

# LISA 4 U

Newsletter for Students, Parents, Staff and Friends of Linz International School Auhof Autumn 2020

## KLIMATAG!

On Thursday, February 13<sup>th</sup>, 2020, a special school day took place for the pupils of the Europagymnasium Linz Auhof. Between 8:00 a.m.

and 1:30 p.m. they actively experienced climate protection during roughly 30 lectures and 48 workshops in the school. ... More p. 6



## Model UN at Europagymnasium

Model UN, or MUN for short, is a mock United Nations conference where students choose a country and a committee and formulate position papers prior to the conference. At the conference, students debate about the issues our world faces today and discuss many relevant and controversial topics. Within the committee they will then pass mock resolutions that tackle these issues. With topics ranging from woman's rights to the ongoing conflict in the Middle East or even historical councils discussing world wars, there is a lot to learn and debate about at every conference.

I for one enjoy Model UN a lot. Ever since my first conference in March 2020 when I was part of the committee discussing the rapid destruction of the Amazon rainforest, I have been fascinated with the idea of MUNs. My friend Isabella was the first to ask me whether I would be interested in attending one with her and after I heard about the concept, I was hooked. Since then, Isabella, Amina and I attended another conference at the Deutsche Schule Prague. This was an experience

I will never forget. I had the opportunity to make friends that I still talk to today and had so much fun debating and discussing with many new and interesting people.

All in all, Model UN has something for everyone. No matter your interests or debating skills, I can guarantee you will have fun at the conferences. So if you are part of the upper classes (5th-7th grade) and want to have fun debating, gain new knowledge and experience about the world, or just want to win cool awards (yes you can win awards!), then come join us at the MUN club. Of course this club is not only for LISA students, so if you know anyone in the Kepler or Ella who you think would enjoy this, do not hesitate to spread the word!

The MUN team and I hope to see you at our next meeting! For more information, questions or sign ups please email us at [europagymmun@gmail.com](mailto:europagymmun@gmail.com) or dm us on Instagram at [@europagymmun](https://www.instagram.com/europagymmun) or just come talk to me in the break!

■ ADORA SABAU, 7L

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Amazing wildlife, an incredible history and delicious food – that's South Africa and we had the honour of going there!

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Last school year I participated in the Upper Austrian "Fremdsprachenwettbewerb" in French and Spanish at the Wifi in Linz.





## Dear Readers of LISA4U,

The academic year 2019-20 was indeed an interesting one. I don't think it is necessary to detail all of the changes that had to be implemented due to the Corona crisis. We, the teachers, students and parents, experienced them first hand. As the IB Diploma Coordinator of LISA, I naturally feel obliged to address the rather unusual situation that our graduating classes had to experience. For the first time since the existence of the IB Diploma, the exams were cancelled worldwide. Students and teachers who prepared the classes for the exams were naturally quite shocked, and there was initial uncertainty on how (and under what circumstances) the students could still complete their IB Diplomas. The situation was quite similar with the Austrian Reifeprüfung (Matura). The oral exams were cancelled as were the VWA presentations. LISA students had already completed the written German and Math exams in January and later completed the written English Matura as well. Under normal circumstances the IB Diploma results would have counted for the written English Matura, but things were different this year. The IB grades were determined mostly by the Internal Assessment, which are reports that the students had to write during the two years

of the IB Diploma programme. All of these tasks had to be sent to the IB for marking and the obtained results were very good! So at least here we have some reason to rejoice.

It should not be forgotten that all the school trips and exchanges were cancelled as well, which most certainly has caused quite a bit of sadness in many students. School, after all, is much more than formal education. It is a place for new experiences and meeting of friends. I have heard, that there were some tears when some students heard that they could not go to school anymore due to the lockdown. After the partial re-opening of the school in June, I heard many students say that they were happy to experience a bit of normalcy again.

Unfortunately, there was also no IB Ceremony this year. We still would like to thank the Wirtschaftskammer (WKO) for having agreed to sponsor this year's IB Ceremony. The planning for the ceremony had already started and Mrs. Herzog (LISA coordinator) and I, visited the location for planning out the details of the event. Then came the lockdown. The end of school education is an important part in a person's life and the whole school community feels that having to release the students without such a ceremony is indeed somewhat of a pity. I know that the graduates were expecting a nice speech at the graduation ceremony – one that I could not give. I therefore decided to increase the challenge for myself and tried something, that I have rarely tried before: a bit of rhyming. I thus want to dedicate the following two poems to the graduates of 2020. One is a bit more serious and the other one lighter. (Is it ethically justifiable to write light poetry during crisis times? My TOK students should answer!) Well, I'll let you decide.

■ YOURS, OLIVER KIM,  
IB DIPLOMA COORDINATOR

## The Wrath of the Corona God

The IB Exams of twenty-twenty:  
Headaches, headaches - plenty, plenty!  
The IB decided overnight:  
Relieve the students of this plight!  
All tests were cancelled – o surprise!  
Students, teachers in demise!  
How to find out who's the best?  
How to know who's passed the test?  
How to know the student's score?  
We all were shaken to the core!

In the midst of this confusion  
(some have wished it an illusion)  
Came the message loud and clear:  
"Fear ye not! Solution here!"  
There is cause to celebrate:  
"Fear ye not! You'll graduate!"

We shall count your finished task!  
We'll make sure that you'll pass.  
Wait, we said, it's not yet fine!  
Matura English's on the line!

Worries, thus, I must confess,  
And sleepless nights did not get less.  
How to get Matura done?  
Answer please! Ministerium!

Results were out July the fifth,  
They were good, this is no myth!  
Later though, who would have thought -  
The IB another surprise us brought!

IB improved the grades yet more,  
Students now got an even higher score!

"What's going on?" we all did ponder.  
Shaking heads in joy and wonder!

The story could have ended fine,  
Celebrations fun - and cake and wine!  
Corona god this saw with frown.  
"This joy and pride I'll quickly drown!"

Corona god made up his mind:  
"This year, folks, I'll not be kind!"  
More bad news - I am afraid!  
IB Diplomas are delayed.

The students now with wondering eyes –  
Look puzzled now – "Where is our prize?"

The students now – it makes no sense –  
All have to wait for documents!

The moral of it all, you ask?  
This is for me no simple task!  
Maybe we can all conclude,  
Corona god this year was rude!

The IB Exams of twenty-twenty:  
Stories, stories – plenty, plenty!

## To the Graduates

This poem I do dedicate,  
to former students of class eight.

You, who I have long been teaching,  
Allow me please, to do some preaching!

This lesson now, you must endure:  
Shall be my last, I do assure!

Do not forget your school life past;  
Look forward to your future vast.

Find passion in the little thing,  
And peace of heart your life may bring!

Take care of health, environment.  
Be reason for much compliment!

Have courage too, to change your mind.  
And patience much, and do be kind.

Be cautious, yes! But do not fear,  
To make decisions strong and clear.

And should you ever disagree,  
Do question your philosophy.

Should ever you cause some mischief,  
Do not forget, yourself forgive.

Learn from your past, but do not dwell,  
Things you can't change, do fast expel.

If something does break your ideal?  
Remember always: time will heal.

At last, allow me you to tell:  
What you believe, consider well.

It's modern world's complexity,  
That causes much uncertainty.

It still remains a secret art:  
To balance right one's brain and heart.

"Farewell you all!" sounds far too trite,  
My words for you are much more light:

I wish you well! And all the best!  
Move on! Move on! No time to rest!

Visit again and see you soon.  
But not too early! Maybe June!

■ OLIVER KIM, SEPTEMBER 2020

# Auhof Votes– Stay Up to Date!



AuhofVotes can now also be accessed over the App which you can download for free in the App Store and Google Play Store if you haven't already.

Get the App to receive push notifications on the latest important news, find out about new projects and have your voice be heard by voting on relevant decisions and sharing your own suggestions, concerns and opinions in the direct chat.

So far, the App has been involved in creating surveys about new projects such as the water dispenser questionnaire. But it was also used for sharing constant updates concerning Corona and E-Learning as well as for launching the tutoring project during lockdown times.

Download AuhofVotes now to never miss an update on new projects and start using your voice to make a change in our school!

■ ANNA SANDHOFER, 7L

# Welcome to our New Teachers!



My name is **Solange Safrade Utz (SAF)** and I'm happy to be part of the LISA. My subjects are Visual Arts and Spanish. My mother tongue is also Spanish. I was born in Lima- Peru but I have been living in Austria for the last 20 years. This school year I will only teach Visual Arts. I love to travel, know new cultures and new forms of life. It will be a pleasure to meet you, Solange.



My name is **Bianca Auinger (AUB)** and I come from Eferding. My subjects are Mathematics and Information Technology. This school year I am going to teach both subjects in different school branches. In my leisure time I like to ride my horse and go hiking.



My name is **Wilhelm Haager (HAW)** and I come from Wieselburg. My subjects are physical education, philosophy and psychology. This school year I will only teach physical education. My main hobby is teaching self defence. I have been doing this since 2016 at the University of Vienna as well as in schools and in community colleges.



My name is **Johannes Wiesmeyer (WIE)** and I am joining the LISA team to teach German as well as History. After having spent the last year as an instructor at the University of Oklahoma in the USA, I'm really excited to be back in Austria while at the same time keeping the international spirit alive in our internationally oriented school branch. In addition to my subjects, I am very passionate about the

sport of basketball, so never hesitate to discuss the latest NBA results with me when we meet in the hallway.

My name is **Lydia Reifinger (REL)**. I am a teacher of English, Geography and Economics, and German as a Foreign Language. After some teaching experience in England, Chile and in adult education, I am now thrilled to get to know the LISA community. In my free time, I am a musician in my local brass band, I love hiking and being in nature, and I really enjoy traveling in order to get to know other amazing places and cultures on our planet.



**Dietmar Friesenegger (FRI)**, has recently completed his doctoral studies in musicology at Cornell University (Ithaca, NY) with a dissertation titled "Voices Among Cultures in the Eastern European Borderlands: Music in Czernowitz, 1862–1918." To promote some of his archival discoveries, he founded the Mandyczewski Festival in Chernivtsi (Ukraine) in 2017. Dietmar studied music, piano, and French in Vienna and musicology at the University of Wisconsin-Madison and Cornell. He previously taught at St. Ursula High School (Vienna), IES Abroad Vienna and Cornell.



My name is **Oliver Pröslmeyer**, and I'm joining LISA as a teaching assistant. I moved to Austria in February 2020 from Australia, where I lived from 2007 with my immediate family, though I was born in Great Britain. When living in Britain I would often visit my family in Upper Austria, and after completing my studies and gaining teaching experience I decided to move here. I studied at Edith Cowan University in Western Australia where I graduated with a bachelor of Music Education, and worked for a year as a substitute teacher and digital technology teacher in the Pilbara region of WA. As well as being a teacher I'm also a composer and sound designer, and I'm currently creating music for an independently developed video game. I'm looking forward to meeting and working with you all soon!



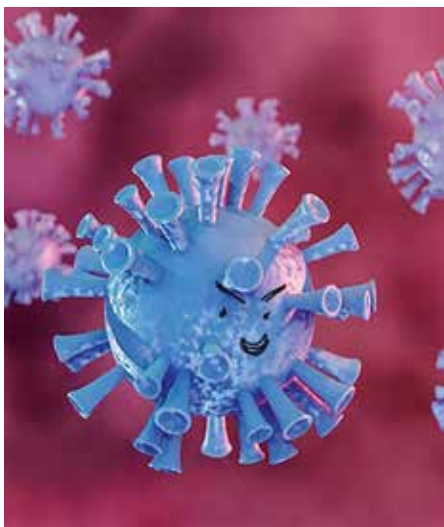


# LISA STUDENTS REPORT on their Corona Experiences

**Monday, March 15, 2020 was not a typical school day. It was the first day that LISA students were asked to stay home, in quarantine, to help slow down the transmission of Covid-19 virus.**

The prior week, teachers educated students on how to use school websites and passed out worksheets. On Monday, students were asked to learn at home using Microsoft Teams and Moodle, to stay in contact with teachers and peers.

In order to learn more about LISA student experiences, students were asked to complete a survey. Representatives from every grade participated in the survey. Here are the questions that were posed in the questionnaire:



- Improved time-management skills
- Increased fitness skills
- Practiced cooking and baking skills
- Improved language skills
- Learned how to deal with boredom

**Describe one change that happened during quarantine at-home learning that you wish teachers would keep forever.**

Student responses were analyzed. There were two themes:

- About half the students said that they like having a weekly homework plan on Moodle.
- For example, Amina in 6L said "Some teachers created very detailed weekly plans that were easy to follow, especially in Math. These also worked as a topic summary. This really helped when you needed to look up the instructions for an example or wanted to refresh your memory." Tobias in 6M also liked having the work written online. He said it was helpful "That every teacher put up the work online, so we can look at the stuff we did in class at home."
- Many students also said that they liked the increased communication with teachers. For instance, Maria in 3L said that she liked "the good teacher energy." Isa in 5L liked "that the teachers took extra time to check if all students understood everything privately."

**Describe one new thing that you learned during the quarantine.**

Students responses were analyzed. There were four general themes ranked from most common to least common:

■ VERONIKA PRESCHERN, 5L

## The Tutoring Project

As we all well know, the Covid-19 pandemic had a significant impact on the second semester of the school year 2019-2020 for all Auhof students. The many changes, especially the transition to online learning amid quarantine, left many students of all ages struggling. Felix Zehetner, the school representative, developed the tutoring project as a result. His aim was to "connect those students who needed study help with those who had time to provide it." Students with time and motivation to help their peers were able to create a profile, stating their name, age and what subjects they would be able to offer tutoring in, directly on the school website or on the "Auhof-Votes" app. The tutor and the students in need of help were then able to connect via email.

Students on both sides who participated in the tutoring project, found it to be "a great opportunity for everyone" and "quite helpful". Having tutored myself during the lockdown, I found it gratifying to be able to observe my tutored student improve. Another tutor stated that she was glad that she "used [her] time wisely". Tutors who did not use the tutoring project as a CAS experience even received a certificate from the school as a way to thank them for their contribution!

The tutoring project was a learning opportunity not only for those who were in need, but also for the tutors. Tutoring entails more than just knowing the material you must teach. Skills such as patience, planning and communication are developed whilst being a tutor. Additionally, the project was a great starting point for younger LISA students who are planning to tutor as part of their CAS program.

Overall, the tutoring project was a success, as there were always enough tutors for everybody that required help. The parent's organization and fellow students, have asked Felix Zehetner to keep the tutoring project going, which he is planning to do. In addition to helping students who are struggling in various subjects, keeping the tutoring project permanently will allow students to receive tutoring more easily as a CAS experience.

■ MARA BRASOVEANU, 8L

## How to Avoid Talking About Corona

So this whole virus and specifically the pandemic situation (you know exactly which one I mean) has been going on for over 6 months now and I think we finally understand. As much as we wish for our lives to go back to how they were before we got obsessively aware of what we touch, how far our spit flies when we speak and how often we wash our hands now (and how little we used to before), it's not going happen. And yet, this ever-present topic gets tiring (and honestly, we all know we also just hate being guilt-shamed because we only washed our hands for 15 seconds and not at least 20).

Undoubtedly, talking about this virus, staying informed and healthy is crucial for a functioning society to coexist with this pandemic. On the other hand, I also understand (and have experienced) that constant lectures and relentless fear can be very unsettling and uncomfortable (and, let's face it, annoying). So why don't we simply choose another topic to cover in our morning rants, or with our family members at dinner or with the neighbor (while naturally maintaining a healthy distance)? Especially in a year like this one, when outbursts of wildfires, hordes of insects, explosions, politics gone haywire



and hence, protests, shake our world on a regular basis?

Well, my theory is, that "All conversations lead to Covid-19." This illuminating quote should portray our daily dilemma of talking about literally

anything and mysteriously ending up with something pandemic related. We all know these situations, like for example when you're starting a casual chat about protest marches against the terrors of police brutality and systemic suppression, and somehow find yourself finishing on the topic of super-spreaders and debating on the efficiency of wearing masks. There is no way around it!

So, if you now wonder why I haven't presented a foolproof and satisfying method of sneaking out of those good ol' Covid talks yet, just know that I haven't found one. Otherwise I would obviously be writing about any of the current and relevant (non virusy) topics. But oh well, here I am writing this, and here you are, reading it. ;)

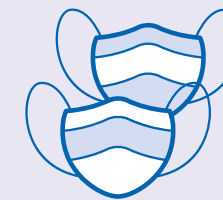
■ CAROLINE LASCHKOLNIG, 7L

## Rant by Adora

Hi there and welcome to me complaining about everything and anything. Today I'd like to complain about people who do not wear their masks because boy oh boy is there a lot to say. My first question to those people is why? And before you say you can't breathe, just stop.

You can. I wear a mask and I can breathe and so can my grandmother and my baby cousin. And if you actually have a problem with your lungs that makes breathing difficult for you then please don't leave your house because you are at high risk of literally dying if you catch Covid-19. Oh and for the record, wearing your mask under your nose is not considered wearing your mask properly so please put it over your nose and have some consideration for all of the other people you surround yourself with. Also I just found out mesh masks exist?? Like honey it's really the wrong time for a fashion statement that endangers other people's lives. The ignorance of these people is beyond what I can comprehend so if you decided against wearing a mask or not wearing it properly, please stay away from me.

■ ADORA SABAU, 7L



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## Interview with Ms Conry-Lindner

### 1. Good morning Ms Conry-Lindner, early this year a unique event took place at the Europagymnasium Auhof, how would you describe the “Klimatag” to someone who wasn’t present?

Good morning Caroline, I am glad to have the opportunity to be able to talk about the Klimatag which took place on Thursday, February 13, 2020 which was exactly one month before the governmental “Lockdown” measures were introduced. Most of us have almost forgotten about what we Europagymnasium Auhof, the Klimateam, made up of 8 Europagymnasium pupils, a parent and myself managed to achieve on that day.

On Thursday, February 13th, 2020, a special school day took place for the pupils of the Europagymnasium Linz Auhof. Between 8:00 a.m. and 1:30 p.m. they actively experienced climate protection during roughly 30 lectures and 48 workshops in the school.

#### Prominent support:

One of the highlights of the day for the upper school students was an event in the large lecture hall of the JKU: During a panel discussion with Helga Kromp-Kolb (BOKU Vienna), Sybille Chiari (BOKU Vienna), Wolfgang Eder (VOEST), Bjarne Kirchmair (Fridays for Future Linz) and Norbert Rainer (Climate Alliance) were discussed possible solutions for overcoming the climate crisis.

### A day for pupils by pupils:

The special thing about the day for me, was that the entire day was organized by eight 16-year-old students, a dedicated parent, Dr. Barbara Gitsch and myself over the space of five months. Furthermore, the teachers were able to attend workshops of their choice supporting the external workshop trainers on the day.

The amazing part was that almost all the workshops were arranged for free. I think most were impressed that it was young pupils calling up or going into companies and asking if they could help them.



As I already mentioned, the eight pupils were the driving force of this event, while Barbara and I provided constant support and guidance. Such an initiative is very special in a school of our size. The larger the school is, the more difficult it is to organize such an event which is student driven and which is actively supported by all: parents, teachers and local businesses. I believe that the very fact that we succeeded to put on such an event in this way confirms our commitment to encourage student initiative.

### 2. Could you explain your role in the process of organizing everything?

My role was, together with Barbara Gitsch to help the pupils, realize their dream to arrange this huge event. The group met on a weekly basis and once the concept for the day was agreed upon by all, the students presented it to the school parents association (EVA) and it was approved by the acting principal of the school Mag. Weißhäupl.

I believe I was able to support the students in designing the detailed plan for the event and make suggestions of how to integrate the event in the school structure.

### 3. Students from all the different branches of the Europagymnasium were represented in the Klimateam. How valuable was their input and what are your thoughts on this school and how it furthers student initiative?

### 4. Such a massive event must be a very complex endeavour. What challenges did you face along the way and how did you overcome them?

Firstly, it is worth mentioning that our type of secondary school (Gymnasium for ten to eighteen year olds) is the largest of its type in Upper Austria with close to 1400 pupils and the second largest in Austria. This alone made the event quite a logistically complicated undertaking. Without the support of all the teachers, pupils and local businesses, that day would not have been possible. Barbara Gitsch, a committed parent representative, and I supported the student campaign team, which consisted of young people from all school branches.

A general concept for this day was developed in weekly meetings.

Initially this project was top secret, known only to the Klimateam members and the Principal. This required complete commitment, and it was our group enthusiasm which kept us going, even when problems arose over the five months.

### 5. How would you say the “Klimatag” has had an impact on this school? Is there any chance that such an event will happen again?

There is an English expression: Practice what you preach. The youth workshops dealt with the question of what everyone can contribute to climate protection in their everyday life. As an economics and business management teacher one of most important lessons which pupils, as the next generation of voters, need to be made aware of, is that progress in climate protection policy can only be made if young people realize that their voices, votes and naturally their actions, can help change something in politics. I would like to think that the day has set the foundation for developing a more climate friendly environment within the school.

However, due to the Covid 19 restrictions, in general, I do not imagine us undertaking such an

event in the near future. Nevertheless, the idea has been born to encourage “green” projects on one of the project days at the end of the school year. I hope this could be initiated by the present Klimateam. We may have to find an electronic way of creating a virtual Kleidertauschmarkt (clothes swapping market) instead of a real one.

### Establishment of a permanent Klimateam

A further, more important impact the Klimatag has had on the school, is the establishment of a Klimateam, with pupils, parents and teachers being able to work together on common goals. For this school year there is a parent representative 20/21, Mr. Peter Wolfsegger, many teacher representatives, and a school “Klimasprecher” who this year is Lars Pollinger (7B). There are also eight “Klimaguides”, climate guides from each of the three school branches who support and guide the “Klimavertreter” (climate representative) in each class.

The pupils would like to encourage other schools to organize such a day. Vincent Louis, a former student from the Europagymnasium Auhof and member of the ‘Fridays for Future’ movement, sends out an appeal to all students in Linz: “Now is the time to take action”. We have a lot of ideas which we should strive to realise.”

### 6. And now the final question, how has this project impacted you?

I was extremely impressed by the commitment of the pupils and look forward to being able to continue to support them within the Klimateam. We must be aware that it cannot stop with just one “Klimatag” (climate day). In order to make a lasting difference, it is important to stay on the ball. That is why, we have officially become a “Klimabündnisschule” (climate alliance school).

With the establishment of a permanent Klimateam and Klimavertreter (climate representatives) in each class, we can work towards a more climate friendly school environment.

As a climate alliance school, Europagymnasium Auhof has to report annually on the measures it has taken to ensure an environmentally friendly school environment. Now the challenge for the school is to make sustainable changes: Be it deciding to ride your bike to school in the mornings, turning off the lights in the classrooms, or whether teachers avoid unnecessary copies in class. How and where school trips are made, also needs to be reconsidered.

Attitudes to all the above topics have already changed, as a result of the Covid 19 human distancing issues, which we have had to accept. We were glad to have been able to have sown the seed of change a month before lockdown measures were introduced. We hope this trend will continue in the academic school year 20/21 supported by the Klimateam projects to encourage a sensitivity to the following areas within our school community:

- Mobility
- Energy usage
- Sustainable and regional consumption
- Litter reduction

We cannot wait until 2050, 2030 or even 2021, we want something to happen now.

If you are interested in finding out more on the Klimateam, talk to your Klima-Vertreter in your class about getting involved or sharing ideas, or visit our Klimateam page on the school website to find out what and when something is going on.

■ CAROLINE LASCHKOLNIG, 7L

## Klimatag- from an Organizer’s Point of View

As a member of the organizational team of Climate Day 2020, which consisted of a few students, Professor Jennifer Conry-Lindner and as a representative of the ELTERNVEREIN (PTO), Mrs. Barbara Gitsch, I have not only gained a true understanding for the many aspects of organizing a successful event, but have gotten to meet and work with talented and delightful people.

From the initial idea to the cleaning-up after, the Climate Day team was always working on perfecting the project, to make it an experience worthy of our fellow students’ and teachers’ attendance. Only after months of work did I realize the amount of dedication and thought necessary to put on an event of “only” 6 hours.

I specifically remember brainstorming on possible structures to organise over 1300 students at the same time, in the first meeting in October 2019. The option we chose that day, was not very far from what we ended up using in February. Students from the lower classes would be divided by grade, and after listening to an introduction on the topic of the day, would take part in an individually pre-picked workshop. Our fifth to eighth graders would attend a lecture by Mr. Norbert Rainer (general manager of Klimabündnis Austria) followed by a panel discussion including - amongst others - Prof. Helga Kromp-Kolb, a well established climate-activist.

To end the event, we asked all our colleagues to join us for a final speech by my team-mate Lars Pollinger; and also for the free buffet, supplied by parents and students.

On the day, I was assigned to moderate and look after the agenda of the upper grades, therefore unfortunately unable to actually take part in any of the workshops or lectures. However, I can speak for all of us, when I say that we were very pleased with the outcome of our first Climate Day. However, this is not the end; there are already more projects being planned. We have made it our mission to keep raising awareness about climate change and what to do about it.

I want to say special thanks to everyone, who supported our cause and helped make Climate Day Auhof happen.

■ ANGELIKA MATSCHEKO, 6L

## DAS KLIMATEAM- AUHOF

- Elternvertreter - **Peter Wolfsegger** und Lehrer des Klimateams

Lehrer und  
Elternvertreter

Klima-Sprecher  
+ Stellvert.

- Lars Pollinger ab WS 2020
- Definiert und koordiniert die Jahresplanung mit Mitglieder des Schüler-Klimateams- AUHOF
- Koordiniert die Green Peers

Werden am Anfang des Schuljahrs pro Klasse ernannt oder gewählt.  
**Spätestens bis 21.09.2020 per email an CL**

#### Aufgaben:

- Ausführen von Schwerpunktaktionen des Klimateams.
- Vertreten der Interessen und -Ideen der eigenen Klasse
- Weitergabe von Informationen an die Klasse vom Klimateam
- Bewusstsein für Klimaschutzmaßnahmen in der eigenen Klasse wecken (Energie sparen, Müll, Konsum, Mobilität)

Klima  
Klassenvertreter

Green Peers/  
Aktionsteam  
2020- Mitglieder

#### Aufgaben der Green Peers:

- Jeder Green Peer ist für einen Jahrgang zuständig und kommuniziert über Whatsapp oder MS Teams mit den Klimaklassenvertetern und KVs
- Verantwortlich für die Entwicklung und Ausführung des Jahresplans mit Klassen
- Jeder Green Peer leitet / organisiert eine Aktion oder Schwerpunkt aus dem Jahresplan.





# Spring GALA 2020



## Feedback from the first graders

### INFO ON THE SPRING-GALA:

The Spring-Gala 2020 took place on March 3rd. Every year since 1997 the Spring-Gala has been an exciting event for the Linz International School Auhof or for short, LISA.

The theme this year was International Women's Day. The first graders put on a series of shows which were written by the 5th graders. The school choir also performed. Almost all of the 1st and 7th graders participated in this year's event. This year the performances were directed by Alaine Rodin-Lo. Alaine is an international Soprano who now teaches Drama at LISA. In an interview, she explained that she loves working with the students. She did say though, that it was a bit challenging helping children to learn their scripts, especially children that did not have English as their first language. Over fifty students put on a splendid show with their plays. The performances were greatly received with plenty of applause from the audience, which was mainly made up of family members.

### OUR EXPERIENCE:

1. It wasn't as easy as I thought to earn a script by heart, but it was fun practising the performances and helping my classmates with their scripts and movements. The costumes we wore were very nice. Before I got onto the stage I was a bit nervous, but that feeling was soon replaced by excitement. Once I was performing it felt like I had been on a stage all my life. Sadly, the play only lasted about 5 minutes. After the play I got a lot of positive feedback.

2. Seeing as our scripts came in a bit late, there was more pressure on us because we had less time to prepare and learn the script. At first the script looked enormous but after reading my lines I realised that it wasn't as much as I originally thought. Eventually everyone had their script memorised including me. Our play was last, so I had much more time to panic! When it was our turn to perform though, I was happy that I was last to go on stage. I had millions of thoughts in my head at that moment but for some reason not my lines, so on my first line I was a bit slow to start but everything turned out perfectly. As we left the stage I wasn't aware that we had to get right back on so I sat down but then

realised that everyone else had gone up and rushed to join them. Once I was back off stage for a second time, I could finally relax.

■ ANGELINA GARDINER AND  
ELEANOR SHERMAN, 2M



This year's annual Spring Gala took place on March 5th. It was a wonderful occasion to present the hard work done during the first semester's drama, choir and band lessons to parents and teachers. All of the performances were related to Women's Day, which was on March 8th, as this special and important day was this year's theme. Over 200 school members were involved in the making of this spectacular event. Two of us, along with the rest of the fifth grade class took part in the production of the Spring Gala by writing scripts for the first grade drama play.

I, Mara, enjoyed the writing of the script along with my classmates. Seeing our "baby" being "born" on stage was absolutely astonishing. Months of hard work finally paid-off with proud smiles and applause from the audience. In addition to this, it gave me a glimpse into the entertainment business and how scripts and scenes are organized/written.

I, Maxima, thought it was a cool opportunity to produce a play that we wrote ourselves. We were able to understand how hard and time-consuming play writing can be. Nonetheless, it was fun to bring our ideas to life by having the first graders perform our pieces. Another aspect I liked was that we used this special event to raise awareness for Women's Day.

After having taken part in such an awesome event, we look forward to experiencing many more Spring Galas at the LISA.

■ MARA DIRLEA AND  
MAXIMA KRAGE, 6L



Rim Abu Zahra-Ecker, Vorsitzende des Unterstützungsvereins, Alaine Rodin-Lo, künstlerische Leiterin des Projekts mit Schülern.

## Starkes Theaterstück zum Weltfrauentag

Die Schüler der Theaterklasse der Linz International School Auhof (LISA) zeigten anlässlich des Weltfrauentages eine Musik- und Theaterperformance unter dem Motto "we can do it".

LINZ. „Wir sind auch heuer wieder stark beeindruckt, wie rasch und wie frei sich vor allem die Jüngsten nach einem Semester an der LISA auf der Bühne in perfektem Englisch präsentieren“, sagt Rim Abu Zahra-Ecker, Vorsitzende des Unterstützungsvereins.

### 32 NATIONEN AN EINER SCHULE

222 Schüler aus 32 Nationen zwischen 10 und 17 Jahren aus 16 Klassen der öffentlichen internationalen Erfolgsschule LISA haben einen in dieser Form einzigartigen Abend gestaltet. Auf zwei Bühnen wurden elf szenische, von den Jugendlichen selbst geschriebene Theaterstücke mit klingenden Namen, wie zum Beispiel „Superstrong Girl“ dargeboten. Die verschiedenen musikalischen Gruppen der LISA (verschiedene Chöre, Band und Orchester) wurden im Wechselspiel in das thematische Geschehen auf der Hauptbühne integriert.

### SPRACHEN LERNEN UND GEMEINSCHAFT FÖRDERN

„Unsere Spring Gala hat in ihrer Vielfalt und in ihrem Umfang auch heuer gemeinsames spielerisches Lernen und Organisieren sowie ein kreatives Miteinander gefördert. Kunst verbindet und macht einfach erfindend“, bringt es die künstlerische Leiterin des Projektes, Alaine Rodin-Lo, im Namen aller Beteiligten auf den Punkt.

■ PRESSETEXT

## Backstage at The Spring Gala

You know that feeling when you're allowed to go backstage? Or when you can go somewhere, where only a few people are allowed? It just feels so cool. That's how it felt for me at the Spring Gala because I perform in the school orchestra. When the first graders did the performance it reminded me of how I felt when I entered the school. It was so fun to play for the orchestra, and also to see all the performances from the back. I saw everything that happened and the performances were also loud so I could hear everything. Next to me there was this thing that has a lot of buttons and adjusters that could control the mics. Whenever the band played I was allowed to control them and that was fun. All of this, was thanks to Mr. Stone and Patricio. My favorite act of the day was the Apartment Things act. The Apartment Things act was the one where the girls went to Paris while the boys were left home alone.

■ ALBERT SABAU, 3L

**We Can Do It!**





# The Trip of our Lives – South Africa



**Inspiring and welcoming people, amazing wildlife, an incredible history and delicious food – that’s South Africa and we had the honour of going there!**

Our partner school in South Africa, Brackenfell High School, hosted twenty LISA 10th graders from February 4 – 13, 2020.

Our trip started on Tuesday early in the morning. We met in front of school at 4 a.m. After the bus ride to Vienna we sorted out our documents and were ready to fly to Cape Town. Luckily this year our school managed to get a direct flight, so we didn’t have to worry about changing flights, etc. Our flight was 11.5 hours long and we got to see an amazing sunset.

The arrival in Cape Town was truly amazing! Our tiredness vanished as soon as we saw the people who were waiting for us and waving enthusiastically, even though we were still separated by a wall of glass. At around midnight we finally got to go through the gate, to the patient South Africans who welcomed us warmly and happily – exactly what we needed after our journey. After settling in at our host family’s we went to sleep to be ready for our first full day in South Africa.

On Wednesday, February 5th, we experienced the administration class in school and the day’s first lesson. The admin class took 15 minutes and during this time the homeroom teachers handed out forms, checked the attendance and prayed with their students. After these lessons, we went on our first excursion to World of Birds, a big park where we got to see a variety of different birds, little monkeys, llamas and turtles.

One of the monkeys even decided to jump onto our teacher’s head! After this little excursion we all had adjusted to the African heat and were ready to come home and get to

know our host families properly. Everybody spent the afternoon differently; for example, we enjoyed the first delicious meal and had a nice chat with the family.

On our second day we drove into the city to get onto a so-called hop-on hop-off bus. Our first hop-off was at Imizamo Yethu, a township in Hout Bay with about 33,600 people. With mixed feelings we started the guided tour and were speechless. Never had we ever had the opportunity to walk into a



townships’ house and receive first-hand information! It was super interesting to see the school and hear how rough the living conditions actually are. Our guide was an inhabitant of Imizamo Yethu, so we got very detailed insights and descriptions of first-hand experiences. After hopping onto the bus again we drove to Houtbaai Mariner’s Wharf where we ate the original South African Fish and Chips – I can definitely recommend trying it! After finishing our meal we went to Camps Bay and finally had the opportunity to swim in the sea!! Even though it was extremely windy no one could stop us from running into the „icy“ Atlantic Ocean. We really enjoyed the beach.

On Friday, February 7th, we got up very early in the morning because this day’s plan was to climb up Table Mountain, one of the New Seven Wonders of Nature. So our group of twenty very motivated Austrian students, started the tough hike at around 7 a.m.

Some of us were at the flat top after an hour and a half, others decided not to rush things. The view was absolutely breathtaking and we enjoyed it immensely. We really deserved it after the climb! Our next stop was at the Victoria & Albert Waterfront, a huge shopping mall where we had some time to shop and eat. Absolutely amazing was the Jolly Roger boat tour (a pirate ship) where we got to see wild dolphins and seals swimming next to us. Luckily we managed to convince the African teachers and also our teachers to go to the beach again that day. This time we went to Clifton Beach. It is the most beautiful beach I have ever seen!

Time was flying and the week-end came faster than we had expected. Each family had their own plans for Saturday and Sunday. Some of us had the chance to go to the beach and try surfing, have a Braai (barbecue) with family and friends or go to Robben Island to learn about Nelson Mandela, who spent 18 of his 27 prison years there. On Sunday most of us went to church and experienced a church service in Afrikaans.

On Monday, on the way to the Cheetah Outreach, we all had a lot of exciting stories to share. At the Cheetah Outreach we got to pet real cheetahs, saw jackals and, from a platform, a wild springbok (Afrikaans for Springbuck). After the cheetah encounter we drove to the vineyards where we went on an adventurous Segway tour. This tour was a lot of fun because not all of us managed to stay on their Segway for the whole ride. The ones who did had a nice time laughing. The rest of the day we spent in a mall again.

Tuesday started with a guided tour through the Castle of Good Hope, which was built in the 17th century in Cape Town, South Africa. Originally located on the coastline of Table Bay, following land reclamation the castle is now located inland. In 1936 the castle was declared a historical monument.

The castle itself was very impressive, in and outside, but we also found its history very interesting. The day’s second highlight was The Heart of Cape Town Museum where we got to see where the world’s first human heart transplant, led by Professor Christiaan Neethling Barnard, was performed, within the walls of the Charles Saint Theatre, at Groote Schuur Hospital on the December 3, 1967. The museum offered an insightful look into the day the first heart transplant took



place. After the museum we successfully managed to convince our teachers to take us to the beach yet again. Clifton beach was our last destination for the day and also our last chance to go swimming in the sea.

On our last full day, Wednesday February 12th, we again had a dense itinerary. At first we went to Simonstad (Simonstown) to view the penguins at Boulders Beach. It

was very interesting to hear that by 1982 there were only two breeding pairs remaining. Incredible conservation efforts have grown the Boulders colony to over 3,000 birds in recent years. The Cape Point Ostrich Farm was our next destination. At the farm we could see baby ostriches, snakes, and crocodiles. We were also able to feed the parent ostriches and buy a lot of cool souvenirs. Close by the ostrich farm was Cape Point, where we walked up to the light house. On our way we saw many wild baboons, who were cheeky enough to steal our school representative’s food and even dared to run off with it.

Time went by too fast and unfortunately our last day had arrived. However, that didn’t stop us from taking another last trip to an impressive park – the Big Cats Park. There we saw two white Bengal tiger kitties, white lions and leopards. We even got to see them being fed with ostrich meat. When returning to school there was a big farewell between our host students, us and the teachers. All of us were quite emotional about leaving our beloved host families. After ten days of summer we had no choice but to go back to winter.

All in all, it was an amazing, well-organised and interesting exchange programme and I can definitely recommend taking this trip to beautiful South Africa. I would like to thank our two teachers, Ms. Wimmer and Mr. Hartl, who organized everything flawlessly and accompanied us on this unforgettable trip. Furthermore, baie dankie to all of the South Africans for making this a memorable journey!

■ ELISA SIHORSCH, 7M



**We’ve been sitting at home, spending countless hours on schoolwork and staring out the window, wondering when we will be able to roam the streets, meet with friends and travel again. Chilling on the beach, toes in the sand and cocktail in hand was not in the cards for us this past summer. However, last years 6th grade was fortunate enough to embark on one final journey this past February before the impending global pandemic that changed life as we knew it. Unaware of what was to come, we packed our bags, hopped on a plane and headed to Valencia, Spain.**

After having awoken to chilling Austrian February weather at 4a.m, the sunrays that tickled our skin upon our arrival in Spain, were a most pleasant surprise. Buzzing with excitement, we made our way to the language school. Our eyes were glued to the views beyond the bus windows, while pointing out the exciting new surroundings. When we arrived at the language school, we were received with a welcoming party, including snacks and beverages, followed by a tour of the facilities. Afterwards our host families picked us up and escorted us to our temporary homes.

After barely having had any time to unpack and settle in, we were informed by our teachers to meet them at the beach. Exhausted yet ecstatic, we got out of our airport attire, freshened up, and took the metro to the so called ‘playa’. None of knew how gorgeous the beach would be, until our bare feet touched the cool sand and we had the warm breeze brush through our hair. You might be wondering, ‘isn’t it way too cold to visit a beach in February?’. Well yes, it was, however, you would be surprised to find out how enjoyable it really was. Of course, we couldn’t exactly go for a nice swim, but we were content with dipping our toes into the icy waves.

Outside of our regular Spanish classes we were given the opportunity to visit an actual Spanish school, where we were able to interact with students our own age. Prior to our trip we were told to prepare short presentations about Austria, which we then presented to the students. Naturally we were nervous to speak Spanish in front of them, however, they were kind and forthcoming. Ultimately, we were all proud to have such an enriching experience. Of course, we did not merely spend our time in school, but also exploring all the amazing

sights and monuments that Spain had to offer. From museums to zoos, to the beautiful architectural masterpiece that is the ‘Ciudad de las Artes y las Ciencias.’ The most exciting part of the ‘Ciudad’ is the aquarium ‘Oceanográfico’, where one could view all kinds of fascinating fish, jellyfish, and rare sea animals. We even had the chance to attend a dolphin show, which was an astounding once in a lifetime opportunity for many of us.

How can we talk about our Spain trip, without mentioning the massive amounts of amazing (and maybe not so amazing) food that we consumed during our short time in Valencia? Valencia is famous for its delicious ‘paella’, which we could watch being made right in front of our eyes during the Paella cooking class. Another Spanish specialty are ‘tapas’ which are basically small savory dishes, consisting of all kinds of food. On our last evening in Spain we even visited a tapas bar. And while most of the food that night was delightful, we were also served something that, at first glance, seemed to be

potatoes, but turned out not to be. Whatever it was, it was filled with something that may or may not have been meat. To this day, none of us really know what we ate that night.

After an amazing week it was unfortunately time to say ‘adiós’ to the warm weather, beautiful architecture and stunning beaches.

On our way back we couldn’t help but notice people in the airport wearing facemasks, but we just shrugged it off, there was no chance of this virus actually coming to Austria, was there? Little did we know we only had a few more weeks of freedom left. Needless to say, we are very grateful to still have made this journey before the lockdown. Without a doubt it is safe to say, that not only did we have an amazing time, but we also made unforgettable memories.

■ EMMA KAISER AND ANNA SANDHOFER, 7L





# Year 8 Solo Performance Critique



On the 16th of January 2020, my class was invited to watch the year 8 solo performances of Sophie Resch and Sophie Ramber. Both plays were equally interesting and captivated my attention.

## Disquiet

Instead of the usual staging of a piece in a theater, Sophie moved us (the audience) down to the basement where she performed her play in a gloomier, creepy and dark setting. She wanted to abolish the space between her audience and the stage to make it impossible for her audience to drift off or feel uninterested. The theme she dealt with had to do with the seven stages of life as interpreted and defined by Shakespeare. The audience were not just spectators, but also participants within the play. She wanted her audience to experience this with all their senses and bring them out of their comfort zone. She approached some of us and improvised on her monologue in a way that made it seem as if she was trying to have a conversation with us. There was a lot of buzzing and static noises that made it seem as if channels on a TV were being switched at the beginning of the play. It definitely gave off an unsettling feeling. She used different stage lights for different segments of her monologue, each indicating a different emotion. Overall, it was very interesting to sit through this play and I enjoyed it more than I thought I would, despite being slightly confused at first as to what it was about.

■ SOPHIE RAMBER, ALUMNI



## Solo Performance

The notable theme for this play was school. A theme that all the spectators were able to relate to and you, dear reader, might have been able to relate to as well. Sophie's aspect was centered around the seven levels of tension, an approach developed by Jacques Lecoq, a French theater director and influential teacher. She performed her piece in the Festsaal and focused on portraying the stages a student in their last year of high school would go through: the feeling of happiness of said year being their last, the feeling of doubt of whether they know what they want to pursue or not, the confusion that they feel when they are not exactly sure anymore--the whole process of overthinking their future, the fear and panic that washes over them afterwards. Will they take the right path? Will their decision end up making them happy? Unhappy? There was ultimately stress and then the calm after the storm. Her figure was still, she said nothing and did not move a muscle. One other thing to note is that Sophie used stage lights to depict the different emotions she was experiencing. Each color represented a different feeling. That definitely had an effect on me emotionally and made the staging of the play even more dramatic. She did not break out of character and was able to end her play splendidly.

■ SOPHIE RESCH, ALUMNI



## Culture Club

Are you interested in learning about different cultures through fun activities while making new friends? Then the Culture Club is your place! The idea of this club is to gather the LISA community together and learn about each other's cultures. This club was introduced via instagram, @linz\_culture\_club. During the quarantine, students were given activities for several holidays. Some examples of these activities are: An Easter Egg competition (the students had to make their own Easter eggs and send a picture of their egg via Instagram. At the end of the week, everybody voted for their favorite egg and the winner received a prize via mail.) Another activity was a Ramadan introduction and quiz (the student with the most correctly answered questions received a prize).

Now that quarantine is over, we can begin live events. The idea is for members in the group to exchange cultures and holidays through activities, food, celebrations, or their own unique ideas. This might include connecting for holidays, video calling, sharing a meal, or social media events.

We are still working on ideas for this new club. If you would like to be involved in planning the club or participating, please contact Veronika Preschern, 5N or connect via Instagram @linz\_culture\_club. All are invited to join, including parents, teachers and school sponsors. If you have an event or activity that you would like to share, let's work together to celebrate all the diversity!

■ VERONIKA PRESCHERN, 5L

## Seine App bringt Nachhilfepaare zusammen

Die Corona-Krise trifft auch uns Schüler, die Lehrer und Eltern hart. Das E-Learning funktioniert nicht für alle gleich gut“, sagt der 16-jährige Felix Zehetner. Deshalb hat sich der Schulsprecher des Linzer Europagymnasiums Auhof ein Nachhilfeprojekt einfallen lassen, um seine Mitschüler beim Lernen zu unterstützen und damit auch deren Eltern ein Stück weit zu entlasten.

Rund 30 Schüler haben sich schon für das freiwillige „Tutoring“ gemeldet, um online Nachhilfe zu geben. Dafür erhalten sie vom Direktor des Europagymnasiums, Franz Weisshäupl, ein „Dank- und Anerkennungszertifikat“. Etwa 20 Schülern konnte so schon beim Lernen geholfen werden. Die Kontaktabstimmung zwischen Nachhilfegeber und -nehmer passiert unkompliziert über die Schüler-App „AuhofVote“, die Zehetner gemeinsam mit Freunden programmiert hat und von bereits 600 der insgesamt 1300 Schüler genutzt wird.



Felix Zehetner, Schulsprecher, Tutoring-Initiator und App-Programmierer

„Das ist ein demokratisches Mitbestimmungstool, das auch Direktnachrichten und Push-Nachrichten über Neuigkeiten ermöglicht“, sagt der Judoka, der den braunen Gürtel besitzt.

Nachdem zahlreiche Schüler viel zu viele Plastikflaschen gekauft und bald wieder weggeworfen hatten, startete Zehetner eine Umfrage auf der Handy-App über die Ursachen. „Es kam heraus, dass viele Schüler lieber kaltes und kohlensäurehaltiges Wasser trinken und die Waschbecken zum Nachfüllen unhygienisch finden. Also haben wir über das Aufstellen von Trinkwasserspendern abgestimmt“, sagt der St. Valentin. Die zwei vom Eltern- und Unterstützungsverein finanzierten Wasserspender wurden bis zum Corona-Schulstopp sehr rege angenommen.

■ RENÉ LAGLSTORFER, OÖN

## Auhof Diversity Initiative



Racism is a global issue. Our school, Europagymnasium, is using the momentum created by the BLM movement to take a stance against discrimination in the world.

We are planning on instating the following this school year:

### diversity clause in the Code of Conduct

This clause specifically states that discriminatory language is unacceptable. It requires students to treat their peers with respect, regardless of ethnic origin, race, religion, gender, sexuality, and other factors.

### guest speakers/workshops

We are hoping to host guest speakers and/or workshops about diversity. Our goal is to spread awareness about all forms of discrimination, so we can act against it in the world.

### cultural picnic

Being international, our school's students come from all over the world. A cultural picnic would give us the opportunity to learn about each other's cultures and celebrate our differences!

If you have any questions, please contact either: Isabella Preschern (7N, team member) i.preschern@europagym.at, (team member) n.papp@europagym.at, or Felix Zehetner (7L, student representative) f.zehetner@europagym.at.

■ ISABELLA PRESCHERN, 7N

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## New Artificial Intelligence Degree Program at the JKU

### Interview with a LISA Alumnus

Johannes Kepler University (JKU) recently created new Bachelor's and Master's programs in artificial intelligence (AI). Taught in English, these programs are among the first in Europe, and have no comparable programs in Austria. The Bachelor's program has a core focus on: computer science, mathematics, AI basics and practical work, AI and society, data science, knowledge representation and reasoning, and machine learning and perception. The department aims to build teamwork-oriented, problem-solving students, who are passionate about shaping the future of the field.

In order to learn more about the AI Bachelor's program at JKU, a former LISA student, Oguzhan Tuncer, was interviewed about his experiences. Graduating from the LISA in 2019, Oguzhan is entering his second year of the AI program.

#### Why did you choose to study AI?

Even though I did not pursue programming before starting at the JKU, I have been interested in computers since my childhood. When I heard about the AI program for the first time, I was unsure about what it was. However, it sparked an interest in me, so I did some research on it. The prospect that I could use my curiosity for programming to help society, or even to "shape the future", encouraged me to study AI. I think of my decision as an investment for the future. A quote that I particularly like, follows: "Just as electricity transformed almost everything 100 years ago, today I actually have a hard time thinking of an industry that I don't think AI will transform in the next several years." - Andrew Ng. This quote is the reason why I heard the words "AI is the new electricity" many times during my first year in the program.

#### What is the difference between the IA and Computer Science Program?

The computer science program covers a broad spectrum of subject areas in computer science, whereas the AI Program allows students to specialize in certain areas. AI students focus on specific topics, such as machine learning, automated decision making, speech recognition, and more. Both AI and Computer Science students take programming and algorithm courses. However, CS students focus on software development, while AI students focus on statistics, machine learning, data sciences, reasoning and speech processing.

I read that the program prepares students for careers in fields such as information technology, manufacturing and supply chain, medicine and healthcare, and transportation.

#### What are your future ambitions?

It is a bit too early for me to know for sure. Nevertheless, I want to work on a technological project that has never been done before. I saw many examples of such



Oguzhan Tuncer and Mrs. Herzog

projects in an original Youtube series called "The Age of AI". It is a must-watch. I also must say that I am huge Tesla fan. Therefore, if I had to choose an industry, I think it would be transportation.

#### What advice do you have for LISA students that want study AI at university?

They should know that they will be in a class full of HTL students who are already familiar with programming. I recommend that if possible, they start learning Python (programming language) in gymnasium. They will take a beginner's course in Python at university, but knowing it beforehand will ease their workload. In addition, they should do a lot of reading and research on the program, so they are familiar with what they will be learning. For example, they could find articles about machine learning, deep learning, and neural networks. Students should ask themselves, "What are these technologies, and what are they used for?" Furthermore, if anyone is unsure whether the program is a fit for them, they should watch the "The Age of AI". If the technologies shown in the series excite them, then they are on the right track.

#### Is there any other information that you would like to share about the program?

One thing that really surprised me when I started the program was that our professor, Sepp Hochreiter, is one of the top tier AI scientists in the world. Anyone who is interested in AI should also do some research on him. After doing this, it will become clear that the JKU is the best place to study AI in Europe. In terms of curriculum, I think that the JKU has the best in Europe. In addition, the lecturers are very passionate about AI and about passing their knowledge to the students.

■ ISABELLA PRESCHERN, 7N

## Interview with some of the Teachers

I interviewed some of the teachers about Corona time and homeschooling. Enjoy reading their responses!

### We asked Mr. Wakolbinger:

#### Was it more stressful than at school?

It was very different, I cannot say whether it was more or less stressful. Preparing a video-conference is definitely more work than preparing regular lessons.

#### Approximately how much time do you spend preparing for school each day?

I have no clue... but it feels like quite a lot.

#### What was it like not going to school and not having the students around you?

Strange; and yes, I missed you!

### We asked Mrs. Linemayer:

#### What was it like not going to school and not having the students around you?

Terribly boring. I love being part of the learning process that happens, while I am teaching a class. Involving students in the process of getting to know new, fascinating matter, is an integral part of teaching for me. And part of that process is, that pupils ask questions and we discuss things. Or getting instant feedback when looking at your faces, if you understood something or need further explanation.

And when I am lucky, I can see the spark in the students' eyes, when they are really interested and passionate about matter we are discussing in class.

All those aspects were lost during distance learning, which was really frustrating for me. I wouldn't know if you enjoyed an assignment or not.

And of course I missed simply talking to you and having fun during our lessons.



#### Was it more stressful than at school?

Yes and no. In the beginning it was especially stressful, because I had to come up with assignments for all my classes at once, which took a lot of time. This got better, but sometimes it felt like as soon as I was finished with posting assignments for one class, I already had to correct and give feedback on assignments from a different class. And another factor, which definitely added to making it more stressful than school, was that it was really time-consuming to write, correct and more or less give individual feedback on the assignments. At school it is way quicker, because I give instructions for tasks or explain things personally and during home schooling, I had to write down every little detail.

What was less stressful though, was that all those organizational tasks that you have to do every day at school fell away and I was also able to sleep a bit longer than usual ;)

#### Did you like homeschooling?

NO. I didn't like it at all. I was actually really looking forward to coming to school again after those weeks of working from home.

■ ANIKA GRUBER, 4N

## Career Guidance at LISA



### Interview with Mr. Greenway

Approaching the end of your LISA experience? Need some help with planning your future? No worries, you can meet with Mr. Greenway! His career guidance center can help students with the college application process, motivation letters, important deadlines, and more! In order to learn more about the services available to LISA students, I met with Mr. Greenway and asked him a few questions.

#### When should students start planning for university?

Mr. Greenway recommends that students start thinking about their general interests in year 6. He encourages students to have a more critical and concrete university plan in year 7, including what and where they want to study.

#### What are motivation letters?

A motivation letter is written by a student to a university. It explains why the student, as an applicant, would be the ideal candidate for the university's program. It includes detailed research on the university's academic environment, as well as the student's qualifications. Many English-language universities require these letters, and they play a big role in acceptance. It is especially important to individualize these letters for each university!

#### How can CAS play a role in university admissions?

Mr. Greenway would like to emphasize the importance of CAS- it should NOT be viewed as simply ticking boxes! CAS experiences can carry great weight, especially for students applying for universities abroad. They can demonstrate:

- organizational and leadership skills
- well-roundedness beyond age
- academic passion

Mr. Greenway encourages students to choose a CAS project that is related to the field they want to go into. This can make their applications more attractive.

#### Are any LISA alumni studying abroad? How might connecting with them help?

Yes, many LISA alumni are studying abroad. Out of Mr. Greenway's 14 students last school year, 3-4 are studying outside of Austria. Overseas applications are common, and the Netherlands is becoming increasingly popular.

Connecting with LISA alumni can be a big help to students; alumni can share their experiences and guidance. Mr. Greenway says that year 7 is a good time to reach out to alumni.

#### Will there be any special seminars for students this school year?

This school year, Mr. Greenway will continue to hold writing and small-group seminars. In addition, there will be mandatory sessions on career guidance for year 6 and 7 students.

If you have more questions, you can either contact Mr. Greenway via email, [gr@europagym.at](mailto:gr@europagym.at), or find him at school.

■ ISABELLA PRESCHERN, 7N



## The Clothing Exchange Market

The core team that planned the clothing swap consisted of Livia Draxler, Nico Postuvan-schitz, Mara Mittermayr, Magda Hirsch, Judith Ortner and Jana Zimmerhansl. Two of the members, Jana and Judith, answered a few questions for us about the event.

#### How did you plan the clothing exchange market and what were the main steps in the organization?

**Jana:** The idea of organizing a clothing exchange came up during a meeting with the climate action team. After getting the headmaster's approval, we founded a core team of students who would organize this clothing swap. The next step was planning the general concept. After that was done, we started with our "marketing campaign". We informed all the students about the clothing swap. As a result, we received many clothing items. The collecting, which was the next step, was really successful. After that, we just had to store the clothes and of course present them to the students who could take them home!

#### How long in advance did you plan the event?

**Jana:** We started planning about three months in advance.

#### Was the clothing exchange market successful in your opinion?

**Judith:** Yes, definitely! In fact, it was much more successful than we expected. The supply and demand of clothes worked out very well, although we didn't have any exchange passes to control how many clothes people would bring and take.

#### How many pieces of clothing were collected?

**Jana:** In the beginning we didn't get many items, but as time went on, we received more and more. By the time the event took place, we had fifteen big bags of clothing. That was enough for every student to take something, with enough left over to donate to a good cause, or put towards future exchange markets.

#### Will there be more clothing swaps in the future? If yes, how will they be organized?

**Judith:** Yes, we absolutely want to do that if possible! At the moment we are planning to have a clothing swap every few months or at least once in each semester. That of course also depends on how much interest there is. We are planning to implement some small changes though: For example, we want to have exchange passes (maybe in digital form) which show how many pieces one brought and as a result, can take. By doing this, we will make the event more organized. We also want to include the upper classes more into the next clothing exchange markets!

**Jana:** There will probably be a clothing swap again this school year. Maybe the concept will be different and it will be a separate project that is not connected to the Climate Day. We hope that there will be just as much enthusiasm for future clothing exchange markets, as there was for this one!

■ FELIX ZEHEITNER, 7L



# Spracholympiade 2020

Last school year I participated in the Upper Austrian "Fremdsprachenwettbewerb" in French and Spanish at the Wifi in Linz. I was inspired to join, when my French teacher, Prof. Freimüller, asked me whether I would be interested in representing our school at the French language contest.

For every language, two students per school are chosen. I agreed, and received a script with helpful information. The topic in French was Climate Change and in Spanish the topic was Beauty. The scripts provided me with good vocabulary and many ideas. I felt well prepared and honoured to be able to represent our school. I was

nervous, because I have never participated in the contest before, and didn't know what to expect. Luckily though, I have had some experience talking freely in my French high-level classes, which made me more comfortable.

On March 3rd, the day of the contest, all participants met at 8 o'clock at the Wifi. There were many students from other Upper Austrian schools participating (about forty for each language). Each participant received a time slot. Fortunately, I had a two-hour break between my French and Spanish contest which prevented me from mixing up the languages.

When it was my turn, I entered a room where the jury was sitting on one side of

a table and I was assigned to sit on the opposite side. Behind me there were about fifteen people watching. The jury was very nice. They greeted me and asked me to draw the topic statement from a hat. I was required to speak about this topic for a few minutes.

For French, I had to talk about plastic, its advantages and disadvantages, and for Spanish the topic was male beauty ideals and how they've changed over the course of time. I felt confident talking about both topics and fortunately my nervousness vanished and I felt relatively relaxed. Then the jury tried to interact with me and asked questions. Afterwards I had a good feeling since I had a lot of ideas and could express them quite well.

After lunch, the three best contestants that were advanced to the final, were announced. Unfortunately, I was not part of them. I was a little disappointed, however, I was still grateful that I was able to participate since the contest encouraged me to speak freely and confidently.

■ SARAH MAYRHOFER, 8L



## School Challenge Brings Variety into the Corona Time

This year, there was a school challenge, to create a photograph that was an imitation of a famous painting, in which I and my five siblings, (Robin, Ronja, Gloria, Tom and Lisa) participated. Apart from my youngest sister Lisa (1st class Volksschule Altenberg) we are all in the Europagymnasium Auhof.

We were very excited to take part in this challenge, but after our initial enthusiasm, it quickly became clear that the implementation of our project would be anything but easy.

First we had to decide on a piece of art that we could reproduce, and we decided on "Die Heimkehr des Landmannes", 1833, by Friedrich Georg Waldmüller. This seemed suitable for me and my five siblings. The distribution of roles for the figures was quickly found.

Next we had to find suitable clothing, which fortunately we were able to find in our attic. My grandpa contributed a pickaxe. Then we had to find a good location. Our relatives have a farm, that looks similar to the setting in the painting, so that is what we chose.

Finally, we were ready for the photoshoot. My father directed us in coordinating our posture, facial expressions and positions. It took a lot of time and it took quite a lot of concentration and perseverance to achieve the final piece of art.

We were very surprised when we received the news that we had won! The first prize was a tour of the Mural Harbor Gallery in Linz. Needless to say, we were very happy.

We'd like to say thank you very much to all who voted for our picture!

■ LINDA STADLER, 2M



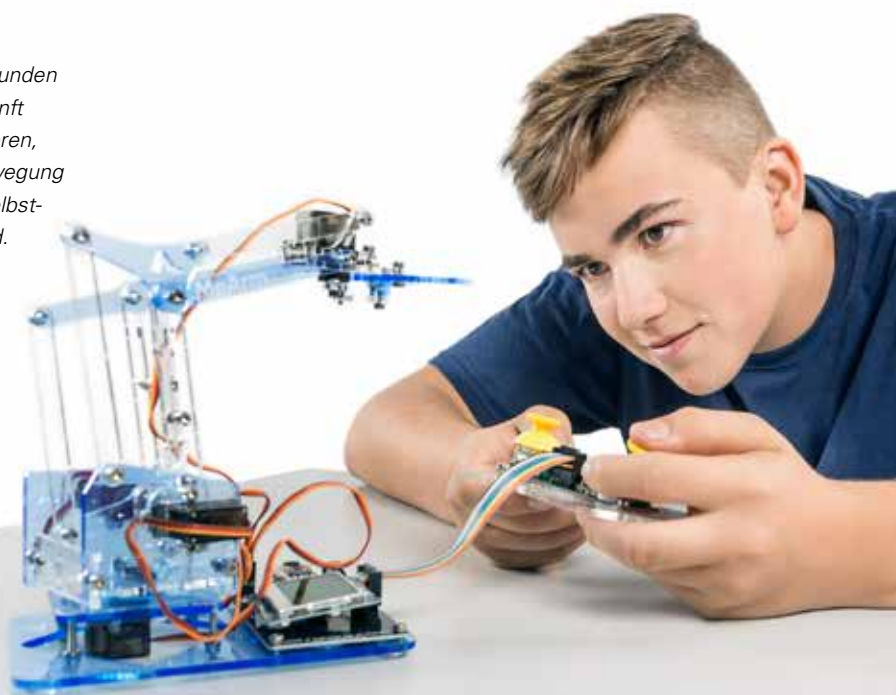
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## Hamilton

The musical *Hamilton* has undoubtedly come a long way since its first

performance at the Public Theater in 2015. Not only has it been performed on Broadway and in three tours through North America, *Hamilton* has also recently been added to the streaming website Disney+. Inspired by a biography about Alexander Hamilton, Lin-Manuel Miranda (who portrays the main character) wrote and composed the musical. *Hamilton* tells the story of the Founding Father Alexander Hamilton, a Caribbean immigrant, who fought in the American Revolutionary War and later, founded the nation's financial system.

Although *Hamilton* has been praised for its political message, there is some controversy surrounding it. The musical portrays the protagonist as a fighter for freedom who, inter alia, wanted to abolish slavery. In reality, Alexander Hamilton supported manumission rather than the abolition of slavery. Therefore, his general stance on slavery is exaggerated in the theatrical piece. What is more, the politician might have even owned slaves himself – his wife's family most certainly did.



Still, the musical can definitely not be labelled as discriminatory or racist as it features one of the most diverse Broadway casts ever seen. Most main characters (including George Washington, Thomas Jefferson, and Hamilton himself) are portrayed by people of colour. This

alone makes a statement about American history since all of these political figures were involved in slave trade (although Washington freed all of the slaves he owned when he died), even though they opposed the practice. It could also be argued that slavery is not the focus of the musical since there

is only so much that can be addressed in a two-and-a-half-hour show.

Certainly, *Hamilton* is very entertaining and deserves the attention it has gotten over the past years. The performances are full of emotion, jokes, and great music. Not only is the cast very ethnically inclusive, the actors are also extremely talented. *Hamilton* features catchy songs, ranging in genre from traditional show tunes to hip hop, R&B, and jazz. The show is enjoyable for a broad audience: History fanatics, musical theatre enthusiasts or music-lovers alike, will surely find *Hamilton* greatly entertaining.

■ LISA-MARIA BRUNNER, 7L

## The Hate U Give

“The Hate U Give” is the text-book definition of an emotional rollercoaster. Angie Thomas manages to show you true joy, take you through the 5 stages of grief and at times even make you laugh, all within the span of 444 pages. The 2017 young adult novel follows the story of Starr, a 16-year old black girl who struggles to keep the balance between her preppy private school and her poor, predominantly black neighborhood. After the shooting of her unarmed childhood friend, her worlds collide and she is forced to make the choice between speaking up or staying silent. This is a book about family, friendship, loss, and most importantly, it is the voice of someone who didn't stay silent. Angie Thomas said in an interview that she sees her book as a form of activism and a way of speaking out against the injustices faced by the black community, especially in regard to police brutality. Through her honesty and bluntness about the topic she manages to make you, as the reader, feel as though it was



your friend who was unjustly killed, that it is you who has to fight a system that will never be on your side. Because of its ability to engulf you fully in the story, “The Hate U Give” is an excellent, heart-wrenching read for both adults and teens alike. While it contains strong language, drug referenc-

es and violence, I still believe this book is an important piece of literature to check off your reading list, especially with the black lives matter movement gaining more and more attention as the year progresses. All in all, if I had to rate this book, even after reading it for the second time, I would give it 5/5 stars. It really checks off all the boxes for me: character devel-

opment, interesting plot, relevant issue and the “it” factor that I can't quite place. There is something about this book that makes you want to keep reading even once it's over. Luckily for those of us who feel the same need for more stories like this, Angie Thomas has since released another book titled “On The Come Up” which I just ordered and am eager to dive into.

■ ADORA SABAU, 7L



## The Sixth Grade's First Aid Course

**Every school year all the students of the sixth grade get the opportunity to participate in a 16 hour long first aid course. Because you need a certain percentage of students per class to participate, it's not always clear if the course will take place, but we got lucky! In most classes enough people signed up so that we could all participate.**

When it comes to first aid, it's easy to underestimate how important it can be in case of an injury or accident. In the course we learned how to identify some of the biggest and most dangerous issues, such as strokes and heart attacks. We then talked about what you can do to help somebody affected by such a condition and practiced how to help somebody in an emergency.

We did not only theory, but also actively practiced the procedures and could use our classmates and friends as test objects, so that we could remember the steps better and also learn how to do everything properly.

In addition to learning about how we can help people in these major and often life threatening situations, we also talked about a lot of other things that often require immediate first aid. From big injuries to smaller things like heat strokes, we covered a lot of different scenarios for which you might need medical attention.

A lot of us students took this course because we had already forgotten a lot of the important details that were covered in the eight-hour course, taken in the lower grades. Another advantage of this course that is offered in school is, that you will already have completed one of the requirements you need to have for doing your “Führerschein” (driver's license)! A first aid course at school is often a lot cheaper, compared to a first aid course offered by a Fahrschule (driving school).

While taking the first aid course, not many of us actually thought that we would have to provide first aid to anyone soon. We were of course aware that there are a lot of scenarios in which first aid is needed, but we had never been in a situation where we were actually required to help. It came as a big surprise, when one day a man collapsed in front of the train station, and a classmate of ours had to actually help him because he was the nearest bystander! In that moment I think we were all glad that we had just taken the first aid course and learned how to react in a situation like that!

■ AMINA ABU ZAHRA, 7L

# So...2020, right?

**I can already imagine the moment, ten years from now, when I will look back at this year and think: All of this really happened? A global pandemic, worldwide protests, humanitarian crises and so much more... This year will be something we look back at and laugh about and wonder how we actually survived.**

Everyone knows that the pandemic has affected every single person on this planet. For us students it was an opportunity to explore distance learning. Checking Moodle, Teams, our school e-mail, our regular e-mail and the school website every day. And do not forget that the Wi-Fi connection was not always stable, while you were in a Zoom or Teams or Jitsi meeting. Days just blended together, because who knew when this lockdown would end. We could not do much and at some point, we weren't even able to find anything on Netflix. Then we went from restlessly hanging around the

house, constantly opening the fridge to see if more food had magically appeared, to realizing that wearing masks could save lives. We were responsible for other people's lives simply by wearing a mask correctly and washing our hands and keeping our distance. I know that we should move forward knowing that we as teens had a lot of responsibility simply by wearing a mask.

“Racism isn't getting worse; it is getting filmed.” Nothing truer could be said in this



day and age when talking about racism. If George Floyd had not been filmed as a police officer put his knee on his neck, his death would not have been talked about. The officers would be going about their day without

an afterthought for the man they killed. The world stood up together to fight for justice. Even Linz protested and yet people seem to have already forgotten about what happened. The protests are now being seen as a trend that is over. But justice must still be had for the countless people who lost their lives due to of the color of their skin. As an international school that has a diverse student body we should keep fighting for justice no matter what. The thing is, we are all hoping for this

year to end, knowing that 2021 will be better because 2020 has been the lowest of the lows. Yet all that has happened this year will not come to a grinding halt when the clock strikes midnight at the end of this year. If anything, we still have the same problems of racism, inequality and so much more, but we need to combat these problems moving forward, realizing that action is crucial to making this world a better place.

■ ELENA KAISER, 8L



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## 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.

## What is the thing with "Rubik's cubes?"



If you've ever seen or used one of these (which I believe you have), you know how difficult they can be. Five million people around the world are able to solve it. That's less than 0.001% of the population of the world. So why have we seen an influx of people playing with Rubik's cubes around the world?

When you use a Rubik's Cube, you'll probably solve a side after an hour and then give up. But for the few people who are able to complete it, most of them will tell you that it's an addiction. They want to get faster and faster until they get to the range of "speed cuber".

A speed cuber is a person who solves a Rubik's cube as fast as they can, to get the best time possible. The reason they're so addictive is because of how fun it is. You beat your time and you want to keep beating it and beating it, but at some point you hit a wall. It becomes harder and harder to get faster. That is why I think it won't be relevant for long. I think the amount of people who get stuck and stop cubing will be the downfall of cubes at our school.

This was one of the best crazes we've had. Better than Fidget spinners or... umm, Tiktok? Solving a cube gets you away from phones, so it can be considered a good thing. Let's hope it lasts.

■ DAVID ROMERO PROBST, 3L

„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.**