

LISA 4 U

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

PLUS PROGRAM

Starting from the beginning of this school year, Ms. Wimmer with the help from many other teachers has supported the use of a program

new to the LISA (the Plus Program) in the lower grades (years 1-4).

What is the plus program about? More p. 11



BACKPACK PROJECT RESULTS



At the end of last school year, a committee of the 6LMN student council organized the “backpack project”. The goal of this project was to collect backpacks, school supplies, and garments. These materials were then sent to war-torn parts of Africa through the organization “Mary’s Meals”.

It was a huge success! We are happy to announce that over 120 backpacks were collected. The sixth graders would like to thank the Parents Association for the support, and most

importantly, the families who contributed! We have submitted this project in the Tips Newspaper competition for active students. We want to organize more events and fundraisers to help our world, and we need your vote!

Please vote for us at www.tips.at/spitzenschule/sozial/1-rucksack-project and we could win €1000 to use for our projects. You can vote once daily from November 21st until January 9th 2020. Thank you for the help!

■ ISABELLA PRESCHERN, 6N

What's Inside

IB Graduation Speech



The cart that you see over there, contains all of the books and folders of an IB student over the past two years.

Japan 2019



In May 2019, I got the amazing opportunity to visit Japan through an exchange program organized by our school.

Walkathon 2019



On Friday, 27th of September, it was finally time again: the annual LISA Walkathon! The start signal was given ...

The Trashmill Losers



The 6LMN band is able to captivate a large audience by playing hit-songs, telling funny jokes, but also by making mistakes.



Dear LISA students,

I was invited to introduce myself in your newspaper as the new headmaster of the Europagymnasium. My name is Franz Weißhäupl and I grew up in Luftenberg from where I attended the Realgymnasium Fadingerstraße. After that, I studied Theology and Religion in Linz. I currently live with my wife Brigitte in a house in St. Georgen and der Gusen which we still enjoy a lot, even though my three grown-up children have already moved out (sniff).

I have been teaching in the school since 1989. My subjects are “Catholic Religion” as well as “Ethics”, both of which I really enjoy as you can interact and talk with students about the different aspects of life. When it comes to my hobbies though, I like to move and play football – again with students at Europagym – and in my hometown. I also enjoy hiking in our beautiful mountains and cycling on tours of (rather seldomly but still) more than 100 kilometres.

So why did I become headmaster? Not really on pur-

pose, to be honest. With the retirement of my predecessor, previous headmaster Gottfried Jachs, our school needed someone to take over the duties until a new headmaster would be appointed by the state of Austria within the next one or two years. So, I got stuck in and have had no regrets so far.

My first weeks as headmaster were diverse and exciting. Every day comes with new decisions, ranging from accepting students and employing teachers to responding to countless emails and supporting the inspiring cooperation with student representatives and Parents’ Association. I am, in general, experiencing a respectful communicative school environment with many engaged people. Of course, some projects have especially raised my interest. One of them is the “Climate Day”, an event about climate protection taking place this year in our school that particularly stresses the importance of the issue, which is also being dealt with in lessons.

Personally, I have been trying to contribute positively to our environment by cycling my normal school route for 11 years now. In doing so, I have already covered around 53 000 km, which has the benefit of also keeping me fit – which is certainly an asset in this job! I look forward to the responsibilities that come with it and will do my best to pass the school on to the next headmaster.

I wish you all a successful school year!

■ MAG. FRANZ WEISSHÄUPL

A NEW ADDITION TO THE LISA FAMILY

An interview with
BA Balour Sana Sadi

This year we have welcomed a new Physics and Chemistry teacher for the lower grades (Unterstufe) into the LISA family! She kindly agreed to be interviewed for our first LISA4U issue of this school year.



Could you please shortly introduce yourself to the readers?

My name is Sana Sandi Balour. I am 55 years old and I work as a Physics and Chemistry teacher.

Where do you come from?

I am originally Palestinian, and I grew up in the Gaza Strip.

What studies do you have and where did you study?

At the age of 18 I graduated from high school in Gaza and I travelled to Egypt to study at the American university in Cairo. I studied Mechanical Engineering in my freshman year then I changed my major to Chemistry as the job opportunities were rare for female mechanical engineers. I graduated with a bachelor’s degree in science with a Chemistry major. Later, I got my Diploma as a Physics and Chemistry certified teacher for IGCSE.

What are some of your hobbies?

My hobbies are reading, traveling, playing volleyball and music.

Were you always drawn to physics? If not, when and how did your interest for it arise?

Yes, I always had a passion for studying Science in general but my passion for Physics developed when I studied Mechanical Engineering. Physics is very interesting because it helps us to understand how the world around us works - from can openers, light bulbs and cell phones to muscles, cars, earthquakes, tsunamis and hurricanes.

Why have you chosen to become a teacher? Is it something you have always wanted to do?

I decided to become a teacher because of my high school Mathematics teacher. She inspired me to pursue teaching. Furthermore, one of the most valuable aspects of teaching is the ability to make a difference in the students’ lives. It also gives me great pleasure to help students become critical and creative thinkers, as well as life-long learners.

How could you describe your experience so far as a teacher in the LISA?

People in the LISA are very co-operative. Students are very motivated and most of them are eager to acquire knowledge.

Is there anything in particular you would like the readers of the magazine to know?

I advise my students to find their passion and to be a life-long learner. I would like to thank Ms Balour for her time, and agreeing to be interviewed, and wish her the best!

■ MARA BRASOVEANU, 7L

VOLUNTEERING AT THE RED CROSS

This summer I was able to take part in the paramedic training of the Red Cross. It includes a little more than 100 hours of theoretical course that conveyed the knowledge later needed. During and after those classes I had two exams. The seminar was followed by the practical part of the program in which one is required to do at least 160 hours of duty accompanying two trained paramedics.

Additionally, there is a small booklet in which experienced paramedics keep record of your progress while practicing certain situations on training manikins or colleagues, and how well you work in real emergencies. After completing the 160 hours, being able to cope well with the given situations and having done a trial 12-hour shift, I was allowed to take the third and final exam. Finally, I became a paramedic.

Personally, I gained a lot from this experience. It gave me a lot of confidence in handling stressful situations and it is a very rewarding pastime. Moreover, I enjoy getting to know so many people, because as a paramedic you do not only have emergencies, but you also for example often help elderly people, who have trouble walking or getting to routine appointments in hospital, which gives you the opportunity to talk to them. In addition, there is a very nice atmosphere amongst the colleagues at the station. I certainly got to know myself a little better, as you are often



Hey everyone,
I’m Felix and I am your student representative this year (I’m from LISA, 6L to be exact). Thank you for your trust in me during the elections! I really enjoyed the first weeks in this role! It’s a lot of work, but that doesn’t make it less interesting. My main task is representing you, the students, in front of the headmaster, parents and teachers. The most important thing for me this year will be giving every student a voice and the possibility to voice their opinion on new projects in Europagymnasium. You can vote and decide with us now on my app and website AuhofVotes. There’s an article about it in this edition, check it out if you’re interested!

You’ll also see me moderating the Spring Gala and of course our Schülerparlament in the 2nd term. Until then, I wish you a nice school year. Text me on AuhofVotes if you have any questions or suggestions!

See you in the corridors,

■ FELIX ZEHETNER, 6L

stretched to your limits in challenging emergencies, but you always get a lot of support from your colleagues and learn from your experiences to improve yourself each time.

Therefore, I can only advise anybody who is looking for an opportunity to volunteer, to do a try-out service at the Red Cross and find out whether this would be something interesting to

you. This has not only given me a new meaningful hobby, but also more confidence and knowledge for helping sick or injured people in my personal life.

■ JONAS ROSENSTEINER, 7M



USE YOUR KNOWLEDGE ETHICALLY AND I SHALL CALL YOU EDUCATED

IB Graduation Speech
Class of 2019
by MMag. Oliver Kim

Today I've brought along a little cart with books in it. The cart that you see over there, contains all of the books and folders of an IB student over the past two years. I now confess to you that I did a little math. I counted all of the pages only of the literature books that you read and did a calculation. I found out that these books contain about 2700 pages and 860 000 words. This does not include the books of all other subjects. This means that in the last year alone, you have read around one million words. So if you want to know, how much a million is, just think that this is approximately the number of words that you have read in one year. That is a lot of knowledge.

So you will now say that this is all knowledge that had already existed before – because somebody else wrote it. Well, here is the IB Internal Assessment of one student. It is 76 pages long. I just want to tell you that my Master's Thesis in Microbiology was 90 pages, and therefore it is not much thicker than this. That is basically newly-created knowledge that you have written in one year. Knowledge that did not exist before, and I think that this is kind of remarkable.

And then I did some thinking and discovered something slightly disturbing – because I read a quote. The quote said the following:

“It is possible to store the mind with a million facts and still be entirely uneducated.” - Alec Bourne

This quote disturbed me, because you are knowledgeable – but are you educated? So my research question is: “What is this essential component that you need to set apart an educated person from a merely knowledgeable person?”



And then I did some research and found out the following. Some people say that education is important because it passes on civilization from one generation to the next. So when we pass away – when the older generation passes away – our knowledge will continue to live in your minds. We become immortal this way, because our values, our ideals continue to live on in the next generation.

Yet other people say that it is not the passing on of civilization. Education is a form of self-actualization – in German: “Selbstverwirklichung”. Education is there because it helps us find out who we are. It helps us find out what we like and what we dislike. So I say that the subjects that you disliked were as important as those that you liked. Because they helped you find out who you actually are and how to grow as a person.

Other people say that education is a human right. So for the past 8 years, and including elementary school education and kindergarden 12 years or even more, you have been exercising your human right for education – a human right which is denied to so many people in this world.

I know what you are thinking: “Mr. Kim you are not an-

swering the Research Question!”, because the research question is – “What is this essential component that makes you educated?”

I say, maybe it is the way we use the knowledge that we have. So I am going to tell you the following:

Use your knowledge of your mother tongue language to better understand your roots and your own culture.

Use your knowledge in the foreign languages to better understand people of other cultures.

Use your knowledge in the humanities to better understand the society that we live in so that we do not repeat the mistakes of our past.

Use your knowledge in the natural sciences to help solve the problems that we face as a human civilization.

Use your knowledge in math to adopt a structured and systematic problem-solving approach.

Use your knowledge of arts for creative self-expression, to find out who you are and to find a little peace of mind and soul.

Use your knowledge in sports to take care of your health.

Use your knowledge in CAS to push your own boundaries, to try out new things and to get out of your comfort zone.

Use your knowledge of TOK and Philosophy to question the very knowledge that you have obtained.

In summary, use your knowledge ethically and in agreement with your own religious principles.

And so, maybe, at last I have found a definition of what makes a person educated.

Using your knowledge ethically. Do not take advantage of those people who know less than you. Use your knowledge to bring people together and not to divide them.

And so I can say: “Use your knowledge ethically and I shall call you educated.” And it does not matter how much you know.

Dear graduates, the last 2 years – I know – have not always been easy for you. It is not always easy to obtain so much knowledge. I understand. So I want to thank you that you have chosen this school, I want to thank you that you have accepted me as your teacher, that you have accepted us as your teachers. And I also want to say that it has been an honor to have taught you. Thank you.

■ MMAG. OLIVER KIM



Alumni of the LISA

Has a lot changed since you have been a student?

The students nowadays definitely seem more grown up. And although it used to be pretty good, the relationship between students and teachers has become even better since when I went to this school.

What does the “LISA Family” mean to you

I really believe it is exactly that. I was a teacher assistant in other schools too, but nowhere could I feel such a connection and feeling of community as here.

■ ANNA SANDHOFER, 6L

Anti-bullying team

As students, we are aware that different forms of bullying are sadly part of almost every school environment. Sometimes the bullies might not even mean to harm another student, but some things can be hurtful for people even though they were not meant to be. This can cause problems in the class environment and some students might be afraid to speak up or ask for help, out of fear that they might cause trouble.

Because of this, some concerned teachers of our school sat together at last year's LISA meetings to try and come up with a solution. They got together with the KiJA (Kinder und Jugendanwaltschaft), to consult their experts on what could be improved and changed at our school to create a good environment for everyone. The training, which the teachers received, focused on the aspect of anti-bullying and also how to find out if students wanted or needed support in their school lives but were maybe too shy to ask. Another aspect was, how to deal with situations that students are going through and how to make life at school easier for them and through this process the anti-bullying team was formed.

Right now, it is still in its early stages; but the teachers are working hard to combine all their ideas into a specific programme. The first aspect of this which they would like to implement, is a workshop for second year classes to raise awareness of different kinds of bullying and abuse and to try to make students think about the things they do or say and how this could affect others. The next part of the programme which is being planned is a team consisting of one or more teachers to whom students can talk to about cases of bullying or other issues regarding this topic.

The anti-bullying team is also coming up with guidelines for students to create a peaceful environment. The team is working hard to change and improve the school climate, but it can be difficult to know what we students need and want. If you have any feedback or suggestions, feel free to talk to or contact Mrs. Browne. Together we can create good environment for everyone!

■ SOPHIE RESCH, 8L



The Radio-LISA Podcast

Since last May our school can proudly say that we have our very own podcast! Thanks to Mr. Kim, there are now several short segments available on the LISA website (www.lisa.europagym.at) in which he is talking to students about the IB, reporting on events like the Walkathon or interviewing experienced teachers like Mr. Greenway about applying to American universities. Depending on how complex the topic is, the podcast lasts between about five minutes to close to half an hour.

Through this new medium, students and parents alike can be kept up to date and inform themselves about what is going on in our school or get personal up-close insights on experiences and current events.

How to find the podcast:

1. Go to www.lisa.europagym.at
2. Click “Media” on the Menu bar
3. Click on “Radio-LISA Podcast” and voilà!

■ AMINA ABU ZAHRA 6L

A trip of a lifetime: JAPAN 2019

In May 2019, I got the amazing opportunity to visit Japan through an exchange program organized by our school. I am incredibly grateful for this extraordinary trip during which I got to experience Japanese culture up close and gain a multitude of new experiences.

From the moment I got off the plane in Osaka, I experienced a culture-shock unlike anything I have ever felt before. When you realize that you not only don't understand the people around you, but you can't even read the signs because it's a completely different alphabet it can be a lot to process at once. I think even though I had physically arrived, I only digested that I was actually in Japan after an entire day. Everything felt so normal yet so different.

We spent our first few days in Kyoto visiting temples, trying the food and being too excited to have normal conversations. I remember feeling very overwhelmed yet filled with joy and utter disbelief that this was my life.

Our next stop was Tokyo and I honestly don't know how to put it in words. The city was huge yet so crowded. You don't know what it's like to see a city from above till

you've seen the view from a hotel room on the 35th floor.

For me, the best part about this trip by far was the time I got to spend with my host family. At the beginning, I must admit I was very nervous. I was scared that I would do something wrong or not be able to communicate with them properly. Luckily all those fears disappeared the moment I met them. They were loving and kind and made me feel at home. They taught me about their customs and traditions and showed me a different side of Japanese culture that not many have the opportunity to experience. One of my favorite parts about this program was going to school. I got to know so many new people and made some friends I still talk to today.

I sincerely hope that one day I will be able to go back and revisit all the people I've met and pray from the bottom of my heart that they remember me like I remember them.



I can confidently say that this trip has changed my life. It will forever remain in my memory as a spark of joy to commemorate all the good times and a sigh of regret that I couldn't stay for longer.

For anyone considering taking part in this trip: do it! Trust me, it's only scary till you get there. If you're not a fan of traveling, not to worry, you can still experience the Japanese

culture right here in Linz by opening your home to a Japanese exchange student.

Through this you will get an insight into Japanese traditions such as the tea ceremony, during which you prepare and present matcha tea, also known as green tea.

■ ADORA SABAU, 6L

Guardian angel programme

What is a guardian angel?

Students in 5th or 6th grade can volunteer to become guardian angels for a first-grade class, usually one pair per class. The purpose of guardian angels is to help first graders adapt to their new environment.

In order to support them, I often visit my class during the big break. Of course, if there are any issues my class can also reach out to me anytime; for instance, if there is an argument to be solved.

Guardian angels also take part in the get-to-know-each-other-days and partly prepare and organize the programme.

How do you become a guardian angel?

First, we had an in total 24-hour-preparation course held by Benjamin Draxlbauer and Prof. Fischer which spread over 1 year. Later, we continued with meetings in order to exchange our experiences. To my part, I appreciated that we had short preparation projects such as trying out a game with a class or talking to first graders and finding out topics that concern them.

From my later experiences, I can say that the course was extremely helpful. We learnt how to approach 11-year-olds and build good relationships. Furthermore, we were taught how to solve conflicts effectively and react in escalating situations. Another important aspect of our training was learning fun games which would encourage teamwork and trust.

My best moment as a guardian angel was when a first grader came to my class just to share her birthday cake with me. All in all, I really enjoy spending time with my class and getting an insight into the world of an 11-year-old and would therefore thoroughly recommend this special experience.

■ SARAH MAYRHOFER 7L



Japanese Tea Ceremony Workshop 茶道 (ちゃどう)



On the 16th of October 2019 our school hosted a traditional Japanese Tea Ceremony and invited Japanese nationals from Nasushiobara, a city in Japan. This Tea Ceremony is a Japanese tradition that goes all the way back in history. It is a tradition that involves the preparation and drinking of green tea (抹茶; まっち) (matcha) in a traditional tearoom. It goes beyond the serving, however. The purpose of this ceremony is for the guest to enjoy the host's hospitality in an atmosphere different to that of everyday life. The host is usually dressed in a Kimono (着物; きもの), a traditional Japanese garment.

We sat around one of the hosts and watched her prepare green tea from scratch. Her hand movements were so delicate and precise; it seemed as if she were afraid she would commit a mistake or break something that was fragile to the touch. Everything she did was calculated and in order. We watched her ground green tea leaves into delicate powder before pouring in the hot water. The hosts came up to us, bowed elegantly and

served us a small sweet before each one of us got our own bowls of green tea. The taste was evidently bitter—somewhat similar to the taste of ten black teabags in one cup. It was the first time I had tried something so pungent in taste, but it felt refreshingly good.

We tried to prepare our own green tea afterwards. We were given a tea whisk and a tea bowl with powdered green tea inside. The hosts poured hot water in the bowls for us and we started to whisk the tea until all the contents became thick liquid. We then served it to our classmates, who were the guests. Every one of us played both host and guest. It was super fun.

At the end of the ceremony we thanked and bowed to our hosts. They showed us pictures of what a traditional tearoom looks like with Tatami (畳; たたみ) floorings, a traditional mat in Japan used for traditional-style rooms. We were also given Swan Origamis as a gift.

Overall, we all enjoyed our time with our hosts and we were happy to have experienced something different to our culture!

■ MAISSAN ELHIFNAWY, 7L

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THE GETTING-TO-KNOW-EACH-OTHER DAYS

We interviewed a few students about their thoughts on the “Getting-to-know-each other days” that the first graders go on in their first few weeks of school.

“I enjoyed the hikes - they were exciting,” explained Samuel Scheiblhofer from the 1M.

Angelina Gardener, who is also a part of the 1M, told us she started to get along better with her classmates after the trip. She also stated that the hikes were calming but could sometimes get exhausting.

We also asked Alexandra Kutsia from the 2M, as they also visited Spital am Pyhrn a year ago. She told us that her favourite part was the archery lesson, however she thought it was a bit dangerous if you didn’t do as the instructor said. Though Alexandra also explained how she would recommend the overall trip because it is fun.

We talked about what we thought of Spital am Pyhrn and we have similar opinions as the students we interviewed and noticed that both boys and girls started to warm up to each other during the trip.

We really like the concept of the “Getting-to-know-each other days”, would definitely do it again if we could. The experience overall was very enjoyable and exciting, just like the others have said.



Overall, we believe that the majority of students had a lot of fun during these three activity-filled days. We are confident that it has made our class community stronger.

CÉAD MÍLE FÁILTE*- ECONOMICS IRELAND

* Welcome in the second official language in Ireland

This September my class, the 7M, went on a very exciting trip to Ireland for one week. After flying to Dublin, we travelled across to the west coast of Ireland, Galway. We spent two days in the city which is the European Cultural city in 2020. It is a centre for traditional music which was to be seen on the mainstreet on Thursday and Friday evening. We stayed in the centre in a hostel. We were lucky, as the weather was really good and could enjoy surprisingly warm summer days on a bike tour around Aran Islands and up to the Celtic fortress of Dun Aengus on the most westerly point of Ireland. Some of us even got to go for



a run on the beach in the morning and explore the town that morning. On our way back to Dublin, we stopped for an interesting visit at the historic monastery Clonmacnoise.

We spent the rest of the week in Dublin, where we stayed with host families and we also got a little insight into their everyday lives and could have talks about current issues such as Brexit and its effects on the Republic of Ireland with our host families.

In Dublin we also learned some more about Irish history and culture when we took part in a walking tour and discovered how long the Vikings were in Dublin and were responsible for giving the city its name. We visited Trinity College and Dublin Castle too. The next day we heard about a replica of the Jeannie Johnston Famine ship and in the evening had a crack at traditional Irish dancing.

Apart from all these impressions, we got the chance to find out about some organizations and companies, one of them being the Dogpatch Labs,

which is an incubator for start-ups. They support entrepreneurs in achieving their goals by providing office space, as well as consulting and networking with other companies. We did a workshop that introduced us to how people try to solve problems by thinking outside the box there.

Another organization was Advantage Austria, which helps to connect Austrian and Irish companies. They also organise many events addressing different topics. Sometimes Advantage Austria also rents space at fairs to provide space for Austrian companies trying to gain a foothold in the country to make their products better known.

Our last visit was to the Guinness Brewery to learn about the business and how it is produced and marketed throughout the world. After a week of travelling with Green lightrail Train called the DART in and out of town we were quickly able to find our way around the city with some of us going out to BRAY head on the last afternoon to enjoy the sun and take in the scenery in County Wicklow. It was a really enjoyable week.

■ JONAS ROSENSTEINER, 7M

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On Friday, 27th of September, it was finally time again: the annual LISA Walkathon! The start signal was given and 190 LISA students and 150 guests ran (or walked) off. The Walkathon isn't only a great way to get some exercise in, but also gives every class a chance to win a whole day off school, which motivated a lot of the students to really give their best. Moreover, the "Backprinzessin" donated two amazing cakes for the first two winning classes (like last year). The main idea of the event, however, is to raise money for a specific charity: one lap equals one donation of a certain amount of money.

The event took place right outside the "Festsaal" in the garden. Participants received a small card in the beginning which volunteers from the 7th grade used to give out stamps. The more laps a person ran, the more stamps they had on their card in

the end. The stamps of each class were then counted to decide which class had run the most laps. Not only did the enthusiasm and motivation (especially of students from the lower grades!) result in an active Friday afternoon – it also raised a lot of money for the "Schule für Alle" and Upper Austrian Cancer Research. In addition to running laps, participants could have something to eat or drink at the amazing buffet, which was made possible by parents of LISA students who baked cakes, made sandwiches, and provided the thirsty runners with drinks. This year, students received water bottles from the LINZAG that they could fill up with tap water after every round.

All in all, the Walkathon 2019 was a great success – as always – and € 1878 were donated to a good cause. (Plus, the food really was delicious!) The two classes with the most laps were the 2L and the 5M – congratulations!!!

A special thanks goes out to Julia and Christian Neuhausser, Sigrid Ruhs, Daniela Brunner, Peter Zehetner, as well as Professor Gauch for the organization, Professor Kraus for doing the parkour, Professor Atzmüller for contacting the OÖ Krebshilfe, Professor Browne for the music, the PE department for the first aid stall, Professor Savchenko for taking pictures, Professor Kim for the award ceremony at the end and the headmaster for the introduction and for allowing the event to happen. Thank you also to parents of the 1L and 1M for the amazing buffet and to the 190 students, numerous family members and friends and LISA teachers who participated. Thank you to the students of the 7L and 8L, too, for helping out. A special thanks also goes to Constantin Steinbrecher (8L) and Felix Wied (8M) for the moderation of the entire event.

■ KLARA HAAS, 7L



Plus Program

Starting from the beginning of this school year, Ms. Wimmer with the help from many other teachers has supported the use of a program new to the LISA (the Plus Program) in the lower grades (years 1-4).

What is the plus program about?

The Plus Program is designed to develop social skills and educate in order to prevent addiction. This program tries to help students stay away from addictions, such as drugs, alcohol and videogames. Throughout the years these topics are split up and dealt with at different times.

How is it done?

Students have 3 'Plus' days once every year, where well-qualified teachers help to encourage students to make their own decisions despite peer pressure and experimentation, as well as working with the class to improve social skills.

Who does it involve?

The people who are mostly involved will be students and teachers. Parents can be informed about certain topics during parent evenings and are also strongly advised to try and apply the learning at home. The class's homeroom teacher and other teachers can also get involved if they would like to.

Why start Plus?

Many teachers have studied and worked with a similar program and since a homeroom lesson (dealing with social skills) is only part of the 1st grade timetable, the teachers think it is important to use 3 days a year on a serious and effective program such as this.

■ NATALIE PAPP, 6L



ASK MR. KIM

Perhaps you have seen the box of questions for Mr Kim. This edition answers one selected question. Others will be answered in the spring edition of LISA4U.

What came first, the chicken or the egg?

The egg. It was produced by a bird that was not a chicken. Chickens, just like all other living things, evolve over time. This means that the ancestor of a chicken was some extinct bird, which was not a chicken. This ancestor of the chicken produced an egg which contained the very first chicken. The same concept applies to other living things as well. What came first, the apple seed or the apple tree? There is an evolutionary development and from a certain point onwards, you call the bird that came out of the egg a chicken.

Now, you probably are not happy with the answer. You will now ask "where did this ancestor come from? Did it not also come out of an egg?"

Sure. But this was not a chicken. You did not ask for this. You wanted to know what came first, the chicken or the egg. And from some point onward we call the bird that came out of the egg a chicken. So you have to be careful what you ask for.

Still not happy? Then how about this one: The ancestor of the chicken did not produce eggs but over many generations developed this ability. So the ability to produce eggs that can be layed is something that took time. The egg and the chicken evolved at the same time, in parallel.

Why are you worried about the chicken and egg thing? Why are you not worried about where we humans came from? If cells can only come from other cells, what was the first cell? How did the first cell come into being? And if we humans are made of cells, where did these cells originally come from? Science is fun. And maybe might appear a bit crazy at times.

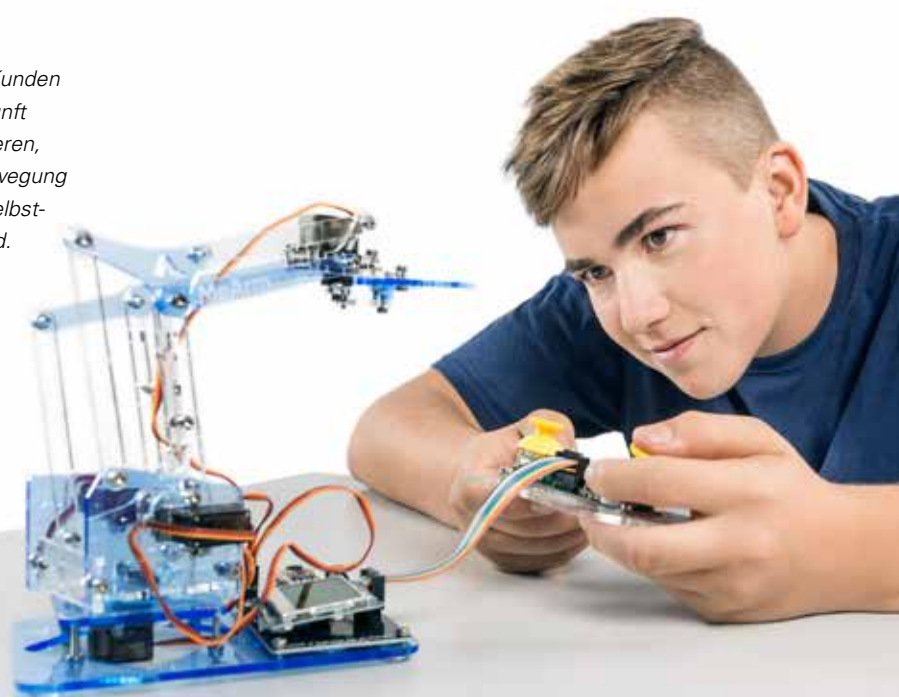
■ ISABELLA L., 7L



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AUHOF VOTES

A new website is now available to students of the Europagymnasium Auhof, but what is it good for, how does it work and what can we expect from it in the future?

Auhof Votes was created by student body president Felix Zehetner with the goal of bringing democracy to our school through, as the name implies, a voting system. You just have to register with your school

e-mail address and can then vote for upcoming projects and whether they should be implemented or not. You can also submit complaints, questions etc. that will be answered by Zehetner and his team. If you want to be able to voice your opinion on what happens in our school, then go visit "AuhofVotes.at" or download the App now and get on voting. Your voice matters!

■ ANNA SANDHOFER, 6L



For 27 years now, the LISA has been the bilingual branch of the Europagymnasium Auhof, offering not only the Austrian Matura, but also the International Baccalaureate (IB). But what do graduates of our school really think about it? To find out, I have interviewed recent LISA alumni.

LISA Alumni

In what ways did the IB help you after you graduated?

MAGDALENA ZEITLHOFER: Great English skills, being able to work under a lot of pressure due to higher workload than in a lot of other schools. I never was a top-scoring student in my time at the LISA, but after graduating I went to the US and I met a lot of people that went to school in other schools in Austria or Europe generally and that was the first time I fully appreciated the education we received at the LISA.

ELENE KUTSIA: It didn't help me in any particular way. The English skills are very helpful however.

CLAUDIA HORNE: It helped me a lot in writing and also language-wise and it strengthened my cultural awareness. It also helped me get into university.

HANNAH MAULE: I feel like I'm better prepared to deal with scientific texts which I have to read for university.

JEHNYLYNE CARREON: One thing I learned from my experience is time management. Yes, I was a person who was able to do her work on time. However, I didn't get to enjoy having free time because I was working too much, completely the opposite of my other friends. Nowadays, whenever I can, I try to sneak in some free time and meet up with my friends while managing to also study. Another thing is having a good studying plan. The IB helped me a lot to create a concrete plan of what, when and how to study. I could say that this is probably one of the most important aspects of being a university student, as you are probably going to be alone and no one tells you to study.

EUNIZA MARIE JAMITO: I think the IB helped me when it came to balancing the workload and it also helped me manage my time better. Since there are a lot of essays that need to be written, I think it has also given me plenty of practice and helped me become semi-decent in writing.

If you had to re-do the IB diploma program, what would you do differently?

ELENE: I would have taken subjects I actually enjoyed and not done the whole IB, too much time went into mindless learning by heart of things when I could have enjoyed my life outside of school. The

experiences and time spent outside of school with friends and family are more precious than any diploma that won't ever love you back. Also I would stress way less and not throw my time away for things that obviously don't matter.

MAGDALENA: I would not re-do any part of the IB specifically, but the combination of Matura and IB right now needs to be optimized.

CLAUDIA: Sometimes I think about things I could have done differently, like pay more attention in class or taken more notes etc., but I'm honestly glad that I didn't do that because it allowed me to maintain a good social life and make good memories. I don't have any regrets about how I did the IB.

HANNAH: Maybe put a little more effort into the Internal Assessments (IAs).

JEHNYLYNE: I would have changed the subjects I had. I chose two sciences as HLs, which was difficult. I do not think I would want to change anything else. The whole experience was a pain, but like they say, it's all about the journey and not the destination.

EUNIZA: I would focus on making sure the IAs are well-written and that I know the criteria for every subject.

If you had to describe the LISA in three words, what would they be?

ELENE: Opportunities, work, stress

MAGDALENA: Diverse, enriching, lively

CLAUDIA: Multi-cultural, welcoming, chaotic

HANNAH: Friendly, challenging, rewarding

JEHNYLYNE: little torturous haven

EUNIZA: Fun, difficult, community

What tips do you have for students who are just now starting the IB?

ELENE: If you know what you want to do and are set on your goals in life after school, then do that. However, live one week at the time and start your work early and FINISH early. You'll save yourself a lot of worrying and stress. Young people are impressionable, so if you feel like you need a break, take it, and don't keep pushing until you break. Respect yourself.



MAGDALENA: It's tough and frustrating, but worth it in the end.

CLAUDIA: Try to have a balance of social life and school. Also, make sure to use your time wisely and get the work done, so that afterwards you can just enjoy watching Netflix and hanging out with your friends without feeling guilty. Work hard, but rest well. Try to see the IB in a positive way and don't let negative thoughts control your mind. Don't waste your time by doing only one year of the IB or not studying hard for the exams at the end of the IB. But don't get too invested in the IB and make it a positive experience. Go to your teachers when you need help!

HANNAH: I know everyone will say that but ... start early with all assignments and don't wait until shortly before deadlines, it will make it way less stressful.

JEHNYLYNE: The first thing is to be organized. Also, choose good topics for your IAs. Make things as easy as possible for you and make sure to follow the IB guidelines. Be on your teachers' good side. Don't take them for granted. Show that you are putting an effort into what you are doing. Last but not least, try to make the most of your 2 years! Make sure to have fun, whenever you can!

EUNIZA: I think you should choose the subjects that you are really interested in and want to take and not because of your friends or whoever. Time management is important. However, I also think that you really have to relax once in a while because, if you are feeling really tired and down, it's better to relax first and make yourself feel better. Taking notes during the lessons will definitely help you in the long-run. Also, I think that you have to have a clear study plan. Doing past IB papers also helps a lot.

■ KLARA HAAS, 7L

How to: Study for a test...the day of the test



Haven't we all been there? Somehow actually forgetting a test (ahem or just procrastinating) so that suddenly it's the morning of the exam and you are completely unprepared. Well if you are a perfect student and cannot possibly imagine how that could happen, picture this...

Technically, you would have had an entire week to prepare. But on Monday you still had sooooo much time. So no, you didn't study then.

Hmmm, on Tuesday you could've started to skim through the pages and maybe highlight some important bits. But wait! That essay you are supposed to hand in needs to be done at some point too, so why not now (the test is only on Friday – no need to worry)? Due to this, no, you didn't study.

Okay Wednesday you were actually active and did sports or went running. And OMG your legs are so tired that no way in hell you could sit down and study now! You'll sit down tomorrow and really focus and really study ('cause now you're starting to worry). Anyway, nope, you didn't study on Wednesday. So, on Thursday after school you sit at home, have all your sheets spread in front

of you and feel terribly overwhelmed. To lighten your mood and start off the studying session feeling good, you decide to occupy yourself with memes for ONLY 15 minutes. Well, who could've possibly anticipated that suddenly the day was over and your mom wanted you to prepare the dinner table (or clear out the dishwasher), and all you have done was to migrate from the chair to your bed and stared into your phone. Whoopsies.

Well after dinner you're actually panicking but you know that if you're completely tired, you'll do even worse; so you decide to go to bed and wake up at 4 in the morning to look through at least some things. Unfortunately, at 4 in the morning you turn off your alarm clock and drift off back into your sweet slumber, deliberately ignoring the panic. Let me tell you something folks, if you're at this point, just accept your fate; relax, do your best and if the teacher asks how come you were suddenly so terrible at the exam, tell them your beloved goldfish died and that you're in a deep state of grieving and therefore couldn't concentrate (hahah...:-)

If, however, you deem yourself a fighter (or your grade is that bad that you can't af-

ford a dead goldfish mishap) here are some things you can do for last-minute studying.

- 1) Use your commuting time to remember the foundations or that one thing you always get wrong
- 2) In school when the frenzy of people makes you really really nervous, take two minutes to focus and get motivated
- 3) Study every free second!
 - a. In breaks
 - b. When going to the bathroom
 - c. During attendance
 - d. After convincing your teacher you have already neatly done the assigned task and now just want to study a bit

Oh, and here's a lil' tip: if you have a formula or expression you just can't seem to remember try to focus only on it a few seconds before you have to close all books and then write it on the test sheet (in pencil) as soon as you get it so that you don't have to nervously cling on to it. Mentally I mean.

Unless your secret superpower is photographic memory, I am fairly sure that if we look at the all the stress and effort that goes into not studying. I think we can say that perhaps, possibly it may be a bit less nerve racking if you actually study a few days before.

■ CAROLINE LASCHKOLNIG, 6L



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Random thoughts about

I bet most of you have seen those videos on YouTube, where the background music in certain movie scenes are swapped and it can change the mood of the scene from a rom-com to a horror movie.

If you think about it, in some way it's similar to life. We listen to music depending on our mood, but the music also sets our mood. So, if I'm having a bad day and only listen to sad music, then that music will only make me even more sad, ending up in a vicious circle of sadness. But on the other hand, listening to certain music in sad times can also cheer me up.

Music just constantly follows us through our daily life; no matter if you play an instrument, or if you like to sing or simply want to tune out the noise on the bus on your way to school. Music can influence and move us in more ways than one might think. And I'm



pretty sure that most of us have found ourselves sitting in a car or bus, looking out the window while listening to a dramatic song and ended up feeling like the protagonist of a cheesy movie in which we are driving to the airport to move countries and start a new life somewhere else. Ok this is maybe rather specific, but you get what I mean.

If you think of life as a movie, you cannot really change the plot of it, or the characters that appear, but what is 100% your choice is the soundtrack... so grab your headphones and make it a banger.

■ ANNA SANDHOFER, 6L

Film

THE JOKER

The Joker is a movie that talks about that backstory of how the notorious villain from the DC Comics Joker became the Joker.

The movie starts off with introducing Albert, a poor 30-year-old man with a mental illness, working as a clown in Gotham City. In the series of events, Albert gets fired from his job, the only thing that brings him joy, and so he kills 3 rich businessmen in a subway. This starts off a riot against the rich in Gotham City and many lower class people start considering Albert, who was wearing a clown mask when he killed the men, as an idol. In the meantime, Albert tries becoming a comedian and a famous TV Show host, whom Albert idolizes, finds him and starts calling him The Joker. This is how the name came to be. The story continues and there are more and more riots, and more people die. Gotham City becomes a mess and Albert feels worse but also better than ever. The movie escalates in the end and leaves the viewers with a cliffhanger.

In my opinion, the movie was very well directed, acted out and produced. It didn't have any special effects; yet, it was so well played, showing that even though it's simple, it still has a complexity to it. I also loved the



fact that the Joker's psyche was well explained and represented and that everything was not out of character at all. The Joker is a great movie and a must see!

I would give it 4.5/5*

■ MINA GLUSAC, 7L

Year 8 Column

I interviewed some of the year eight students concerning their school lives and the IB program and some of the answers I got were quite informative and will most definitely be beneficial for you, a future IB student. Here are some of the most frequently asked questions and the answers to them.

1. How do you manage your time?

"I try to make a type of timetable and set goals which I have to complete for each day or week," was one response and, "I try to finish most of my workload in free periods in school as I usually come home in the late afternoon. On the weekend, I'm more relaxed," was another. All in all, I think it's most important that you know how to "prioritize tasks" as said by one of my interviewees. They continue with saying, "I tend to do the hard assignments first, especially those that require a lot of time investment, before easier homework."

2. What is the most difficult thing you have to achieve this year?

"Personally, I find the IB exams the most difficult thing this year, as we will be having multiple exams in different subjects in a short period of time. However, I'm certain that the teachers will prepare us well". All of those whom I've interviewed had identical answers when it came to wanting to achieve good grades. I wish them the best of luck!

3. What are some good CAS ideas for Creativity and for engaging with the local community?

"I suggest looking at yourself and analysing what it is that you enjoy doing; it's a fact that we produce more if we like what we do." A very wise way to put it, wouldn't you agree? "When it comes to creativity, there's infinite directions you could go into!"

Engaging with the local community can be a tad difficult but, "in my opinion," states one of the students, "as long as you reach out to others and attempt to offer them a service or help, anything will be good to engage with your community."

4. How do you come up with research questions?

"I'd suggest you start with a general idea and the more you look and research into the topic, the easier it'll get to narrow the question down."

5. If you could give one piece of advice to future IB students, what would it be?

"Stay organized! Don't be too overwhelmed by the thought of exams or exam material as teachers prepare you well and you grow into it." "Manage your time well and split your summer with doing as much as you can. You could then take it easy in eighth grade as working during summer reduces stress during the school year." "Get your work done on time." "Focus on what's right in front of you—take it step by step."

Huge thank you to those who took part in my interview! I hope you found this somewhat helpful and all the best for the next few years!

■ MAISSAN ELHIFNAWY, 7L

THE TRASHMILL LOSERS



The 6LMN band "The Trashmill Losers" is able to captivate a large audience by playing hit-songs, telling funny jokes, but also by making mistakes. Below, members of the band answered questions concerning various aspects of being a member of this band.

First, can you tell us how the band name "The Trashmill Losers" came about?

Honestly, the way our name came about isn't all that interesting. At first, we referred to ourselves as "The Losers", but then one day Mr. Steiner, our band teacher made fun of Anna (as a joke of course) during class and wrote "Trashy!" on the board in the music room. We thought it would be funny to change our name to "The Trashy Losers". But Mr. Steiner suggested we should be called "The Trashmill Losers". We ended up sticking with that.

Kira Greifeneder 6M

What is your decision process, when it comes to choosing songs to perform?

It's less of a process and more of a mess, with everyone going through their Spotify playlist, shouting over each other and blasting different songs from our phone speakers. No, but seriously, it's not that easy because we all have different tastes and we try to please everyone, while still choosing songs that are not too hard to perform and that are somewhat well-known. We try our best.

Anna Sandhofer 6L

Everyone normally gets one song that is 'their song' and then we split up background singers on the go. We basically just try to include everyone's tastes.

Adora Sabau 6L

What is your favorite memory you have of band class?

My favorite memory in band class is the time we discussed our band name.

Isabella Preschern 6N

There was this one time in class when we were rehearsing for the performance and I can't exactly remember what we were singing, but everything just clicked. The song sounded so great, because everybody started singing along. It was so cute!

Adora Sabau 6L

My most memorable moment from band class was one of our first lessons last year. We were in class and we just started jamming songs and the feeling was indescribable!

Patricio Ulreich 6L

What inspires you to perform?

Oh well that's a hard question. There are a lot of musicians that I look up to and that I strive to be like. But in the end, I just want to do what I love which is performing, trying my best to entertain and in the best-case scenario inspiring other people.

Anna Sandhofer 6L

Well, when you perform, you feel so much energy from the audience and since we're a community in band it's a lot of fun to play together!

Lisa-Maria Brunner 6L

What was your most memorable moment from performing at the Lisa Summer Event?

The most memorable moment of the Summer Event was definitely when Max and Niki sang "Old Town Road". The energy was amazing and it was incredible to see the engagement of all the other students!

Kira Greifeneder 6M

What song did you enjoy performing the most?

My favorite song on our list was "This Love" by Marron 5. I sang the song with Kira and the harmonies turned out really well!

Isabella Preschern 6N

Definitely "Highway to hell"! Anna and I had an awesome time on stage and we just vibed to the song.

Adora Sabau 6L

What would you say to younger students who might consider taking band class in the future?

Just go for it! If you are interested in music and enjoy playing an instrument, you will love band! Singing and playing in a band with other people is a completely different experience to doing it alone in your room. If you want to be good, then you have to put in a lot of effort. So don't expect to just sit around and do nothing every week. But if you work hard, I promise it will pay off and you will have an amazing time and do great things.

Anna Sandhofer 6L

■ EMMA KAISER, 6L

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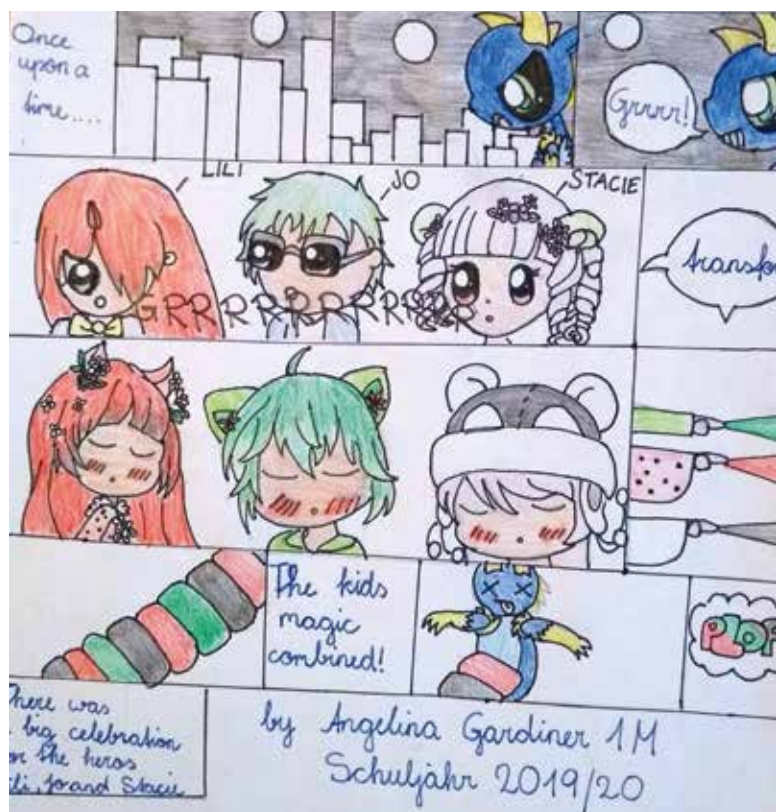
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Thank you

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.



„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.**