

LISA 4 U

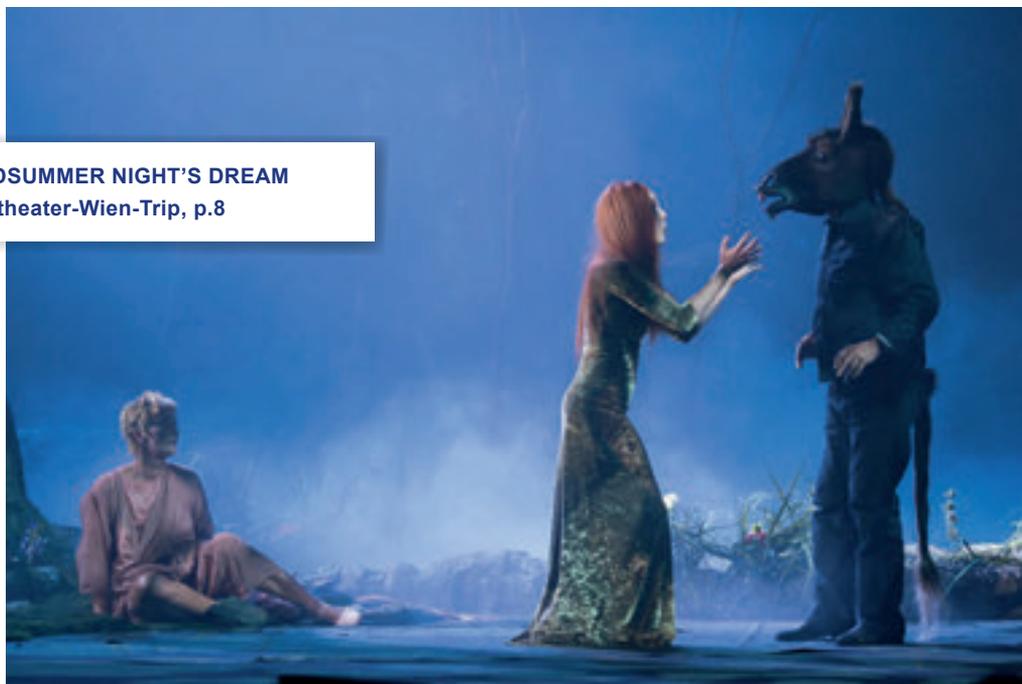
Newsletter for Students, Parents, Staff and Friends of Linz International School Auhof Spring 2019

AN INSIGHT INTO THE EU

From Brexit to migration, we hear about the European Union daily on the news, social media, and in conversations. Often we are not aware of the EU being everywhere around us, so how does the EU affect us stu-

dents and our lives at the LISA? The LISA4U conducted an interview with Ms. Funk who recently visited Brussels, to answer some of our questions. More p. 3

A MIDSUMMER NIGHT'S DREAM
Burgtheater-Wien-Trip, p.8



JOIN THE BALL 19

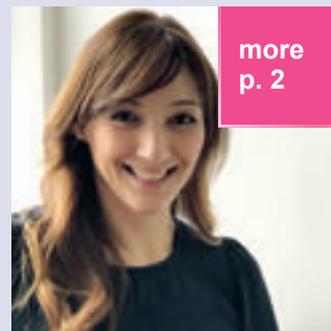
On the 8th of February 2019, our school celebrated their annual Maturaball for the class of 2019.

This year's motto, "Once upon a time - Das ersehnte Happy End", was quite magical with fairytale decor and magnificent dance performances like the teacher's dance performance and the Squeezed Peaches. Especially the prom queen looked like a Disney Princess with her beautiful gown and the prom king at her side as her Prince Charming! The graduates of 2019 would like to thank everyone who helped to make this night special and memorable for us!



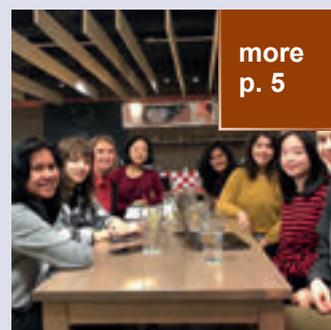
What's Inside

New LISA Coordinator



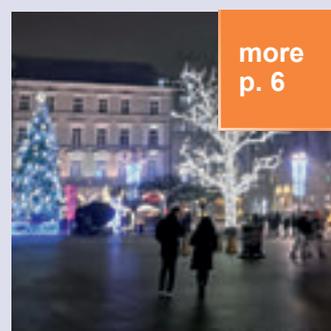
At the end of November Ms. Wansch left for maternity leave and since then I have had the privilege of taking over the coordination of the LISA.

The Interact Club



Over the past few years, Interact has been a topic gaining recognition among our students and teachers.

Kraków Excursion Literature



The students of the voluntary Literature course went on an extended weekend trip to Poland's city, Kraków.

Is salt the best solution?



Using salt to melt the Snow. Salt lowers the freezing point of water, making it an effective way to clear snow and ice.



The LISA Ethos

The best advertisement for a school is its pupils, and it is wonderful to see how children, teenagers and young adults of multicultural origins, different mother tongues and mindsets grow together over the years at the LISA. In our unique environment and with the International Baccalaureate Diploma Program our students are nurtured academically as well as socially.

At the end of November Ms. Wansch left for maternity leave and since then I have had the privilege of taking over the coordination of the LISA. I am personally committed to the ethos of LISA, and I feel very proud and honoured to be part of this school branch of the Europagymnasium Auhof which has 27 years of experience in bilingual teaching and has been offering the IB Diploma Program for 20 years. The LISA has established itself well over the years and I am certain the LISA has an exciting future. I am grateful that I am able to contribute. Relating to this, I would like to thank our sponsors, the parents-teachers organisation and the support association who support us not only financially but in many other ways. A big thank you also goes to the pupils,

parents and teachers who work together to make events like the Walkathon, the Spring Gala and the Summer event successful. In this respect, I would like to mention that education is so much more than qualifications – it is the wide range of experiences and extra-curricular activities in sports, visual art, music, drama and social events. In my opinion, it is our task to value and encourage every pupil to develop their own character and talents to the fullest. Furthermore, it is our responsibility to help every pupil to fulfil their academic potential. Therefore, I am very thankful for the overall wonderful feedback we receive from our alumni. Former pupils regularly visit us and report on how well they were prepared for university or other further endeavours. School life at the LISA wasn't just school for them; they still feel part of our community and I am always delighted to see so many of our former pupils at our school events. Working together as a community towards the same goal, enables our pupils to become young well-educated, open-minded and compassionate adults.

■ MAG. NICOLE HERZOG



AN INSIGHT INTO THE EU

Interview with Ms. Funk

From Brexit to migration, we hear about the European Union daily on the news, social media, and in conversations. Often we are not aware of the EU being everywhere around us, so how does the EU affect us students and our lives at the LISA? The LISA4U conducted an interview with Ms. Funk who recently visited Brussels, to answer some of our questions.

Lisa4U: Could you tell us a bit about the trip?

Ms. Funk: It was an excursion to Brussels where we stayed from Sunday to Thursday. We did tours of the three main EU institutions, other organizations and two museums. It was a trip that was organized by the Landesschulrat in Upper Austria; we were a group of 20-30 teachers from different schools in Upper Austria.

Lisa4U: What are the most memorable parts of the trip?

Ms. Funk: I would say seeing the institutions from the inside. These are institutions that you read and hear about on the news. You hear about the Commission, the EU Parliament, the Council and I could never really tell them apart, never knew who made which decisions, or which procedures there were. I think the most memorable moment was probably sitting in the parliament, which I had only seen on TV before, and just sitting there and feeling that you are part of this huge project. Realizing that there are so



many people there who are committed to this project of peace in Europe was quite an emotional experience.

Lisa4U: How do you think what you saw in Brussels affects us students here at the LISA?

Ms. Funk: Well, when I was in Brussels I often thought of how our school is a type of “Mini EU” in many ways, how our school also is a peace project to a certain extent. Seeing students from very different countries that usually don’t get along very well in the political realm, and yet how students get along very well on a personal level. You have friendships between people from countries that are in conflict with each other. In that way, the EU is like our school but on a much larger scale. The EU is a project which strives to guarantee peace and wellbeing for all of us.

Lisa4U: Was there anything that you saw in Brussels that would influence you to give advice to students here? Anything that came across as striking?

Ms. Funk: One very practical thing would be to try to get a job

in Brussels. I think that would be the perfect place for any of our students to work or do an internship. You really need your languages; there is a lot of French used, for instance. Also don’t forget to go vote in the EU elections on May 26th 2019! Inform yourself on which parties you can vote for as well as what they stand for because in Austria all citizens 16 and above are allowed to vote.

Lisa4U: Do you think that we students can contribute greatly to elections and play an important role?

Ms. Funk: Every voice counts. I met so many interesting people in Brussels, for example some girls who had graduated from a school in Wels and were doing an internship there. Every vote counts in elections. I think there are so many people who aren’t interested in politics that those few people who are interested can really make a difference.

Lisa4U: Was it a meaningful and worthwhile experience?

Ms. Funk: Totally! I have been thinking about how we as a school could organize a Brussels trip because this is something I’d like every student to experience for themselves. Politics become so real when you meet people who are so dedicated to their job. It’s not just reading a newspaper or visiting a website but actually meeting the people who make decisions – that makes it realistic to become a part of it yourself.

■ NICOLETTA SUPPAN, 7N

FINAL EXAMS

Interview with the MaturantenInnen

As our fellow 12th Graders did their final exams this past January, I wanted to interview some of the alumni who have already received the Matura. Talking to each student was very interesting. They gave us good advice for the coming years and also shared their personal secrets to success.

1. What do you think is the most important thing when it comes to passing the Matura?

a. From my point of view, the most important thing when it comes to passing the Matura is to stay cool and not stress too much. For myself, I went for a long walk the day before the exam, only ate healthy food and went to bed early and did not look at the practice materials once. I think not stressing too much about the Matura exams is probably the best thing you can do in order to achieve a good grade.

b. The most important thing when it comes to passing the Matura is definitely having enough endurance. Motivation is great but sometimes it's just not there and you need to keep on studying and working no matter whether you want to or not.

2. What did it feel like when you actually wrote the exam, were you nervous or excited that you finally would be done with your exam?

a. To be completely honest, writing the Matura feels kind of weird because it just seems like a regular exam but you know that your academic success can depend on it. However, I didn't

feel nervous as we were all well-prepared and the feeling you have after handing in the paper and knowing that you completed the school system is amazing and indescribable.

3. Is there anything you regret not doing regarding preparation or time-management wise?

a. Of course, now thinking back on it, I would love to have studied more because I got 4s in two of my subjects. I believe at least a 3 would have been possible, but in the end I am content with how it went down.

b. I don't think there would be anything I could've done differently for my personal benefit. I studied a lot and I prepared well with my tutor.

4. Do you think the IB Diploma helped you do the Matura? Do you think it taught you skills that were useful for the Matura? (Regarding the written math and German exams)

a. No. I mean maybe it helped a bit when it comes to organizing your stuff to practice but overall, the IB Diploma and Matura exams differ quite a bit and I did not feel the IB Diploma contributed a lot to my Matura exams.

b. This is a difficult question to answer. I am sure it did help some people but I would say I don't think it helped me do the Matura.

5. What is more challenging, the Matura or the IB Diploma?

a. Definitely the IB Diploma. Not because the exams are more difficult but I spent a lot more time doing things for the IB Diploma than preparing for the Matura.

b. I believe that the IB Diploma is more challenging as you have to do so much extra work, like the Internal Assessments, your TOK essay and CAS. It is feasible but the Matura is just 6 exams and that's basically it.

6. Is there any advice you can give that you would have found useful?

a. To the 11th Graders: It is too late to turn back now so just do a lot in Math or in subjects that you struggle with this year. I found out that leaving everything for the last minute won't make it any easier and it is the worst thing you can do. Also start your Extended Essay and your Internal Assessments as early as possible and stick to the guidelines.

b. The usual advice, do your stuff on time. It is really important and significantly improves the quality of your work.

7. Reminiscing about the past 8 years, what is the most valuable lesson you learnt in school?



Most students do the IB. More actually do the IB Diploma than the Matura actually.

a. The most valuable lesson? Probably that having a good work-life balance including meeting with friends and doing sports is at least as important as academics. Having a good work-life balance can contribute positively to your grades. I observed this especially in the upper grades with the increased number of assignments. My average grades improved quite a bit when I started going out and making my way to the gym regularly.

b. That not everything is about the grades you get. Over the past 8 years I might have learned a lot of useful or even unnecessary things that might benefit my diploma and my future but I also found some of the best friends that I'll ever meet in my life and I'm very grateful for them.

8. After finishing school, what will you do? Where will you study? Do you have time to think about it now or will you just decide once you are really finished?

a. After finishing school, I will do the civil service, where I will work at the Samariterbund Linz for 9 months. Once that's over, my ideal plan is to study tourism and leisure management in Krems, Lower Austria. As this university knows our school and the IB Diploma, I hope they will take me. After that I have no idea. I am of the opinion that especially with the final exams coming up, one should have some sort of plan of what to do after school in order to have something you can look forward to while studying for exams.

b. I want to do a gap year and definitely travel to Asia, Cambodia for example. I also want to work and see if I can find out what interests me to have an idea what I want to study one and see what life after school has in store for me.

c. I really don't know unfortunately. I do have some ideas like studying Geography or Spanish but I will think more about it during my military service.

d. After graduating, I will go to college and get my degree in architecture. I am not completely sure yet whether that is the best way for my future but right now, I'm focusing on the IB Diploma exams ahead of me.

I hope this interview has given you an idea of what you have to expect in the upcoming years. Thank you to the students I got the chance to talk to and congratulations on doing the Matura to all of the 12th Graders. Thank you to Stevie Bates, Elsa Hross, Bianca Bucataru, Katharina Schwarzgruber, Sebastian Lang and Adriana Haase-Pérez for giving the questions some thought and answering them honestly.

■ JONAS RESCH, 7L



THE INTERACT CLUB



Have you heard of the Interact Club? Over the past few years, Interact has been a topic gaining recognition among our students and teachers. You may have seen blue flyers pinned in your class, heard of fellow classmates taking part or maybe discussed it with club members. Yet the question remains open, what is Interact and what does it do?

Firstly, a bit of history about the club. In the early 20th century, Paul Harris from Chicago founded the Rotary Club. The name originated from the verb rotating, after the practice of rotating meeting locations. Its members included young men around the age of 20 worldwide. With the years, women were acknowledged more rights and began to join the club as well. By the 1960s, the club was mainly composed of adults and seniors. In 1962, members thought that they should encourage younger generations to interact with them and be globally connected to other kids around the world. Thus, the Interact Club was founded, its name surprisingly deriving from a mix of the words "international" and "action" rather than interaction. These smaller clubs consisted of adolescents aged 12 to 18 and became more and more popular during the years.

Today, there are about 20 000 Interact Clubs in the world, 15 of which are situated in Austria. The Interact Club

of Linz is represented by some students in our school, and recently began to include students from other institutions around Linz. The aim for this organisation is to carry out charity or voluntary work for society's beneficial state. Our method to approach this is to organise projects or lend a helping hand to school or outside events. Generally, our Interact Club meets twice a month. During these meetings the members discuss new project ideas, upcoming events and different deadlines. Every Interact Club has its own president and vice-president, along with other side jobs to sustain the Club. Currently our president is Yunji Kim (7N) and our vice president is Deepesh C. Parsan (8N). They are the leaders of the Club and are responsible for representing Interact, planning projects and taking part in many events to inform society about Interact.

Over the past few years the Club has carried out various projects. One of them was raising money and awareness for HIV countries at risk. We baked about 400 heart-shaped cookies on Valentine's Day and sold them in around Linz. Other projects involve serving assistance, such as the Nepal Charity Concert in 2017 or sponsor evenings. Are you interested in the Interact Club? If you have further questions don't hesitate to contact us! Check out our Instagram page for valuable insights: @iaclinz

■ ERICA R CAPIELLO, 7N

KRAKÓW EXCURSION LITERATURE

From the 13th until the 16th of December 2018, the students of the voluntary Literature course, offered by Mr. Rainer, went on an extended weekend trip to Poland's second largest city, namely Kraków. Together with Mr. Rainer and Ms. Spieldiener, a group of roughly 30 students, from mainly from the Ella and Kepler classes, but also a hand full of Lisa students, faced a 9-hour bus trip to reach the destination.

The trip was filled with sightseeing tours to the various beauty-spots all around the city, like for example to the 'Wawel' castle, near the city centre. Furthermore, we got to eat lots of delicious food and enjoy the way-too-extravagant Christmas lights and decorations, which were hung up everywhere.

But it would be untrue to write about this trip, as solely a beautiful and delightful experience. Because a big focus of this excursion laid on a visit to the biggest Nazi concentration camp which existed during the Second World War, 'Auschwitz-Birkenau'. The historic site is almost 200 hectares large and marks the place of death for 1.1 million people. Having only ever visited the concentration camp in Mauthausen, comparing these dimensions was incomprehensible. You can only really get a grasp on the horrors that took place there,

when you see 8 tonnes of hair, that belongs to the victims of this genocide. Or a similar amount of shoes, glasses or other personal belongings. Although, Auschwitz-Birkenau was the biggest death camp, it certainly wasn't the only one. Between 1935 and 1945, Nazi Germany and its allies established more than 42,000 concentration camps, all over Europe. 6 of these camps were concentrated on the systematic murder of people, while the rest was used as labour camps.

It was really difficult to see these places and not experience extensive feelings of fury and frustration. But nonetheless, I think it was one of the most important experiences I have made. As a generation spoiled with privileges and luxuries, we have to constantly remind ourselves, that what we have, is not to be taken for granted. The fact that we can live peacefully, not separated from our families and not humiliated and discriminated for our nationality, is a precious gift.

We should never forget that.

■ SOPHIE RABMER, 7L



French correspondants

International interaction/experience is what our school prepares us for. Learning languages to interact with the rest of the world ... But actually having contact with international students is a goal and is usually achieved through exchange programs. What the 5L has is certainly an interaction but actually meeting the people is not yet planned.

Madame Wochner, the 5L's french teacher, took part in a "further-education course" in Norwich, England, meeting teachers from all over the world. Another member in this specific seminar was Madame Aurelia Iramuno, who teaches English in the "Collège Henri Barbusse Boucau". After getting to know one another, the idea of students getting an actual opportunity to use the language they are learning. For the 5L it is French whereas the students from Boucau are studying English. The students write in their own familiar language and in receive an answer with everyday expressions and new vocabulary in the new language came up.

Every student wanting to participate simply wrote down their e-mail adress and Madame Wochner sent this list to France where

every student randomly got a penpal. As it turns out, the initial email exchange soon switched to more contemporary means, for example Instagram and Snapchat where it is easier to communicate on a daily basis.

Here are some small letters from a few lovely correspondants: Après avain échangé avec mon correspondant j'ai appeis différents mots ou expressions, ça a été pour moi très importante de communiqien avec une personne inconnue, j'espère le voir bientôt pour mieux parler anglais. ■ KÉLIA

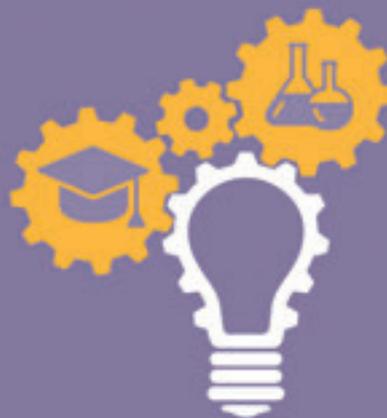
Depuis que j'ai commencé à échanga avec ma correspondant en Anglais, j'ai pu apprendre de nouveaux mots et decod??? De nouvelles expressions. Pouvoir parler avec une autre classe aide beaucoup pour s'exprimer en Anglais. L'échangeentre classes est une superbe chose! ■ LUNA

Le premier jour avec ma correspondant nous avons beaucoup échangé mais après quelques jours je n'ai plus eu de nouvelles j'ai appris malgré tout beaucoup de nouvelles st j'ai approfondi mes connaissances. ■ MÉLISSA

■ CAROLINE LASCHKOLNIG, 5L



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

A MIDSUMMER NIGHT'S DREAM BURGTHEATER WIEN



On the 18th of December I went to see “A Midsummer Night’s Dream” originally written by William Shakespeare. The production was directed by Leander Haußmann and took place at the Burgtheater in Vienna.

The work tells multiple interconnected, parallel stories, all surrounding the wedding of Theseus, the Duke of Athens, to Hippolyta, the former queen of the Amazons. These adventures all take place in a magical forest near Athens which is inhabited by fairies. The play is one of the most widely-known and performed works by Shakespeare, around the world. The story still has a great impact on theatre today, especially because of its philosophical and hidden themes, as for example: the loss of identity, feminism and carnivalesque (satirical criticism to authority and the traditional social hierarchy).

Something that intrigued me personally about this performance, was its amazing stage and costume design. Leander Haußmann mastered to mastered the abstract and mystic visuals of the magic forest and its inhabitants. With the help of elaborate projections of animals, shapes and other objects, as well as actual explosions and little pools on stage, the director makes every bit of effort to create a lively and extravagant show. It seems he



wanted to make the impossible, possible and I think he proved his point.

Seeing this performance made me realise that the line between a crazy idea and a plan is simply whether you find a way to do it. As a result, I will definitely take a lot of inspiration from this play and refer back to it in my IB theatre works.

■ SOPHIE RABMER, 7L

WINTER FORMAL DANCE



LISA
event

On December 9th, the 5L/M organized a class dance in Markthalle eins zwei. The goal was to build a stronger school community. At the dance, students enjoyed dancing to a DJ and eating snacks. 5M and 5L members also listened to the class band play a few songs. Overall, it was a fantastic team building experience for the entire fifth grade. Nelson O’Sanni, a student in the 5L, says that “new relationships” were formed and “old relationships strengthened”.



The preparation for this event required student collaboration. Many aspects needed to be addressed, such as fundraisers, tickets, and decorations. All of these require working with money, a category in a TIPS newspaper contest (“Umgang mit Geld”). The 5th grade students entered the “Winter Formal” in this contest. The project came in 3rd place, earning LISA students an invite to an awards ceremony hosted by Tips.at! Six

fifth-grade students represented the LISA on February 12th at the ceremony. They received a prize of 250 euros for LISA school, money that will be used to fund the next great event!

The students enjoyed this dance and hope to have more community events in the future. In order to plan these, the fifth grade are starting a “student council”. This is a student led group that will assemble monthly. Together, they will plan events, fundraisers,

and projects for the class, school, society, and for the world. Their first meeting will take place on February 26th. We welcome new ideas from the LISA community, and would especially appreciate financial support from any interested parties.

■ ISABELLA PRESCHERN, 5M



150
JAHRE
Oberbank

Jede Bank bietet Wohnbaufinanzierungen.
Nicht jede ein umfassendes Konzept dazu.

Reden Sie zuerst mit den Wohnbau-ExpertInnen der Oberbank. Ob Haus oder Wohnung, Neubau oder Umbau – für Ihre individuelle Lebenssituation erstellen wir ein umfassendes Finanzierungskonzept inklusive kompetenter Unterstützung bei Förderungen.

Besuchen Sie uns in Ihrer Oberbank Filiale.

Oberbank. Nicht wie jede Bank.



IS SALT THE BEST SOLUTION?

Using Salt as De-icing Agent in Our Environment

Trucks spraying salt on the road in cities to clear heavy snow.

Salt is a natural mineral made up of white cube-shaped crystals composed of two elements, 40% sodium (Na) and 60% chlorine (Cl), or widely known as Sodium Chloride (NaCl). Salt was discovered around 8,000 years ago, when people in Romania boiled spring water to extract the salt. In Austria, people began mining for salt in about 800 BC in Hallstatt, which lies within 17km on the Salzach river, an area with extensive salt deposits. People have known the benefits of salt as well as the harmful effect of salt to the environment. There is evidence that during war in ancient times, people scattered salt on the surface of defeated city to prevent plant growth.

Using Salt to melt the Snow

Salt lowers the freezing point of water, making it an effective way to clear (or prevent) snow and ice. The chemical reaction between salt and water happens due to intermolecular forces that the components in salt (which is Na=sodium and Cl=chloride) and water (H=hydrogen and O=Oxygen) are forced in a way to exchange electrons or to share electrons. When NaCl is dissolved in H_2O

the ionic bonds break down and allow the Na^+ and Cl^- to rearrange themselves based on the polarity of the H_2O as per the figure below. This salty water (or commonly known as 'brine') has a lower freezing point. When I add salt to ice or snow, the brine prevents liquid water molecules from freezing. As more water molecules begin to speed up and break free from the ice, they turn into liquid and dissolve even more of the salt. Adding a 10% salt solution will lower the freezing temperature to $20^\circ F$ or $-6.7^\circ C$; and adding a 20% salt solution will lower the freezing temperature $2^\circ F$ or $-16.7^\circ C$. According to a study by Institute of Transportation in Vienna, salt as de-icing agent can lower freezing point to a maximum $-22.6^\circ C$ at a brine concentration of 23.4%.

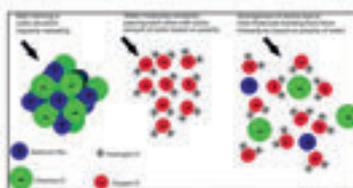


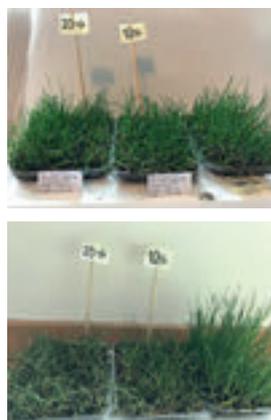
Figure 1 Chemical reaction when Salt (NaCl) dissolve in water (H_2O)

In order to clear the street, rails, and other areas from the snow, people use salt and/or salt mixed with sand, and spray it on top of the snow. Salt solution as a de-icing material can be used in the form of liquid, solid or grit. In the US, it was reported that more than 22 million tons of salt is scattered on the roads annually, or about 137 pounds of salt for every American.

After the salt is dumped on the roads, the salt dissolves into water and splits into sodium and chloride ions, it then flows away through the run-off and is deposited into both surface water (streams, lakes and rivers) and the groundwater under our feet. What is the effect of residual salt-water on the environment?

To answer this question, I conducted a small experiment to observe the harmful effect of using salt-water over water on grass. I used organic sea salt solution to water the grass; with different salt concentration: 20%, 10% and 0% salinity. I found that when added organic sea salt to a bowl of ice, the temperature of the ice rapidly went down from $0^\circ C$ and didn't stop until it reached $-15^\circ C$. The temperature of ice then remained constant

for a few minutes, and then slowly started to rise back to 0° C. To represent the environment, I chose grass, as grass is very common around the world. I prepared nine batches of grass, each 20cm x 30 cm, as per Figure 3. I had a controlled grass, which was watered only by water (0% salinity). The control grass is used as a standard to measure how the other grasses grow when watered with salt-water solution. The experiments were conducted for two weeks, by watering the grass, measuring the height and observing the changes of the grass daily.

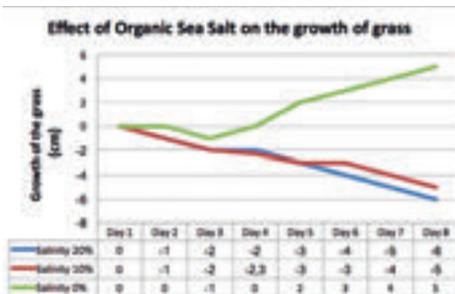


Day 8: Grass that was watered with salty water at 20% and 10% salinity were dying, and most blades turned into brown color

Figure 4 : Result of the experiments using organic sea-salt water to the grass

For the first 3 days of the experiment, the grasses were all looked similar, with greenish blade stand straight and relatively moist soil underneath. For the grass watered by salty water, I noticed the color change on the blades at the end of 3rd day. After the fifth day, I could not use the same amount of salt-water to water the grass as the water spilled out of the container. I concluded that the soils were no longer able to absorb the water due to the formation of crystalized sodium which covered the soil. As the excessive wetness of the soil stopped the grass roots from growing, consequently all blades of grasses that were watered with 10% and 20% salinity turned to yellow/brownish color. I noticed also that there were salt crystals on the blades, which made it go limp and flatten. After eight days, the grasses watered with 20%

and 10% organic sea-salt water solution were dying, and most blades turned into brown color. I stopped watering the grasses as the soil was very muddy and could not absorb any more water. I observed the similar effect using the other two types of salts. While the control grass grew healthily, the other grass were slowly dying, as shown in the chart below.



I conclude that the sodium (Na) and chloride (Cl) ions from the salty water harm the plants. The sodium (Na) ions block grass roots from getting necessary nutrients, while the roots absorb only chloride ions, transported to the leaves, and accumulate there until it reached the toxic levels. When the grass contains too much chloride, it can't produce chlorophyll effectively; thus the grass will starve, as it can't turn the sun's light into energy. The salt-water drainage that goes to the soil affects the humidity, fertility and creates a toxic environment for grass to grow. Salt removes the moisture from the soil, keeping it from getting to the grass roots. The grasses become dehydrated and die. Salt stays on the grass blade (leaves), and it takes the moisture out of the blade as well, leaving it brown and withered.

Recommendation

Salt does do a great job of melting ice and snow through the winter, but it's pretty bad news for human beings, animals and the environment. Pets get salt on their paws and this dries them out and causes cracking; salt corrodes metal, damages concrete and wreaks havoc on your garden and lawn. With spring melt, all the accumulated salt ends up in the waterways, where the local wildlife may not survive the seasoning. The highly-concentrated road salt can dehydrate and kill trees and plants growing next to roadways. The plants became dry and created desert conditions because the plants have so much difficulty absorbing water.

I recommend the government to be cautious on using of salt for road maintenance in winter or use an alternative method to melt the ice. We can improve our environment during winter when salt is used for road maintenance, by:

1. Installing temporary snow or silt fencing near the road. It blocks much of the salt, keeping it off the lawn.
2. Covering the grass with plastic sheeting, held down with rocks or landscape staples.
3. For the driveway or sidewalks, trying an alternative ice-melt product such as Magnesium chloride, which also serves as humidifying agent for the soil.

BIBLIOGRAPHY:

1. Improved winter maintenance in Austria. Retrieved from: https://publik.tuwien.ac.at/files/PubDat_204633.pdf
2. Eco-friendly Salt Alternatives for Melting Ice and Snow. Retrieved from http://www.huffingtonpost.com/nikki-fotheringham/ecofriendly-salt-alternative_b_4577867.html
3. Salt History <http://www.maldonsalt.co.uk/About-Salt-Salt-an-amazing-history.html>
4. What Happens to All the Salt We Dump On the Roads? Retrieved from http://www.smithsonianmag.com/science-nature/what-happens-to-all-the-salt-we-dump-on-the-roads-180948079/#bRA81GdFQLTh5dr6_99
5. What is Salt? Retrieved from <http://www.maldonsalt.co.uk/About-Salt-What-is-Salt.html>
6. Winter Road Maintenance, Retrieved from: <http://www.nedmag.com/applications/road-maintenance/winter-road-maintenance>
7. How salt dissolve in water, retrieved from: https://teachers.yale.edu/curriculum/viewer/initiative_10.05.03_u

■ DOMINIQUE WOLFSGRUBER, 3M

00:00

IB Theatre Arts - Solo Performances

Students who do the IB choose 6 different subjects, and one of them could be Theatre Arts, also called Drama.

Depending on whether you choose higher or standard level you have three or four large projects to complete over the two-year course of the IB. After the teacher has and, for example, how they taught their actors, covered a little theory relevant for this project, each student has to select a theatre theorist who they then do more research on. The main goal for students at first is to find out more about the theatre theorist's teachings and how they taught their actors for example. With that information, IB Theatre Arts higher level students are then required to devise an entire theatrical piece that lasts 4 to 8 minutes. The main focus should be on linking



the theorist's main ideas and teachings to many parts in our own performances.

In November, after many weeks of intense preparations I, and the five other IB Theatre Arts higher level students, were proud to present our completely self-de-

vised theatre pieces. The theatre theorist that seemed very interesting to me at first was Tadashi Suzuki and I based my performance on his teachings. His teaching are very simple to explain as he mainly focused on making the actors use their body but especially feet and legs to tell stories, show emotions and portray different characters. In my performance I for example held a monologue in which I talked about the future and many different emotions came up. I took very small, gentle steps when I was scared or shy and when I got mad I took big steps and I stomped.

The most amazing aspect about this experience for me was that, although all six of our performances differed in almost every aspect, whether it was the sound effects, the lighting, the staging, whether we held a monologue or whether we were silent, we all ended up with unique, beautiful and thoughtfully created performances.

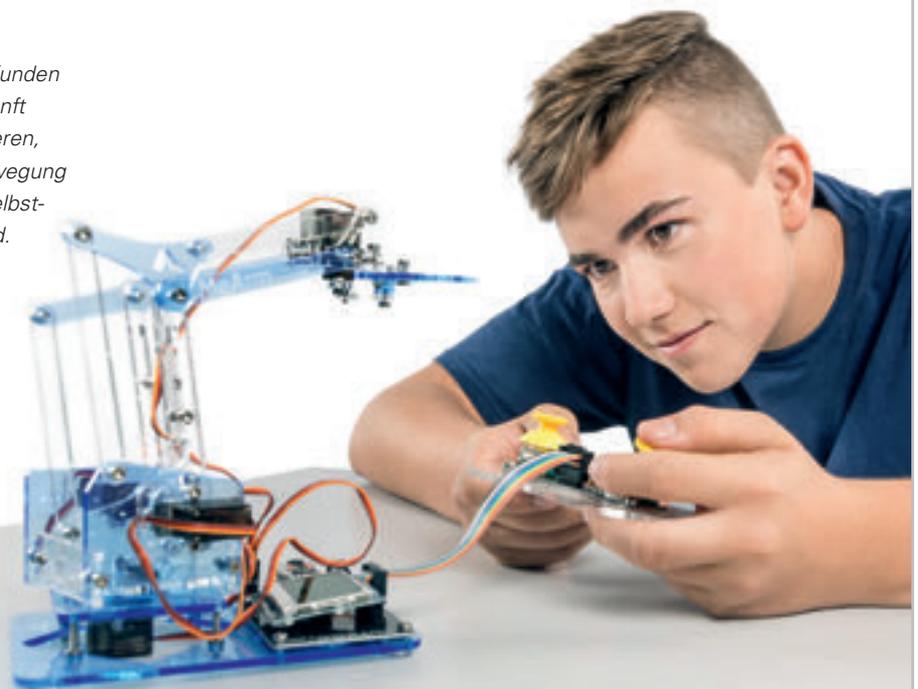
■ VIKTORIA FINK, 8M1

DER MOBILITÄT NEUE PERSPEKTIVEN GEBEN. **WAS TREIBT DICH AN?**

Uns alle bei Miba treibt etwas anderes an. Aber unser Ziel ist dasselbe: Mit unseren Kunden Innovationen und Technologien für die Zukunft der Mobilität zu entwickeln und zu produzieren, die die Welt besser und nachhaltiger in Bewegung bringen. An einem Ort, an dem Freiraum selbstverständlich ist und Leistung geschätzt wird. Gemeinsam sorgen wir für Technologies for a Cleaner Planet.

Mehr über Miba erfahren und bewerben:
karriere.miba.com

Innovation in Motion



JOIN THE BALL 2019

In March 2018 two people from each of the eight classes were asked to join the ball committee. From my class I volunteered together with a friend.

At that time we only knew that we were going to help plan our 'Maturaball' in 8th grade February, but little did I know at that time how much work and how many extra hours I had signed up for. At first, we, the ball committee, were overwhelmed because we didn't even know how to approach the task of planning a ball. We started off by dividing into several subgroups in the committee such as decorations, finances, design of posters and tickets, entertainment, location



and some others. I took on the big job of becoming one of the three managers of the whole committee. This meant that I had to take care of all of the formalities, check on everything that the others were doing, and I became contact person for everyone who had any questions. I could now probably go on forever on what we as a ball committee have struggled with, how we accomplished things and what went wrong but that would take too long. On February 8th, almost a year

of intense planning and preparing, the day had come that I and the other 12 committee members have worked so hard for.

The ball day itself went by extremely quickly. After hours of preparation and decorating the ball had started. Most things went according to plan and we had no major issues.

After having received many compliments on the ball itself from all guests I think that we as a committee, but also all other students who helped in some ways, can be extremely proud of what we have accomplished and how the ball in general turned out. For me it took a few days after the ball until I was finally able to realize that this huge project that I worked for on a daily basis for many months had come to an end. I could not believe that the ball was over, but I am more than ecstatic that all of my, all of our, hard work had paid off.

I want to use this opportunity to again thank everyone who took part in any preparations for the ball. Without the help of our parents, the teachers, our principal and many others, we would not have been able to have such a beautiful and successful Maturaball!

■ VIKTORIA FINK, 8M1



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



Series
**THE UMBRELLA
ACADEMY**



the siblings and the never-ending fight of who the best superhero was broke the family up until it was reunited through the death of Reginal Hargreeves.

The undoubtable strength of the series is definitely the diversity of the characters. Some of them have depth that might not be visible from the beginning on, while some go through the most extensive transformations. The best part of the show are always the sequences where the academy itself is the focus, because the most interesting aspect is to get to know each character, their powers and their weaknesses. One of the most memorable scenes is the dancing scene of each superhero in their room to the song “I think we’re alone now” after Hargreeves’ funeral.

Despite all the great aspects, it seems like the love towards the characters has gone missing throughout the transformation from comic to tv-show. The 7 children always seem very isolated.



The Umbrella Academy is a new series that had just debuted on Netflix a few days ago and is based on the “Dark Horse Comics” by Gerard Way.

In 1989, 43 women suddenly birthed children at the same time – none of the women were pregnant the morning before. The wealthy hermit Reginald Hargreeves adopted seven of these children to train them in his academy. One of these children, Vanya, was exiled throughout her whole childhood, because she was ordinary. Her exile, the death of one of

Additionally, the plot is often very predictable. This may take out some of the tension, it does not make the show less worthy.

To conclude, in my opinion, the series is definitely worth a try. I was uncertain of watching it at first, but I enjoyed it a lot. The only frustrating part are the cliffhangers after each episode though, that make you want to watch the whole show in a single night as soon as you get hooked!

■ ELSA HROSS, 8M1

Music

**BILDERBUCH
“MEA CULPA”**

Mea culpa, my fault. The bleak outlook on life nowadays and only be accredited to society and us, our fault, your fault, my fault. The lyrics, as bizarre and abstract as they are in individual lines, create a tale of modern life. While lyrically the lyrics hit close to home, the music will be your entry drug into a new dimension. The spacious sounds and Mizzie Blues experimental guitars are exactly that what you might hear in a loungey cocktail bar fifty years into the future.

This album continues the experimental sound that Bilderbuch dipped into with Magic Life and can be compared to their previous tracks such as Investment 7 and Sweetlove. However, in Mea Culpa, this short dip into experimental and revolutionary sounds, consumes this entire album. One cannot simply categorize this album to a certain genre because an amalgamation of different influences such as trap, funk, latin and jazz can be clearly heard in the album. Also by choosing to forgo a clear song structure, which was always present in previous albums, it adds to the relaxed vibes of Mea Culpa. The only way to describe the flow of the songs is by imagining them as a calm wave taking you for a funky ride.

While, as mentioned, it relies heavily on a modern and technological sound, there are elements, which seem to be inspired by the 70s funk and 80s synth pop. This allows for an interesting mixture and a very nuanced and captive sound. Lyrically this album is definitely in stark contrast to any album Bilderbuch has ever made. The rockstars in Schick Schock producing one mega hit after the next aren’t even recognizable in this album. While they previously sang tales of

Music

**SWMRS
“BERKLEY’S
ON FIRE”**

After churning guitars, surf-sounds and melancholic hymns about Miley Cyrus, SWMRS finally released their second album “Berkley’s on fire”. This record is a bit less surf punk-influenced than their previous album, Drive North, but what it lacks in Californian beach vibes, it makes up in punk rock spirit and sheer coolness.



excess, money, drugs and fame, the material pleasures and hedonistic lifestyle seems to have lost its charm. Their carefree life as young musicians has been replaced with a more profound worldview. Lead singer Maurice Ernst chose to focus his lyrical narrative from personal luxury to lamenting the hopelessness of society and the bleak outlook on life as a millennial. While in their previous album “Magic Life” they sought after “sneakers4free”, on this album material goods are seducing us to our doom “Meine Swatch führt mich but in die Finsternis”. *Mea Culpa* differs not only from previous Bilderbuch albums lyrically and musically, but also from its marketing strategy, as their album was announced just shortly before its release with almost no promotion and no singles. Bilderbuch is the big fish of Austrian alternative music and with its concept of no promotion, they follow suit with the big names in the music industry like Taylor Swift and Frank Ocean. Also, it is notable to mention that Bilderbuch’s next album “Vernissage my heart”, was released only a short time after *Mea Culpa*. While many regard this as unprofitable and bad marketing, it simply displays the autonomy Bilderbuch has as artists, which is already shown by the creative freedom on this album. This album release strategy definitely emphasizes the influence and success of Bilderbuch.

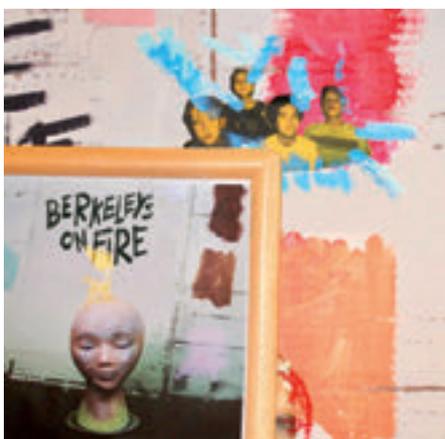
This success, has nevertheless not gone to their heads and with their lyrics they still prove that they are still capable of criticizing their social status. Songs such as “Sandwiches” deal with a variety of topics such the struggle between rich and poor and technology and humanity. The lyrics are simple, however they are left with word plays, wit and enough room for interpretation to find a meaningful context. “Heute ist ihr Display so schwarz so schwarz wie ihr Haar. On the one hand one could assume that Maurice Ernst is trying to criticize the fact that technology is developing to emulate the beauty of human nature. However her display may be her intellect and personality and how she presents herself in society and by this line Ernst assumes she is empty like a turned off display. The entire song consists of lyrics that are simple in construction, but can be interpreted on various levels based on the listener. The title itself is an ingenious word play. In the song, the gap between rich and poor is mentioned by stating “Superrichkids haben Stress, wir haben sandwiches”. Either one can simply say that sandwiches are supposed to mean that the wishes of the poor simply aren’t feasible and fall apart like sand. However one could also compare this to Marie Antoinette’s “let them eat cake”. While the rich are struggling with the stress of education and work, the

poor are simply left with sandwiches, struggling to even eat. This song is the best example on their change of writing style.

The next song on the album “Lounge 2.0” continues with the theme of social criticism, this time with the focus on the capitalist nature of western society. This song differs from the rest of the album with its funky upbeat beat and accompanying guitar. The layered vocals add further dimensions to the song and give it a certain spacey feeling. The majority of the lyrics consists of a “Sabibabiba-wu” as written in their lyric booklets, but through constant repetition it starts to form the sounds “Zahl in bar”, which enforced the message of the verses.

While all the other songs are definitely worth listening to, I will give an in depth view of just one more song, my personal favorite: Checkpoint. This song is exactly that song that would be playing in a 80s/90s romantic comedy in flash into the future, where the characters are nostalgic about their past memories. The song stands out due to its sincerity and the strings of the guitar seem to tug ones heartstrings. The chords are relatively simple and seem familiar like something close to home, while the distortion creates some distance. Lyrically it depicts a live story in a doomed society and no matter what happens, the characters in the song will reboot to the checkpoint and carry on. As all songs of the album, it can be interpreted in various ways and while I chose to see it as an external struggle, it could also be seen as an internal struggle between the two lovers and the war of love. The ending however changes the mood of this love song, but to find out what that is, you have to listen to the song. Take an evening off, let go and take a trip with Bilderbuch through an abstract landscape of reality.

■ ARYA HAAGER, 7L



There’s an underlying charm and sense of youthful abandonment that ties everything together, as seen through the riffy rock of “Hellboy”, “Bad Allergies” acoustic tenderness or the all-out mania of “Lose Lose Lose”. “Berkeley’s on fire” is the most overtly political track they’ve released (“Palm Trees” is easily the most direct on Drive North, which, overall, isn’t a particularly political album). This song is the music you’d hope to get from SWMRS—a song that expresses their oft-shared frustrations with the political/social climate and their dissatisfaction with the modern society.

When they first emerged, a lot of the attention that came SWMRS’ way owed to drummer Joey Armstrong being the son of Green Day frontman Billie Joe, but much like that of Joey Ramone and his band of brothers (The Ramones), SWMRS’ brand of punk cares little for what’s come before. It’s music with an identity all of its own.

Next to releasing a bomb album, the band has helped to raise funds for such causes as Planned Parenthood, gun safety and the Bay Area Girls Rock Camp with their new record.

■ HANNI HROSS, 8M1

**Impressum
LISA 4 U Team**

Elsa Hroß, 8M1
Hanna Hroß, 8M1
Arya Haager, 8L
Viktoria Fink, 8M1
Jonas Resch, 7L
Sophie Rabmer, 7L
Nicoletta Suppan, 7N
Erica R. Cappiello, 7N
Merlin John, 7N
Isabella Preschern, 5M
Caroline Laschkolnig, 5L
Domonique Wolfsgruber, 3M

Mrs. Rose,
Mrs. Herzog
(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 is published three times during the school year. The next issue will be published in Summer 2019. Please submit articles and pictures (highest quality) each in separate files saved as JPEG or TIFF format. Submissions can be e-mailed to lisa4u@europagym.at 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.

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

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