students. At the LISA Future meeting in September, most of the discussions I heard were

from teachers who wanted more time to talk with students. More time to treat them like the adults they would become.

On the other side, I see teachers here who run themselves ragged trying to be there for students in ways students don't realize. I think that could be the LISA spirit: doing so much work without it being seen. Teachers are human.

Who's your hero?

My dad. Definitely my dad.

■ HANNI HROSS, 7MI

Sailing Paul Clodi



My biggest successes:

- 1st Austrian ranking list in the years 2015, 2016 and 2017
- 1st at seven of the last 9 ranking list races in Austria
- 1st at the international Halloween regatta in Torbole, Garda, Italy 2016
- 16th at the worlds 2017 in Thailand
- 23rd at the worlds in Portugal, and
- 49th at the worlds in Poland

I started sailing at the age of 5 years. My father and my brother taught me how to sail. With the age of six I already sailed my first regatta.

I am sailing a youth boat which is called Optimist. The Optimist is a small, single-handed sailing dinghy intended for use by children up to the age of 15. Nowadays boats are usually made of fibreglass. The Optimist is one of the most popular sailing dinghies in the world, with over 150.000 boats officially registered. The Optimist is recognized as an International Class by the International Sailing Federation.

When I am sailing I enjoy the wind, the water and the feeling to be free very much. Since my first experience I am sailing almost every weekend. I have around 130 water days

a year. I am sailing at almost all lakes in Austria. Most often at lake Traunsee, Attersee, and lake Neusiedlersee. In summer we have also a lot of trainings in Italy at lake Garda and in Slovenia at the sea in Portoroz. My sail coach is Slovenian as well. His name is Mauro Bencic.

During the spring and winter months we sail in the south for instance in Italy, Croatia, Malta and Spain. I am sailing in the upper Austrian sailing team as well as in the Austrian Optimist National Team. In the last three years I won almost all regattas in Austria and the Austrian ranking list.

I have been to three World Championships. In 2015, I was 49th in Poland, in 2016 I was 23rd in Portugal and this year I was 16th in Thailand. This is the best result of

an Austrian in the last ten years. Only two Austrian sailors have been better at worlds so far. These two are now professional sailors and compete at the Olympic games. At the worlds there are around 280 participants from around the world. Only the 5 best of every country are allowed to start at the worlds.

I am happy that my family and my school supports my sport.

■ PAUL CLODI, 4M

Ister_LISA Watersports Camp



Udi audias nam, comnimus dit, et, accus exerspicium sequatatio estio. Laut a int, tet mil essi ut et veliciet enti cus non plit videliām quatis et rent.

Dolupit erum eos molorerum nempor amus exeriat arum qui quam nest, torumque voloria verciis dus ea vel in nobitatur repudis sequatae con et aut perum est estis prempor autatio nsequae ide intia prionrciis dus ea vel in nobitatur repudis sequatae con et aut perum est estis prempor autatio nsequae ide intia prorio cus aut quoditater exped et et, quis vid exferferio comnosant.

Film
CARS3

“Speed!” The long-awaited sequel to the brilliant Pixar creation *Cars* (ignoring the one-off, James Bond-esc movie that was *Cars 2*), is finally here and it arrived with fire.

Lightning McQueen is now at the top of his game, winning most races and having a good time with his competitors. All seems perfect when suddenly a new kid on the block shows up, Jackson Storm, the first and best of a new generation of race cars that are about to flip the entire sport upside down. They are faster, stronger and more confident than anything McQueen has ever seen, and soon he is on his own, all of the other competitors having been replaced, and he is losing races. A new training centre, a seemingly unbeatable Jackson Storm and pressure from his new sponsors to end his career in order to protect his brand is slowly driving McQueen crazy, and he embarks on a training trip with his new coach Cruz (a young woman with dreams of racing herself) to find himself and grab his last chance at staying on the track.

The film is more touching and emotional than any other in the franchise. Especially for hardened fans like myself, it proved to be very difficult not to loudly blurt “Ka-chow!” following the opening words of the movie. I would describe it as a trip down nostalgia lane, with many flashbacks and little puns that will give any fan of the original a smile in their face. I never thought I would be happy to see Chick Hicks again, but the comedic way in which he was incorporated in the story was brilliant. Both the visual and audible effects have seen a large improvement in the 11 years since the original was released and the 3D version really gave me the feeling of racing down that track on my way to win the Piston Cup, a dream come true. It had the classic *Cars* flair, while turning in a more serious direction, going off-track from the usual “Pixar formula” and entering more emotional terrain, a welcome surprise.



All in all, I think the movie was fantastic. It had me burst out laughing and I swear I felt a few tears rolling down my cheeks. The tension was not only prevalent on screen, but the audience seemed to be stunned as well. It may not be quite as legendary as *Cars*, the original, but it is definitely a worthy successor in the series.

For its amazing action, heart-warming storyline and great production quality, the film gets a well-deserved: **95/100 Ka-chows**

■ JAN ADEY, 7M1

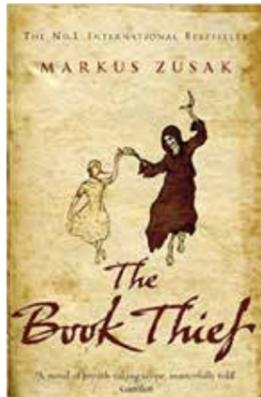
Book
THE BOOK THIEF

by Markus Zusak

Explosions, sirens, anti airplane cannons firing into the dark night. These are just some of the horrors that Liesel, the main character in Markus Zusaks masterpiece “The Book Thief”, witnesses from a day to day basis.

Set in Nazi Germany, this iconic story focuses on the story of Liesel Meminger, an orphan who is brought to foster parents, the Hubermanns, after her parents were persecuted for being communists and her brother died of an unknown disease.

Liesel quickly befriends her foster father who not only helps her deal with her frequent nightmares, but also teaches her to read the book she found after her father’s death. Liesel realizes what power books have and she starts stealing books from the public book burnings that the Nazis organized.



Slowly but surely a naïve and shy girl starts turning into an educated, intelligent woman who realizes that books do not just empower herself, but also others as she often notes that without words, Hitler would be nothing.

However, the book takes an unexpected twist when one-day Max, a Jewish refugee, turns up at the Hubermanns house and pleads for help. The family decide to hide him in their basement and Liesel starts developing a strong friendship with a man who she had been taught to hate and fear all her life. The only question is: will Liesel be able to protect her new found friend and her beloved family from the Gestapo searches and the frequent air raids?

Overall, “The Book Thief” is one of Markus Zusaks best novels and it has managed to stay at the top of the New York best-seller list for over a decade. As the reader, it is impossible not to imagine yourself in Liesels shoes and it shows you how empowering but also dangerous words can be.

Rating: 4.5 out of 5

■ JONAS KAGER, 7M1

Film
MOTHER

One of the most diverging, audacious and obscure movies of this year is with no doubt Darren Aronofsky’s horror movie “mother!”. Instead of the usual gore and violence, towards which we have been increasingly been numbed to, that is typical for this genre, this movie shocks us with it’s bizarre images that make the movie feel like a long fever dream.

Similar to Aronofsky’s previous works (ie: *Black Swan*), this movie demands participation on the audiences behalf. The meaning of the movie is only derived from the action and the dialogue, but never displayed directly. This movie is packed to the brim with allegories and symbolism, however there are various forms of interpretation, which are left for the audience to unravel.

The director has never shied away from controversial filmmaking, but this deep dive into metaphorical horror finds him working in a register that feels crazy.

A nameless couple, only referenced to as “He” and “She” (Javier Bardem and Jennifer Lawrence), live together in solitude in a picturesque country house in the middle of nowhere. He is a famous poet, and is tormented by a stubborn writing block, while she rebuilds the once-burned estate with a meticulous zeal and love. One day, a fan of the poet (Ed Harris) stands outside the door of their house and gets himself invited to stay in the house by playing to the ego of the poet under the pretext that he as admirer of his work. A little later the wife of the guest (Michelle Pfeiffer) also appears and decides to stay in the house. As their two sons join, the tense situation escalates. “She” then becomes increasingly uncomfortable as the strangers invade her sacred home and she starts having visions and convulsions.

But he, the poet, enjoys the attention and is blind to the flaws of his admirers. There are many interpretations concerning the movie, but the most important one is that the movie relies heavily on biblical allegories and depicts the story of god, mother earth and it’s pollution by mankind.

Javier Bardem’s figure is a depiction of god even explicitly referred to as a “creator”. He is the one who creates works of art in the form of poetry and builds the house. Jennifer Lawrence’s figure is at the beginning, as its name implies “mother”, a personified earth or, more poetically, mother nature. She has an intense bond to the house (ie to the world) and as it is depicted in the movie she feels and sees the state of her house (planet): the beating heart in the walls, which is getting sicker. This references that our planet is also getting sicker. However, the co-existence of God and Mother Nature is soon interrupted by the unexpected arrival of Ed Harris’s figure. He has a wound in the area of the ribs and is obviously Adam, from whose rib the first woman Eva was created in the Bible.

Later on Eve, Michelle Pfeiffers character joins the inhabitants of the house, who is then joined by her two sons representing Kain and Abel. The course of events which follow in the movie correspond to the story of the creation of the world and human sin.

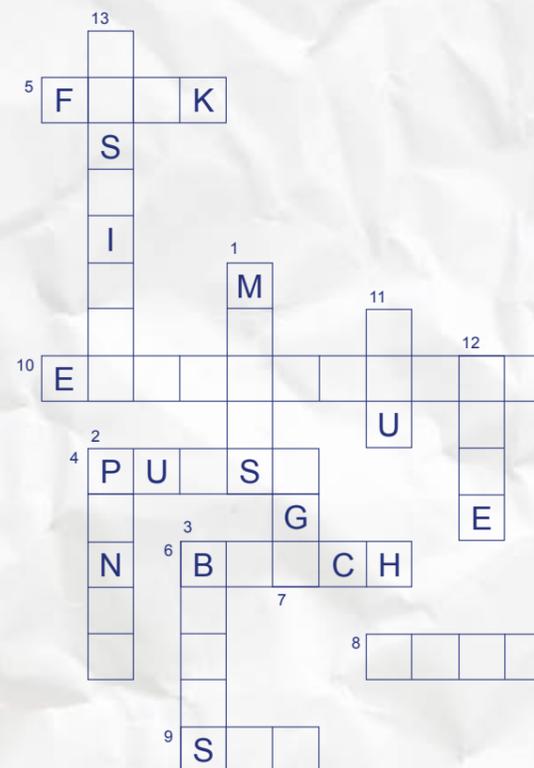
Aronofsky hurls a wild hallucination about the end of the world on the movie screen and depicts the current state of face-to-face global catastrophes as the ultimate judgment: overpopulation, ecological destruction, violence and struggle for the last resources that Earth still has to offer. All our human fears of the future is transformed by Aronofsky into an exhilarating and no less eccentric intoxication.

It’s that kind of film, that feels like it was purposefully made to be divisive, and completely unapologetic and unrestrained in terms of its creator’s vision.

In the end it does not matter whether you see this movie as a cinematic masterpiece or think it is pretentious, the goal is for people to talk about this movie. The director intent for this movie is not to simply delve into another fictional world for the duration of the movie, but to force the viewer to look into a mirror image of society and to reflect about the issues which are presented in the movie.

■ ARYA HAAGER, 7L

Crossword Puzzle



Down

1. What subject is full of problems?
2. Pantalones en inglés
3. We all write in it...
5. Name a Cutlery
11. What three letters will frighten a burglar?
12. What flies but has no wings?
13. If you jump off a two-story build, where do you land?

Across

4. Rate at which the heart beats
 6. Something that rhymes with peach
 8. What ended in 1989
 9. Square root of 36
 10. Which is the most shocking city in the world?
- Up:** 7. What goes up and never comes down?

Answers: Maths, Pants, Books, Pulse, ICU (I see u), Time, Hospital, Fork, Beach, Age, 1988, Six, Electricity.

Impressum
LISA 4 U Team

Elsa Hroß, 7M1
Hanna Hroß, 7M1
Jonas Kager, 7M1
Jan Adey, 7M1
Stevie Bates, 7M1
Maria Brader, 7M2
Shalon Jeboah, 7M2
Olga Lackner, 8M
Hanna Howorka, 8M
Teodor Dumitrache, 8N
Per Salzbrenner, 7L
Arya Haager, 7L
Lora Hristova, 7N
Paul Clodi, 4M

Mr. Woolner and
Mrs. Conry-Lindner,
(teacher support)
Dini Hroß, Graphic

Linz International
School Auhof
www.lisa-school.at
F + 43 (0) 732 245867-17
lisa@europagym.at
Aubrunnerweg 4
A - 4040 Linz, Austria
T + 43 (0) 732 245867-23

Magazine Information

LISA 4U - The magazine of Linz International School Auhof will be published three times during the school year. The next issue will be published in Spring 2018. Please submit articles and pictures (highest quality) each in separate files saved as JPEG or TIFF format. Submissions can be e-mailed to info@lisa-support.com with your name, contact information, title and date of your submission. All submission deadlines are 4 weeks before magazine publish date.

Disclaimer

The services offered in the advertisements through-out this publication are in no way endorsed by Linz International School Auhof. To advertise, please contact info@lisa-support.com

Thank you

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.

							2	
8						1		5
	3		8	7	1		4	
5			9	6		3		
	7	8			3	9		
		3			8	4		
			6	8				
	9			2		7		
					7		1	



8	1	7	6	3	2	8	4
4	8	7	5	2	1	9	6
5	1	6	1	9	6	3	2
3	6	2	4	8	4	4	1
1	1	6	4	4	1	1	6
6	2	3	7	5	8	4	4
2	7	8	4	1	3	3	7
5	1	4	9	6	2	3	7
8	7	8	7	1	1	6	4
2	3	8	7	1	1	6	4
8	6	7	2	4	9	1	3
1	4	9	5	3	9	6	2



„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.**