

LISA 4 U

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

LÖCHRIGE SOCKEN?

Wir wollen drauf hocken! You might have already seen one of our clothing donation posters hung up in school, so you must wonder, what

this is all about. One of the biggest issues, concerning all citizens on earth is our environment ... More p. 7



WKÖ-EXPORTTAG 2019

Random thoughts on New Year's Resolutions

"New year, new me!", is something we all tell ourselves each and every year in the first weeks of January. Other phrases to be heard include: "I'm going to start working out and eating healthy", "I will stop procrastinating and get my work done", "I'm going to spend less time mindlessly watching Netflix and actually do something productive with my life."

We then proceed to get a gym membership, set early alarms to go jogging and not buy any candy when grocery shopping. And we do that for... about two weeks. As if, at the stroke of twelve, we lost every single flaw we had. Yay, the earth made a full rotation around the sun, you are a different person now... sure. More p. 2

■ ANNA SANDHOFER, 6L

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A confectioner with a twist



There is more than just a talented baker. There is an inspiring, friendly and extremely interesting personality.

In Memory ...



... of Mrs. Beverly Flower-Hofer. Drama classes at the LISA have existed almost since the school was founded.



Hello everyone!

It gives me great pleasure to introduce myself to you as the new native English speaking editor of LISA4U. My name is Monica Frohmann and my family and I moved here from Canada in the summer of 2017. My husband is Austrian, but had it not been for the LISA school, we would probably have thought twice about moving here. My daughter, who started here in 3M, didn't speak much German and it would have been very hard for her to integrate. However, because of the international environment at LISA, she quickly found new friends and felt right at home.

I myself do speak German, having come from a German/Austrian heritage, but was born and raised in the U.S.A. and Canada. As a homeopath and craniosacral therapist, I am self-employed and have a practice in a small town outside of Linz. I also teach English to grade 12 students at the Freie Waldorf Schule Linz. My experience living here has been varied and interesting, and I look forward to many more years of involvement as a parent at the LISA school.

■ MONICA FROHMANN,
PARENT 5M, EDITOR

Random thoughts on ...



"New year, new me!", is something we all tell ourselves each and every year in the first weeks of January. Other phrases to be heard include: "I'm going to start working out and eating healthy", "I will stop procrastinating and get my work done", "I'm going to spend less time mindlessly watching Netflix and actually do something productive with my life."

We then proceed to get a gym membership, set early alarms to go jogging and not buy any candy when grocery shopping. And we do that for... about two weeks.

As if, at the stroke of twelve, we lost every single flaw we had. Yay, the earth made a full rotation around the sun, you are a different person now... sure.

Of course, it is great to look back after having survived another year, evaluate it and then look for ways to improve the year to come better than the one before.

A New Year's resolution basically has the same energy as saying "I'm going to start tomorrow", only that tomorrow isn't just this self-made deadline that can be postponed every day into infinity, but in this case "tomorrow" is a set date, that you can feel approaching, while still stuffing yourself with Christmas chocolate and not leaving your house, your resolutions looming over you. Sure, you can still push them aside for one or two weeks, but you know that as soon as the countdown hits zero you will have to fulfill these aspirations. And because of this pressure of a "new start", we tend to actually implement these resolutions, but like I said, for about 14 days, tops. Gym memberships get cancelled, candy gets acquired and alarms get deactivated.

But why is it, that we just cannot seem to stick to our new year's plans?

Well, we tend to go too big too fast. Instead of saying "Hm, maybe I should try and get up five minutes earlier, so that I don't have to be in a hurry every morning", we want to go all out and set our alarms for 5:00 a.m. in order to go for a jog before school. And instead of planning on focusing on our schoolwork a bit more, we end up wanting to learn a new language, an instrument and maybe even Morse

code over the course of the year. Do we actually do any of these things? Well, duh, no. We just end up with unfinished projects and even less motivation than the year before, but at least we tried, right?

I myself keep making unrealistic New Year's resolutions, but in 2021 I will make them more realistic and actually achieve them... next year... I swear.

■ ANNA SANDHOFER, 6L

LISA Auhof THIRST NO MORE!

In the near future, our school will acquire not one, but two water dispensers. One of them will be in the "Schüler-cafe" on the 3rd floor and the other one will be placed in the ground floor. Thanks to the generous donations of the FH Oberösterreich, we will be able to enjoy fresh filtered water, both regular and sparkling.

Let's do something good for the environment and reduce the use of plastic bottles.

■ FELIX ZEHETNER, 6L



INTERACT CLUB



The Interact Club is a non-profit organisation with students between the ages of 14-18 years. The club started in the 60s with younger people becoming active in positive ways. They try to have a positive impact on the community by hosting social projects and fundraisers. One such example, is to support the goal to eradicate the very contagious illness Polio by working with the Bill Gates Foundation and Rotary International and donating immunisation kits to African countries.

The Interact Club helps out everyone, no matter what. They want to reach out to the community, just as they did in their

latest project. The students involved, went to a home for the elderly and asked if they needed any sort of help. They wrapped gifts for residents of the home, which took them about a month. On their Instagram profile at @iaclinz you can see their projects and progress, including the gifts they wrapped gifts for the seniors.

The group meets every 2 weeks with a flexible schedule to make sure as many members as possible can join the meetings. Communicating via Whatsapp, they all decide on their next projects. Altogether it's a really great organisation with positive goals and amazing members.

■ JUNA GREIFENEDER, 1M

The purpose of our involvement, was to present our school to international companies and businesspeople. This year, there were two CAS-students, one member of the Unterstützungsverein, one teacher, as well as the headmaster or the LISA-coordinator who represented our school at the event. Another important reason for our participation was to present the programs our school



■ ANNA HANSL, 7M



The audience particularly enjoyed listening to Christmas classics such as "Last Christmas," "Winter Wonderland" and "Jingle Bell Rock," among many others, of course. Even though this was a festive get-together, the crowd was especially attentive, when

EMMA KAISER 6L, SOPHIA HERLER 1M



First of all, Breathe!
You do want to live through this after all. As we all know, presenting some-

thing can be challenging, especially if you're not born a natural speaker and don't speak publically on a daily basis. But it has to be done, and you might want to survive it and maybe even make it good (since you're already at it). Firstly, one should be aware that there are multiple phases to the masterplan of delivering an ingenious presentation.

One of the most important things is research, and I mean proper, well done research, that wasn't done in the break between math and biology and on your way to the bathroom. Then of course you need some visuals – usually teachers ask for a Power Point. If you have KeyNote (Apple's presentation program) on your Mac and you want to use your laptop, you might find that creating your presentation this way might backfire with this plan. Because KeyNote is incompatible with the school's computers, you would have to either bring your laptop to class, find an adapter and configure the beamer, or export the presenta-

HOW TO: Survive your Presentation



like your grandma did it (and I specifically mean the one who accidentally turned her phone's language to Japanese). Choose big pictures of a good quality that are license free, because should your presentation or even just a picture be published or posted online, you don't want to be sued for piracy. For license-free pictures, you can visit pages like "pexels.com" or "pixabay.com" which provide free stock photos. In addition, make sure you have minimal text on your slides and try to consider if the animations introducing new slides are really necessary or just make you seem oh so, two-thousand-and-ten. Keep the design clean and neat so that the slides help to stress and explain your topic instead of distracting you from it.

The last part refers to actually holding your presentation. Of course that's easier said than done, but there are certainly some tips to help you avoid your audience's instant hibernation. You want to speak loud enough, but not scream, follow your outline but not read off your text (maybe just jot down some keywords or numbers/dates so that you don't lose track of what you have to say next) and most certainly, speak slow-

tion and save it on an USB stick (and see that all the Mac specific fonts have been turned into the standard text type). You should consider if it is really worth it to create it on your precious Apple device.

Once you have decided on Power Point (which you can actually download for free with your school account!), you should focus on making sure the presentation doesn't look

I was thinking of my nightmares, scenarios I could never imagine while awake, it almost seemed that my mind had its own conscience. I arrived in front of her house. The light in her room is still on, I'm sure she's reading. She's an avid reader, always looking for answers. I could go to her right now, or call her, but what for? I'm a hopeless Romeo anyway, whose Juliet is just a memory. I went on, thinking only of her. Sometimes, in the morning, I go to school with her and try to talk to her, I try to convince her to look me in the eye, but she never answers me. At school, we sit at the same desk, but she never lets me help her, even if she needs to, she is furious because she doesn't understand, so she merely ignores me. I try the

same thing on the way back, but nothing. Total silence. When I couldn't wait for the morning, I sometimes would go to her home at midnight, entering through the back door, which was always open to me. I would go to her room and watch her as she was sleeping, and when she had nightmares, I would go to

her and hug her from behind singing an ancient lullaby, which calmed her every time. We slept so for nights upon nights, like yin and yang, like fire and air, united in love and suffering. I always left before dawn, I don't know why, but I felt that it was right.

I was surprised to see her when she sometimes came to me, bringing me gifts, and then slowly starting to talk to me. She spoke to me about injustice, then she asked me countless questions, she begged me, and in the end she threatened me and cursed my name, but I wouldn't say a word. She was always leaving in the same way, troubled by questions whose answers she did not have. I have to confess that I wanted so much to answer her, but I simply couldn't. I wanted to follow her, to tell her to come back, to give me her sweet forgiveness, to love me as she once did, to look me in the eyes and to tell me that everything will be fine, to give me the chance to tell her that I dream of her every night, that she is all I ever wanted, but I couldn't, I simply couldn't. Thus, time passed, and I gave up. I ignored and I was ignored enough, I fought, and I lost, now I'm just waiting for her, for I know that one day we will be reunited in my little home, here in the graveyard.

■ JOHN D. ACUL, 6N

ly. If you have the feeling your talking speed is ridiculously snail-like, you're probably doing **perfect** – and honestly the presentation takes a lot longer if you continuously stumble over words and have to answer more questions in the end because literally no one got it.

That's the talking aspect. But you should also use open body language. This means standing up straight with shoulders relaxed and your eyes not glued to your feet (I am sure your toes won't suddenly start revealing all the world's secrets in sign language). You also don't have to constantly stare at the teacher – your presentation will probably not be so terrible, that the teacher wants to climb out of the window in a desperate attempt to flee. One thing I would not suggest, is the advice some people give, to “imagine everyone in the audience is naked”. No. I can truly not imagine anything more horrifying than a room of pubescent, naked teens. I'd prefer my toes talking to me in sign language.

To conclude, don't mess it up. And remember, if your Power Point would make a terrific handout, it's a terrible presentation. Thank you for reading. *Beamer breaks down* how to: survive your presentation

■ CAROLINE LASCHKOLNIG, 61

**Löchrige Socken?
Wir wollen
drauf hocken!**

You might have already seen one of our clothing donation posters hung up in school, so you must wonder, what this is all about.

One of the biggest issues, concerning all citizens on earth is our environment, and if this does not worry you yet, it SHOULD! But it is going to be okay, since there are many things to be done to save it. If everyone in the world works together, we can still make a difference.

In our sewing class we worked on a project that was all about recycling. We decided to make bean bags, but not just any bean bag, – no, our bean bags were

filled with old pieces of clothing, provided by your kind donations.

Working on this project was not easy, everyone had to work incredibly fast, it was like in a factory, but it paid off.

We, the 3L, would like to say a big “Thank you” to our teacher Ms. Weiss, who helped plan the project and gave us support.

In the end, our project was a huge success and everyone was really happy with the outcome. It is amazing to see what we can achieve, when we work together as a group!

■ ANNA SANDHOFER, 6L



I woke up again. I couldn't sleep, I was haunted again by nightmares. I thought I'd walk a little, to sort out my thoughts. Outside it was still dark and some dogs could be heard in the distance. I went down the hill quietly and reached the main street. The lighting was dim, but I was used to the darkness.



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Homecoming – A North American Tradition

This year, for some reason I've started to be homesick for Canada, after being here for almost 3 years. In order to help me be less homesick, I started to try to do things that I would have done at home. One of the biggest things that I "missed", if you can call it that when you haven't even done it yet, is the transition from elementary school to high school. In Canada at the end of grade 8 there's a big dance and a big send-off into your new life as a high school student. Then in high school one of the first things that happens is a big dance early in the school year. At the LISA, we just continue on to grade 9 (grade 5 in the Austrian system), as if nothing is different. Thanks to social media and the internet, I was very aware of all the changes my friends back home were experiencing when they started high school and I wanted some of that too!

So I asked my mom if we could hold a traditional homecoming dance and show my fellow students what a little bit of Canadian culture looks like. First we needed to make people aware of what a "homecoming dance" is. And for you readers, it is a semi-formal dance, where the girls wear short dresses and the boys wear nice pants and a jacket. Popular music is played and there are no formal dance steps to be learned – just dancing around and enjoying the music. It is called homecoming because everyone is "coming home" again after the summer break, and also it is for kids that went off to different schools. to come back "home". We wanted to hold the dance at the school to save on costs

and keep the ticket price low, but unfortunately there were no spaces available to accommodate us. So my mom found us a location to rent at the JKU. She hired a DJ that happened to be from Boston, Massachusetts, so knew exactly what he needed to do for the music, and everyone brought food and non-alcoholic drinks to be enjoyed at the dance. My mom and I, along with a group of friends spent the afternoon decorating the dance hall, then changed there when the party started.

Everyone attending had to buy a ticket for €15 to help cover the costs of the room rental, DJ and decorations. In total we ended up with about 70 people. We covered our costs and there we had €119 left over that will go into our Klassen Kassa. We invited anyone from the 4th class upwards and even kids from ELLA, Kepler and ABIS. We especially wanted to invite the 4th class so that they could get a taste of how much fun it was and plan to make it a yearly tradition. We thought it would be great to include the other schools too, to get to know other students of similar ages, and since we're an international school, it was our goal to have everyone come, no matter where they were from.

My mom and Mrs. Neuhäuser were chaperones and helped serve the beverages and keep the food coming. We danced until 1 a.m. The music was great, everyone had an amazing time and like I said, we'd love to see this as a yearly tradition for the new "high school" students. I also think it would be amazing if students from other cultures would plan events to help us learn more about the traditions in their countries.

■ SABINA FROHMANN, 5M

Oberbank pays a visit to the LISA

On the 26th November and 10th December, we, the students of the 6M were honored with a visit by, three financial experts from the Oberbank AG.

The goal of the visit was to expand our knowledge of financial markets, to explain the role of banks in our society and how the stock market works, so basically the full economic programme par excellence.

When the Oberbank AG visited us for the first time, most of us did not really have a clue about the different functions of a bank and the banking systems from a banks perspective.

Mr. Helmut Edlbauer (Director of the Global Markets Institutions) started from scratch.

He was able to bring some clarity to our thoughts and assumptions; furthermore he helped us distinguish between "Aktiva" (assets) and "Passiva" (liabilities) of a bank. This of course inspired discussion and encouraged us, for the first time, to actually think about what actually happens in the Banking World.

Such questions were asked: Is my money really in the bank at all times? How is money being lent, transferred and allocated, so that no bank makes severe losses? This was particularly interesting as the assets and liabilities for a normal business are seen slightly differently. For example when I lodge money into the bank although it is a plus with regard to money for the bank, it is seen as a liability (from the point of view of the bank) and a loan, which is a minus on their accounts is an asset. Logical when one thinks about it when one thinks that a loan is what the bank sells as its "product" If we have too much stock / inventories in a company this is also not good and similarly that is why the interbanking lending is important for banks so that



they do not exceed their legal reserves and keep the money working for the bank. These were all the topics that were discussed on November 26th.

On December 10th we were visited by Mr. Gerald Stadlbauer who is extensively experienced in Investment & Wealth Management and head of Asset Management at Oberbank and Mr. Daniel Haider, a Securities & Sales, Equities – manager at Oberbank, to teach us about the stock market.

They explained lots of important information about the stock market and its functions, as well as how this "cycle" stays balanced and through what occurs in a bank when a share is bought or sold. To make a long story short, they gave us a more detailed picture of how shares are bought, sold and portfolios are created for investors.

I think we can all agree that four hours are definitely not enough time to be extensively informed about this interesting topic, but all in all, we could say that we had a "mini-crash course" on how banks and the world stock market works.

At this point, I, on behalf of 6M, would like to thank our dedicated Economics teacher, Mrs. Conry-Lindner for organizing and making it possible to be visited by one of Austria's (largest) – is not really true – banks, not only once, but twice. Thank you to Mr Edlbauer, Mr Stadlbauer and Mr Haider who really took their time and made sure that we could gain such an insight into the business of banks.

We can only say, it was an honor!

■ TESFAYE C. MUELLER, 6M



ASK
MR.
KIM

What is the purpose of humans?

Let's try to define the purpose of humans and the meaning of life. YOU give humans a purpose. YOU give your life a purpose. It is best you don't look for a purpose or try to figure one out, but instead to decide for yourself what the purpose should be.

Not convinced? The famous philosopher Immanuel Kant once said that you are free to use your own mind to determine purpose and meaning, and that you should not be afraid to use your brain to think for yourself. He said that people often choose not to think for themselves, because they are too lazy.

Ludwig Wittgenstein, however, had a totally different answer to the problem of life and purpose. He states that, "The solution to the problem of life, is seen in the vanishing of this problem." This

means, that if you do not ask the question of what the purpose of humans is, then there is also no problem. No problem means no answer is needed. Problem solved. In addition, Wittgenstein also stated, that if you ask what the purpose of humans or the meaning of life is, then you do not really know what you are asking. What do these words mean exactly (purpose, human, etc.)? If you cannot say exactly what these words mean, then you do not really know what you are asking. There is simply no question left to answer and it, accordingly to Wittgenstein, "vanishes".

Viktor Frankl said that if you look for a purpose then you will not find it. You just have to relax and then the purpose will come and find you. Sir Karl Popper – another famous philosopher - would have said that asking for a purpose is not scientific. Science is not able to give you an answer.

So where does that leave us? Well, we're back to where we started. And I can say that I have not figured out what the purpose of humans or the meaning of life is. It seems that there is nothing to figure out here. All you have to do is to complete the following fill-in-the-blank exercise with your own answer: The purpose of humans/my life is to _____. Hint: Whatever answer is always correct.

Define your purpose.

■ ISABELLA LAPUERTA, 7L



A confectioner with a twist

A kitchen, furnished completely in pink, is where the magic happens. From the (perhaps too heavily requested) Elsa Motifs, to beautifully decorated wedding cakes, they all have one thing in common - they are incredibly imposing. But behind the Backprinzessin, there is more than just a talented baker. There is an inspiring, friendly and extremely interesting personality. So for anyone looking for an amazing cake: Meet the Backprinzessin.

LISA4U: How did you become interested in baking?

Honestly, I have always been into baking. I started with it when I was a little kid. Because my mom had a restaurant, I did my first Gugelhupf when I was six or seven years old. So yes, as long as I can remember, I have been baking.

LISA4U: As of today, is baking a hobby or a profession for you?

It started out as a hobby, but now that I have a blog (<https://diebackprinzessin.blogspot.com/>), it is still a hobby, but also a side

business. In addition, I also work part time in informatics.

LISA4U: Do you have a favourite cake to bake?

My favourite cake is a simple Marmorgugelhupf. With all of the complicated cakes I do nowadays, I believe that simpler is better.

LISA4U: What inspired you to share your recipes (etc.) with others?

The origin of the blog and the many requests for recipes I received. I started to become annoyed by sharing the same recipe several times, so I decided to start the blog and thus, have one place for keeping all of the recipes.

LISA4U: And how did the name "Backprinzessin" come about?

I have always been a princess. Ever since I was a little child, everything I had was in pink. As a result of this, I quickly received the nickname princess. And I just stuck with it.



LISA4U: What are your goals for the future?

One goal I have is to publish my own baking book. Also, in the future, I would like to visit one of the most well-known baking fairs, namely the "Cake and Bake Fair".

LISA4U: Do you have any advice for future bakers?

Attempt, attempt, attempt. Even if something does not immediately look amazing, it will taste good, nevertheless. Some believe baking to be too difficult, but honestly, just start doing it. In the end, it's always the same: eggs, flour, sugar. Also, ask your grandmas, mothers, or just anyone who can bake, it's the best way to learn.

■ CARMEN HUSS, 8L

Innovation in Motion

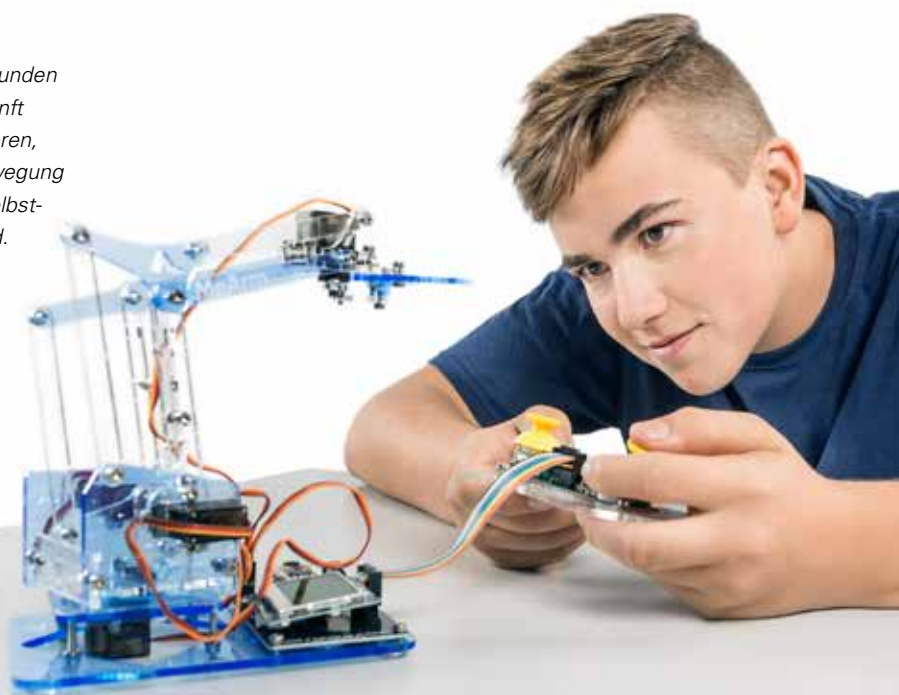


DER MOBILITÄT NEUE PERSPEKTIVEN GEBEN.

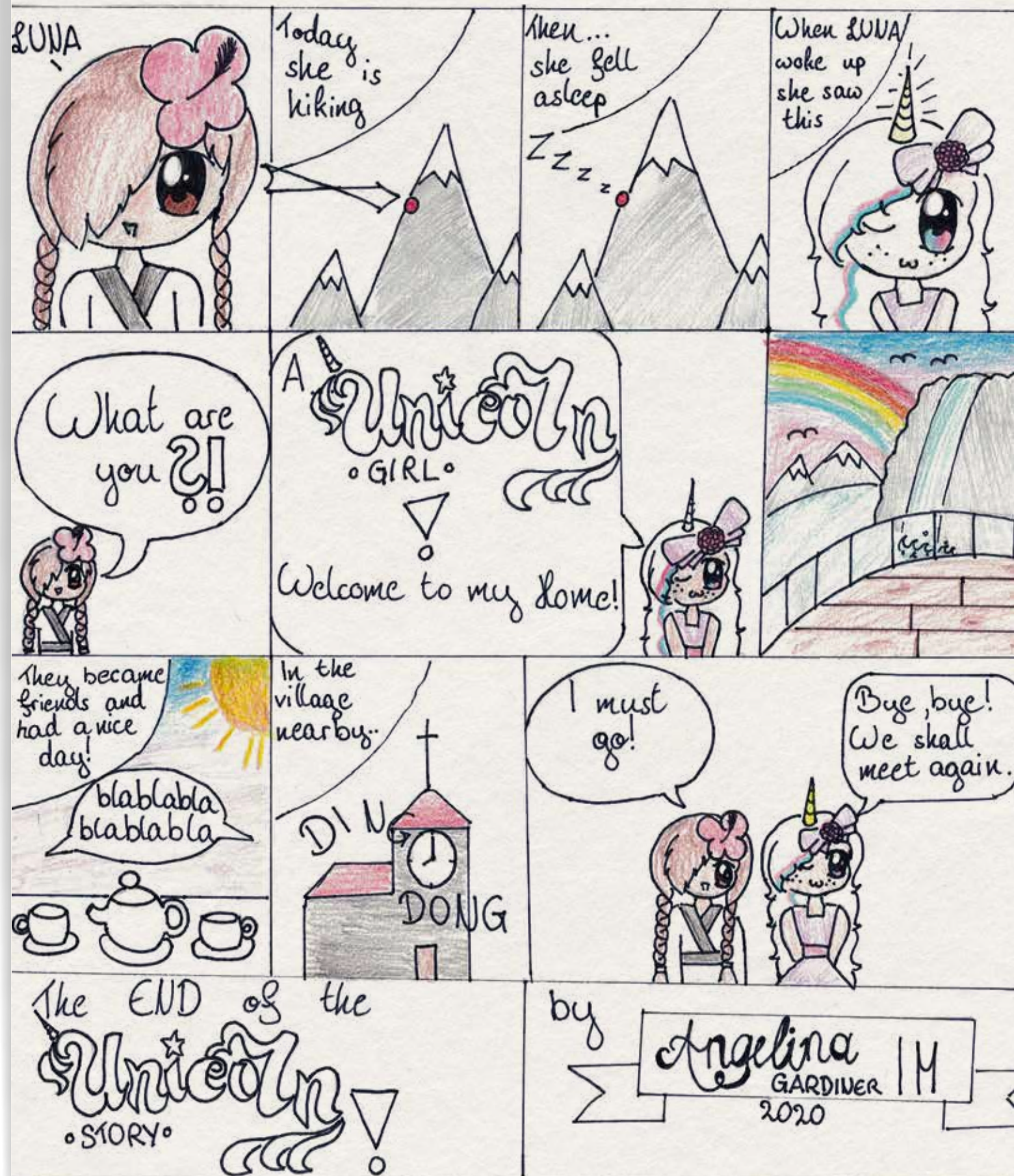
WAS TREIBT DICH AN?

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.

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UNICORN the Story



In Memory of Beverly Flower-Hofer

A Brief History of the LISA Drama Department
By Mary Katherine Stickel

Drama classes at the LISA have existed almost since the school was founded. The teaching hours, resources, and curriculum that we enjoy today are the result of a passionate, dedicated, and tireless team led by Beverly Flower-Hofer, who passed away this past December 2019. To honor her LISA legacy, I've interviewed the founding drama team and colleagues to compose a history of the LISA drama department.

LISA founder Karl Mühlstein wanted the LISA to have a unique standing, not only as an English-language school, but also as a creative, artistic institution. Europagymnasium Auhof Direktor Klaus Hötzenecker knew US-American Beverly Flower-Hofer from her work at the Landestheater as an opera singer; he remembers being impressed by her spontaneity and her professional expertise. He hired her to create a drama department for the new LISA school in 1992. Such an English-language drama program did not exist in schools in Austria at that point, so she would have to create everything from scratch. Mrs. Flower-Hofer asked for Sue Grabner to join her as drama assistant. Mrs. Grabner would become a LISA drama teacher herself as the LISA grew.

Mrs. Flower-Hofer was a visionary who knew that a drama department requires all kinds of technical, logistical and pedagogical support. She was bold in her requests, and Direktor Klaus Hötzenecker admits he was happy to support her in any way. Although drama classes were only scheduled during the afternoon at first, they quickly became regular parts of students' daily schedules. Classes took place in regular classrooms, but this proved too noisy and too crowded. Thanks in part to the needs of the new International Baccalaureate Theater Arts program, Direktor Hötzenecker created a new classroom, the Teatro Piccolo, next to the Europagymnasium Auhof conference room, on the ground floor of the school. Mrs. Flower-Hofer and Nick DiCillo, who had also joined the drama department team by this point, painted the new room. Walter Pflieger, the father of LISA student Andreas Pflieger (class of 2006), built a stage, which we continue to use in our classroom today. Set pieces and props were stored in the basement drama cage next to the student

lockers. Mrs. Flower-Hofer demanded fair pay for hours worked by drama assistants, and fought hard for a modest budget for productions.

Early on, every class performed every year. The first grade performed within the first four months of starting their new school, joining the other Unterstufe classes for a Christmas performance. A Commedia dell'Arte performance was one of the early productions in the Teatro Piccolo. Performances included dances (like country line dancing), play excerpts, choir numbers, poetry in motion, or plays Mrs. Flower-Hofer and the students themselves scripted. She often cited those original plays as the productions of which she was most proud. She wanted to make professional level productions, and demanded professionalism from her students. She could be fierce in her



critique of rehearsals, but she also drew the best performances out of each student.

Every performance needs every helping hand available, even more true for the drama department's early Oberstufe productions, which were usually full-length plays. These productions were moved from the school to venues like the Volkshaus Dornach and the performance space at the Heilige Geist. On the weekends, parents would build and paint the sets while the drama team rehearsed with students. Fred Steiner built larger props, like a cannon, boulders, trees, and a baroque table. Mrs. Grabner remembers "shakey sound cues on a vintage cassette recorder" all too well. Mr. DiCillo would hold a microphone up to the tape player to amplify the production's music. Black box elements, which created a backdrop for productions, were set up for each production.

The day of a performance, a moving van was used to transport the large black box pieces, set, costumes, and props from the school to the venue. A team, including Mrs. Flower-Hofer, Mrs. Grabner, Mr. DiCillo, and Mr. Steiner, worked to set things up before the final rehearsals with students that afternoon. Performances took place that evening for parents, and afterwards everything was packed up and moved back to school, all within a day.



John Spencer, a LISA art teacher, wrote a musical, Kit, which Mrs. Flower-Hofer and a small team staged and produced, and which brought large amounts of publicity to the school. The Taming of the Shrew, one of Mrs. Grabner's early productions, was performed in the community center of the Pfarrkirche Christkönig. FACES, among other performances, was brought to the Neues Rathaus. Each performance relied heavily on parent participation.

During school renovations, the Teatro Piccolo became part of the downstairs conference room, and the basement drama, costume and prop rooms were officially opened in 2006. Tyler Beck and I, drama assistants that year, installed the costume racks, and moved all the props from the drama cage to their new home by the IT classrooms. Performances were moved to the Teilungsräume, where Mr. Steiner would set up newer microphone and sound systems each time. Mrs. Flower-Hofer continued to draw from her connections at the Landestheater. Harold Pint, a professional make-up artist there, was often brought in to design make-up for productions, and Wolfgang Bögl lent costumes from the Landestheater Fundus. We continue to enjoy a close relationship with the Musiktheater Fundus.

Mrs. Flower-Hofer's dream of a theater came to fruition with the building of our outdoor amphitheater, dedicated in 2009 with productions of Oedipus and Antigone. Sue Grabner realized how ideal student audiences were, so second performances were

added that took place during the day for school groups. Mrs. Grabner also understood the potential of colleagues and students to help with productions. She pulled in the visual arts and textiles departments to help with costumes (notably Ute Wagner and Susanne Weiß) and set design (Ruth Riebe).

I took over Mrs. Flower-Hofer's position in 2009, and Alaine Rodin-Lo joined the team in 2015 to fill Sue Grabner's role. Our current team is complete with assistants Christy Ellison Kemf and Danielle Jacyszyn. Since 2017, we've enjoyed the luxury of performances in our Festsaal, with help from lighting and sound designer Tiziano Cappiello. We remain, as ever, grateful for help from colleagues and parents.

The general mission of the drama department remains the same today as it did at its inception. First and foremost, we are dedicated to expanding students' personal boundaries through theatrical exercises, rehearsals, and performances. We support students' language learning with activities that emphasize creativity of expression, both linguistic and physical. We emphasize the importance of teamwork, and encourage students to creatively engage with their world. And finally, we hope to expand students' understanding of Theater Arts so that they can enjoy a lifelong appreciation for the theater and of all The Arts.

The solid foundation that Mrs. Flower-Hofer and her team built back in 1992 provides the basis for our curriculum and performances today. She and Mrs. Grabner shaped my personal teaching philosophies. Upon her retirement, Mrs. Flower-Hofer charged me with bringing new theater theories and techniques to our school. It's my honor to carry this passion for the Theater Arts to new generations of students, and I do so with utmost gratitude for their vision and work.

■ MS. STICKLE, JONAS ROSENSTEINER, 7M
UND ISABELLA LAPUERTA GUERRA, 7L

Alumni Remember Beverly Flower-Hofer

Michaela Mayr Schatzl,
Class of 2000

It was more than just getting students to become theater practitioners. Drama classes gave me a lifelong love for theater. I learned how to appreciate the work of performers and the work a production takes. I also learned how to perform, or speak, in front of a crowd because of LISA drama classes.

Philipp Ehmann,
Class of 2006

One of the most terrifying memories of my childhood was our inaugural performance as first years in the L.I.S.A...How the Grinch Stole Christmas...Over the years, and with subsequent performances, fear became excitement and eventually turned into love for an art form.

Beverly is the reason I studied theatre. She is also the reason I have the confidence to stand up and speak in front of hundreds of people, and I'm very thankful for the time with her. It's teachers like her who stay with you long after school. Thank you for being kind and inspiring and thanks for some of the most formative memories of my life!

Lisa Haberkorn,
Class of 2007

I will never forget my first experience on stage: it was a Christmas play and I had the – admittedly small but yet very adorable – part of a mushroom, singing "Merry Christmas, Everyone..." To this day, I remember the lyrics. [This performance] instilled in me a lasting love for the performing arts.

Beverly was a great artist and a truly inspiring teacher...Her contacts in the theatre community opened up a whole new world for her students. One of the most memorable events of my entire school career was the day she took us to the Landestheater where we got a backstage tour...of the legendary "Fundus". I have never before – or after – seen a comparable collection of wonderful oddities: it was all there, from thirty-year-old stage designs, to wigs, wild accessories and ornate costumes in all shapes and sizes. And there she was, standing amidst it all, showing us one of the dresses she wore during her time as an opera singer; looking back at her glorious past in the spotlight, while inspiring a new generation of theatre enthusiasts.

Thank you, Beverly, for all the magic you have put into this world. [Curtains close]

Nancy Mensa-Offei,
Class of 2008

The first time I met Mrs. Flower-Hofer I was honestly a bit intimidated. [She] had very clear rules and wanted us to do something we did not know if it was right or wrong. The only thing we were encouraged to do was to be ourselves and trust and just play and let go. She made this very easy for me. Because of her I had ideas and thoughts and motivation to do something. She inspired us to do our own plays such as Waiting for Godot... She could get furious, [but only] because she wanted everything to be perfect...for us. Not her, but us. I will always be grateful for everything she knew that was lurking inside of me...I wouldn't be an actress without her.

Elisabeth Fliri,
Class of 2015

Mrs. Flower-Hofer wanted us to practice tongue twisters like „Betty bought a bit of butter..." and to pronounce every word perfectly. I vividly remember how she took off all of her rings, one by one, before she would start clapping [to keep the pace]. I sat there, fascinated by how many rings one person could wear.

Sandra Kreiner (Reindeer #7)
and Ramona Mujanovic
(Reindeer #4),
Class of 2016

Our memories of first grade come to mind. All of us, some more, some less, were struggling with speaking English on a daily basis. During early morning class, we were encouraged to get out of our comfort zones and overcome our inhibitions. We learned to embrace ourselves and be confident on stage, speaking a (somewhat) foreign language no less. For us personally, drama class quickly turned into a passion that we chose to delve into further in [IB Theater Arts]. We couldn't have asked for a better introduction to theatre, our classmates and, most importantly, ourselves.

Thank you! Thank you for your passion for theatre, for your enthusiasm and thank you for forcing us to put on the Christmas play (which we loved obviously).

Joeey Cozac,
Class of 2016

Mrs. Flower-Hofer was the first person to show me that being bigger than life is a good thing; that is something I still value and apply in my life.



LISA Alumni

An interview with Bogdan Savchenko, a LISA alumnus who is now studying at what is called the “Duale Akademie” while already earning money at a job.

Hello Bogdan, could you please quickly introduce yourself?

My name is Bogdan and I’m 21 years old. I graduated from LISA in 2017 and after that started studying at JKU. I was neither particularly good nor bad, but after 3 semesters I noticed that I wanted to do something more practice oriented. This was when I decided to start working and do the Duale Akademie at the same time.

What is the Duale Akademie and who could consider doing it?

The system of Duale Akademie enables students to work full time in a company (like I do at INOCON) while studying for a newly created degree called the DA-Abchluss. This is great for students who, after the Matura or the IB, notice they don’t necessarily want to go to university or have tried and noticed that the courses there are not so interesting to them. For

those students, the new system offers a technical schooling that they can finish faster – 2 and a half years – and that gives them better career chances in their jobs than a normal apprenticeship.

What did you like or not like about the Duale Akademie?

What I definitely enjoy is the application orientation of the programme. The fact that I earn money and am part of the working world already is important to me. I must say, though, that I would change some organizational things. For example, we weren’t properly informed about how many courses we had to do. That was confusing. To be fair, though, I was in the first group to do the programme so that might get easier in the future. I also had some struggles with the teaching methods during the 2 years. The system was a little too much like school in my opinion, which doesn’t always fit for young adults like me.

Why did you go to LISA and how did this help you in your life so far?

As I come from Italy and German is not my mother tongue, it was a clear choice for me to go to the International School here in Linz. I only did the IB and that was very convenient for me. What I can say for sure is that getting into Austrian universities with the IB is – according to my experiences – just as possible as it is with the Matura. (Laughs) They didn’t

know what the IB exactly is in the first place, but when I told them, they accepted me like all the other students.

Do you have any tips for LISA students concerning the IB?

I would put it like this: Shoot for Mars and land on the moon. That means, aim high and then be satisfied if you get between 35 and 39 points. If you have 38, for example, that’s a good result. I also think it’s important to give your best in every field you can control. Do your extended essays nicely and put work in your internal assignments. Those are the things you can plan, and if you know those are good, you’ll have a good average even if you’re unlucky at the tests – which you can’t control.

Is there anything you would do differently if you had to do the IB again? Your subjects, for example?

I think I wouldn’t particularly change my IB subjects. What I would definitely do is hand in my Internal Assignments earlier. It’s always good if the teacher gives you feedback on it earlier than on the last day. So, start earlier and you’ll have better grades with less effort. That also counts for studying, by the way: If you aim for good points, I would start studying in summer after 7th grade.

■ FELIX ZEHETNER, 6L

Speed and adrenaline

My name is Cameron Boedler and I’m 17 years old. I have been racing karts on a professional level since the age of 6.

My passion for motorsports began when my dad gave me a quad bike when I was little. I would use it every week because I loved the speed and the adrenaline. Throughout the 11 years that I have been racing, I have achieved lots of great results but of course I went through some difficult moments too. Many people tell me that racing is risky and ask me if I’m not scared of injuring myself. I totally agree that racing is dangerous, but it is not something I’m scared of. I believe in my skills and crashing is never on my mind. Thankfully, nothing has ever happened to me. I still take the risk because I really like my team, racing around the world and getting to know new tracks. I especially like the competition, the adrenaline and the speed. It is not easy to change from karts to cars (Formula4, Porsche...), which most drivers struggle to do. I have friends, who I used to race with, and I must admit that it’s hard to see them developing and getting the right

support. Having the right contacts makes a huge difference. However, I still believe in my abilities and that one day I will get my chance too. Now I want to focus on school, as well as my CAP training and finish them with great results. Afterwards I will totally focus on racing to try to reach my goal of making it a career.

■ CAMERON BOEDLER, 7L



Our Visioneering
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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.

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

Cecilia Johnsson, Environmental Manager, Schweden

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