

LISA 4 U



LISA

Linz International  
School Auhof

**Summer 2022**



# 30 YEARS

## Commemoration of the 30 years of LISA

In commemoration of the 30th anniversary of LISA, its founder, Mr. Karl Mühlstein tells us the story of the beginning of the oldest publicly funded international school in Austria

Mr. Karl Mühlstein studied English and Geography at Vienna University. In 1975 he started to teach these subjects at the Europagymnasium Auhof (which did not exist under this name). In the course of his employment, he received the training as a student counsellor, which he finally was for twenty years. After a post-graduate study at the University of Klagenfurt he also taught at the pedagogical academy in Linz focusing on Cultural Studies and American Literature.

**What motivated you to found LISA?** The regional educational authorities asked the headmaster of our school, Mr. Klaus Hötzenecker, if we were ready and willing to establish an international school next to the University of Linz. There was an intensive discus-



**"In 1992 the LISA started and I became its coordinator, which I was until 2012. During that time, I accompanied the rise of LISA and its involvement with the IB Diploma."**

Austrian Matura. Generally speaking, teaching according to the Austrian curriculum by using English as the main teaching language meant tremen-

sion among the members of the staff. A final vote was in favour of the new development.

**What difficulties did you deal with when founding LISA, how did you overcome them and what was the outcome?**

To be honest, there is not enough space to describe the many problems and the solutions we eventually found. The major problem has always been space. Even after the new wing had been built on the third floor we did not have enough classrooms to be able to accept all applicants for our school. Another problem was to combine the curriculum of the IB with that for the





# RS LISA

dous work for all LISA teachers and needed a lot of commitment. The solution to all problems could only be found by working together with the aim to support the development of the school. That refers to all colleagues, the headmaster, the school authorities, the students, and above all, also the parents represented by the LISA Unterstützungsverein.

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**"In some way LISA is an example of how we could have a better world."**

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**What makes LISA unique?** LISA is a school that meets national and international criteria and its students come from different countries and maybe just from the neighbourhood of Linz. What brings everything together is the atmosphere of open-mindedness and friendship. In some way LISA is an example of how we could have a better world.

**Is LISA at the moment what you wanted it to be?** The Corona crisis made it difficult for me to stay in close contact with the school. So I am, maybe, not fully up-to-date. From what I hear and see, I am very proud of 'my' LISA. Just recently I have received the new LISA cookbook, a splendid example of the LISA spirit.

**How do you think LISA will be in 30 years?**

I cannot predict anything. I wish LISA continues to manage the problems that have to be faced and perhaps it will be an independent school someday.

**What advice would you give to the LISA students in order to succeed in school?** My advice for LISA students, especially in the IB years: Optimize your time management. Many students tend to start too late with whatever task they have and then time pressure starts, which should definitely be avoided. LISA has become more than a school; LISA is a family.

■ **MANUELA GÓMEZ  
PRECIADO (7N1)**



# Self-taught Languages

## as an opportunity for international students!

It is LISA's 30th birthday and one of the things that make our school so special is the fact that we have many people who speak different languages and come from different backgrounds. Over 30 different languages are spoken in LISA. Many times, international students are able to follow the German or English mother tongue lessons. However, that is not always the case, and when it isn't, international students take their mother tongue language (school supported self-taught) classes offered by our school.

Self-taught is a subject where students, whose mother tongue is not English nor German, study literature in their own mother tongue. And because the mother tongue subject is a legal requirement for Austrian schools, it is an opportunity for students,

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"It can be time consuming,  
but it feels rewarding when  
I get it done."

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who arrive without the greatest German or English skills to study at our school.

Have you ever wondered what a self-taught mother tongue subject is? Well I, as a self-taught student myself, am here to enlighten you.

As the name suggests, it is a course where students are encouraged to work individually and work with mother tongue tutors outside of the school. However, the syllabus is taught to students by the self-taught coordinator, and in our school that is Mrs. Calo. She furthermore helps us with finding suitable tutors outside of the school, with whom we can work online (if they live abroad) or in person (if the tutor lives in the same city). Mrs. Calo also ensures that our exams in years 1 to 7 are graded by the qualified mother tongue examiners.

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### WHAT STUDENTS HAVE TO SAY:

- **Bram and Sebastian (5L):** "It can be time consuming, but it feels rewarding when I get it done."
  - **Inas (6L):** "The self-taught programme is a great course in our school where international students get to improve essential skills, such as time management and discipline itself. Most importantly international students have the opportunity to keep on improving their mother tongue."
  - **Garry (6M):** "The self-taught programme in LISA is such an amazing course for international students, because it allows us to build our mother tongue, in a very organized layout and gives us an amount of freedom of choice."
  - **Anouchka (7N2):** "While self-taught is quite time consuming, I have the feeling that it teaches us to be more independent and gives us the opportunity to work at our own pace."
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★ Self-taught students in lower classes tend to work through their mother tongue textbooks of their own choice, while the IB Diploma course (last two years at LISA) follows the Language A syllabus. When preparing for the IB Diploma exams that we take in year 8 (grade 12), we also get a weekly lesson of literary analysis taught by Mr. Woolner, in English.

★ What makes it special is that it is a class where you explore the world of literature in your own mother tongue. You learn the skill of analysing literature and working individually.

You learn what message authors in the past wanted to portray and you learn how they did it. You get an insight into the past and how the authors at the time dealt with their reality.

I would like to conclude by saying that the course is an interesting experience for all the self-taught students and it is, once again, a great opportunity for international students to study their mother tongue languages at our school.

■ **AMER MUJANOVIC (7N1)**

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- **Maeva (6L): "Self-taught is a way for you to keep your first language and not forget about it. However, it does take up a lot of your time and some students might not want to go back to their original country, but still they have to take self-taught."**
  - **Nathan (7N1): "A lot of work, but good since it helps us to contain our language skills and not lose them over time because we live abroad. Especially for people who are not exposed to their mother tongue language daily."**
  - **Manuela (7N1): "Too much work, but I like it, pur."**
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# Happy Birthday!

And because we are celebrating LISA's 30<sup>th</sup> birthday, we decided to wish LISA a Happy Birthday in different languages that are offered in Self-taught Languages:

**Chúc mừng  
sinh!**  
(Vietnamese)

**Срећан  
рођендан!**  
(Serbian)

**Boldog  
születésnapot!**  
(Hungarian)

**Doğum günün  
kutlu olsun!**  
(Turkish)

**Fijne  
verjaardag!**  
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verjaarsdag!**  
(Afrikaans)

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narodeniny!**  
(Slovak)

**La mulți ani!**  
(Romanian)

**생일 축하해!**  
(Korean)

**تولدت مبارک!**  
(Persian)



お誕生日おめでとう!  
(Japanese)

Feliz  
cumpleaños!  
(Spanish)

С днём  
рождения!  
(Russian)

عيد مولد  
عيد!  
(Arabic)

Gëzuar  
ditëlindjen!  
(Albanian)

Feliz  
Aniversário!  
(Portuguese)

З Днем  
Народження!  
(Ukrainian)

Buon  
compleanno!  
(Italian)

Joyeux  
anniversaire!  
(French)

Χαρούμενα  
γενέθλια!  
(Modern Greek)

Všechno nejlepší  
k narozeninám!  
(Czech)

Wszystkiego  
najlepszego!  
(Polish)

Sretan  
rođendan!  
(Croatian)



# A Crazy Second Home

## Memorable Moments and the IB Diploma

Now that summer is near and many 12th graders are leaving for university, a student from the 8L decided to write an article looking back at his many years spent at this school.

School, a crazy second home. The place where you spent your time as an adolescent learning, making friends, and having unforgettable experiences. School, an absurd patchwork family that can drive you nuts and can be the sole comfort on grey days. Eight years ago, I chose the LISA to be my crazy second home, my second family. Was it a good choice? Well, sort of, it is the same as with a family - you never know what you are getting yourself into.

Initially, I was inarticulate in English when I started attending LISA. Only able to speak three to four words of English, I was overwhelmed. It took a few weeks until we connected as classmates, and the first friendship groups formed. Over the years, the LISA persistently advocated an amicable atmosphere and open eyes and ears for students, their problems, and concerns. Of course, there were



a few disputes and discussions stemming from discrepancies - as a family usually has - yet they were all forgotten when we spent memorable times on class trips to South Africa, England, or the Eisenauer Alm for example. However, there were also dark times and frustrating days when I realized that school was-

n't all fun and that constantly spending time with friends can be strenuous.

Some people cling to the idea that high school is the best time of your life. It is NOT! As Frank in "Little Miss Sunshine" (which we watched in English class) wisely articulated:

*"Ah, think of the suffering you're gonna miss. I mean, high school? High school- those are your prime suffering years. You don't get better suffering than that."*

To put this into the context of the IB Diploma programme (IB DP), one question that yet prevails is: Is it worth pursuing the IB Diploma? Drawing upon past experiences and recalling conversations with classmates and students from other IB DP schools, graduating in May 2022: Yes and no! Undeniably, the IB DP taught me to live up to high expectations and cope with a heavy workload. It was interesting to teach myself how



to manage stress. I learned that the IB DP was for a specific type of student. The IB DP will encourage students to be hard-working and prioritize their work-efforts. Indeed, the IB DP, especially for students taking the Austrian Final Exams, takes a lot of effort. Analyze whether you are willing to work hard enough for both exams. The IB DP, although having its advantages, can be stressful including the Matura.

Be that as it may, this year is no small feat, it is perhaps one of the most momentous and life-altering achievements most of us can claim to this day. Sadly, there is a universal truth we all must face: EVERYTHING (gradually) comes to an end. As much as I have looked forward to this day, I have always despised endings, especially the last days of the summer holidays, the final scene of a great movie, and parting ways with a close friend. Therefore, I would

like to thank my "LISA family" for all the laughter and unforgettable moments we shared, enabling us to connect and grow together, and for the intellectually stimulating and personal conversations. I will miss you all!

■ **TESFAYE CHRISTOPHER MÜLLER (8M)**

## How to Survive Unterstufe

Take breaks in between studying. If you do it all at once, you won't remember anything, I promise.

Make friends who you can study with. Study-buddies are always good if you have no idea what you're doing at a certain point in a lesson.

Always do your homework on time. You don't want 21 hours worth of assignments piling up the day before they all need to be handed in, right?

By ANNAMARIA MANJI (4M)





# Year 3 Monologues

If you were to put the monologues that the year 3 students had four months to prepare, into three words, they would probably be something like: creative, stressful and fun.



fail, everything worked out fine in the end.

When talking to Ms. Stickel about it, you could hear the happiness that she felt about all the creative performances in which the actions ranged from drawing posters to picking up a sword. Each monologue was executed to its full potential and had small details that changed the way you saw the person on the stage. Watching performances like that drives you to do more yourself.

The titles of the monologues were unique and although they already suggested what might happen in them, they were mysterious and didn't have a clear meaning. For instance, there was a monologue called "The Winner" which was about someone losing a competition but feeling ok with it.

In case you ever do monologues, here are some tips that have helped a lot of students this year:

1. Read the monologue and think about the vibe this person is giving off.
2. Reflect the character in your actions.
3. Connect a line to an action, so if you are not sure what your line is,

you will still know the action and the line will come automatically. Memorize your monologue and write it on a separate piece of paper.

I hope this was a good insight into the year 3 monologues and these tips will come in handy someday.

■ ANGELINA GARDINER (3M)

In January, every year 3 students in LISA were provided with a monologue from Ms. Stickel. They were instructed to learn as much as two pages of text by heart and come up with actions for it, which reflected emotion or a part of the text. This was particularly challenging and clashed with studying for tests and doing homework. Nevertheless, the students worked proficiently. Even though some of the students broke down in a lesson because they felt like they were going to



# Experiencing Wagrain

**Our project week in Salzburg!**

On Monday we, the 4M, went hiking around Wagrain. We got lost, but it was really exciting anyhow. Afterwards, we ate dinner and enjoyed our free time.

On the second day we went swimming at the Therme, later on we went to the Hochseilgarten.

The following day we visited the Salzwelten. There, we crossed the border to Bavaria, Germany and learned about the history of the Salzwelten, salt import and export throughout

the years, and much more.

We got up extremely early to catch the bus to the Eisriesenwelt the next morning. There, we saw some of the biggest ice walls and glaciers I had ever seen, which was incredibly interesting, considering how these have been growing for eras. Later in the day, we hiked all the way up a small hill to the Burg Hohenwerfen where a tour guide showed us a bunch of interesting rooms and taught us about the history of the fortress. On the last day we went rafting.

It turned out that we were the first group to go rafting this season! It was a very fun experience although it was exhausting and we were splashed with ice cold water for a picture!

All in all, I enjoyed this trip. After years of not going on a class trip together, I felt happy to see our class come together as one.

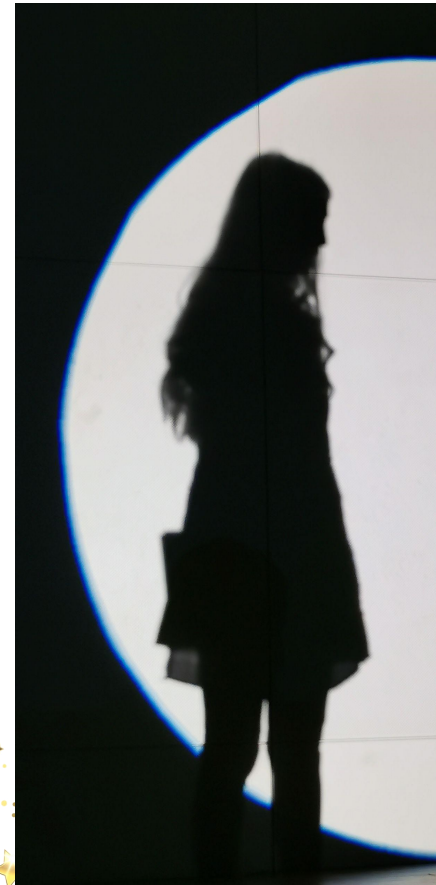
■ **ANNAMARIA MANJI (4M)**





# Killing Monsters!

Luckily, our school was able to perform plays provided by our school's theatre department this spring. A year 6 student shares her experience about their performance.



In the last week of April, the 6L and 6M classes performed their long awaited rendition of "She kills Monsters: A Young Adventurer's Edition" which had been in the works since early October. The play, which revolves around adolescent Agnes Evans depicts her struggle in coping with the untimely death of her sister, Tilly Evans. The play lasts about 90 minutes and features several captivating dialogues and fight scenes. COVID-19 had a significant impact on the production of this play, various regulations making it impossible for classes to put on performances for their colleagues. Therefore, with the easing of regulations, Mrs. Stickl decided to go all out for the first performance for year 6 in a while. It was a true team effort, coming not just from the 6L/M classes but also from volunteers from years 4 and 5, who produced props such as the heads that were worn by the monsters, as well as from Ms. Jay and Ms. Kempf who helped with the technical side of the performance. The students invested hours of work into learning their lines and perfecting the choreography to make the fight scenes as enticing as possible.

■ INAS OUADIAY (6L)





# How the 4M succeeds in High School

The LISA's drama department provides plays from multiple classes every year.

Back in March our class, the 4M, performed a drama play called "How to succeed in High School without really trying" in front of parents and LISA classes. We started rehearsing in September 2021 with our teachers, Mrs. Stickel and Mrs. Jacyszyn. It was hard at first, since we had not done this in 3 years. Eventually it became easier each time we practised. There were so many props and costumes lying around backstage and people were constantly talking, so it was impossible to hear anyone from the stage to get a cue when it was going to be your turn. Although it was a bit chaotic throughout the process, we did pretty well on both performances, considering that everyone was anxious and some even on the edge of having a nervous breakdown. It was a fun experience to share with our class and our teachers.

■ ANNAMARIA MANJI (4M)







# The Way of the Winds

By ANGELINA GARDINER (3M)

A lone pavilion stretched before a white block of a building. The air was moist and warm and there was a feeling of anticipation that lingered in the dull, plain landscape. The place was lifeless except for a figure, sitting cross-legged in the pavilion, moving a pencil feverishly across an expanse of parchment that was laid across a desk.

Soon, this place would be full of meaningless chattering. Soon, the dirty floor would barely be seen because of the people that streamed out of the tram and towards the school.

The silence, which had settled over the block houses, was broken by the trundling of an incoming tram.

The figure lifted her pencil from the paper and looked up. She had anticipated this and

did not like it. If she could have just had one more second.

Begrudgingly, the girl got up and began to pack up her things, rolling up the sheet of white parchment and zipping closed her pencil case, which she stuffed into her already bulging black school bag,

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Over here  
Journey!  
Over here!

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before setting off in the direction of the school building. She had just reached the doors, when a shout made her stop in mid stride. Slowly she turned, revealing her face. It was smooth and free of scars with freckles and bright hazel eyes like an elf's. The hair that surrounded it was pitch black, sleek and shiny, hanging

loosely over her shoulders. The tips were dyed in a purple tone. She looked bored and tired, black rings having formed around her formidable eyes. The shout had awoken something in her though. Something peculiar. Was it excitement? The person who had shouted came into view. Bouncing up and down in front of the loud bustling crowd. Though small for her age, she was full of energy and was cheerfully calling out, "Over here, Journey! Over here!"

Journey shook her head, all excitement gone and streaked through the door like an animal fleeing a predator. The smaller of the two bounded after her, wrenching open the door and zooming past the main staircase and through the aula, her light brown hair flying through the wind in response to her joyful movements.

But Journey was way ahead of her. For weeks she had cooked up a plan to



evade her energy - could you call it friend? Through shortcut after shortcut, she ran till she finally came to rest behind a glass screen that spelled the word "TABE". Journey flung down her backpack and pulled out her rolled up pencil sketch of the sky. It was crude and undetailed, but at least it was better than the last drawing she had done for art. She still had one day before the deadline. With a feverish movement she searched through her bag for the paint she had stuffed in there before leaving home that morning and rolled the parchment out on the musty gray floor that reflected her feelings. A

tube of blue paint caught her eye and she frowned, thinking about how to mix the colours. A green maybe? Or perhaps a violet? Wait, no - this was a sky. It needed a bright blue mixed with yellow and pink. Journey squirted out a slight amount of paint onto a colour pallet and dabbed a brush into it. Slowly and carefully she applied paint to the paper, eying the effect curiously. It didn't take long before she realized that she had forgotten all about how mixing colours made new colours. It was already too late. Her hands were spattered with colours ranging from violet to green. Apart from the greenish tinges in the sky, Journey marvelled at the fact

at how well the painting had turned out.

She spared a glance at her now colourful wristwatch and shrieked. She had exactly three minutes to get to her first lesson. Dumping all her things into her bag, she set off at a fast pace, making sure no passing teacher had a reason for telling her off.

With a pant she swung open the classroom door and dived into her seat just as their teacher walked in. Her seating partner Josh stared at her in disbelief, a smile twitching at his lips.

Proud and mocking he sat with his dark Asian-European hazelnut brown eyes and long black hair that fell all the way to his waist. Usually Journey

would help him in the morning, tying up his hair and snapping at him for not doing it himself.

Now he sat there, mouthing wordlessly, watching her extract her math books from her backpack and laying them on the table.

The class was still full of the chatter of students, enjoying the last few moments before they had to bury their faces into endless texts and formulas.

"You there! Journey Kate!"

It was the "big break". Kids were scurrying in and out of class, wiping the chalk off of the green chalkboard, throwing stuff out of the window and chasing each other for no other reason than boredom.



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"Follow me", the girl said and walked off.

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Journey looked up wearily at the sound of her name. Her head had been resting on her copy of "Sprachgewandt 3". Little, ripped pieces of paper that Josh had been flicking at her while she had been sleeping, tumbled out her hair.

The source of the sound was an older student standing at the door frame. Her hair fell in sheets of curly blonde hair, with her prominent nose holding up a pair of red rimmed glasses to which she had chosen to wear a jumper and checkered skirt topped off with a leather jacket. The overall effect was quite nice. She nodded importantly and gestured for Journey to come over to her.

She got up, swaying slightly. Josh squeezed her shoulder with an encouraging smile and stood up too. He guided her through the mass of students, till they reached the girl.

She was very tall and once you got closer, you noticed that she was muscular. Josh tensed and took a step back.

"Follow me", the girl said and walked off.

Journey followed. She didn't know what made her do it. Her feet had moved without her doing.

She and Josh struck up a conversation about the picture she had drawn in the morning. Playfully hitting him on the shoulder for commenting on her bad art skills, she looked around.

They were in the aula. The high domed ceiling was held up by two high pillars. But the girl didn't stop. She walked straight to a door which was the gateway to Journey's favourite place in the universe. Rows and rows of shelves stacked with hundreds of books. Cozy armchairs and reading corners making up the aesthetic. It was the library.

Without thinking, she and Josh rushed forward to each of their favourite book sections. Journey to the adventure and fantasy books section and Josh to science fiction.

The girl who had led them there coughed. The two friends spun around. Embarrassed,

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they stood in silence, squeezing the books they had taken off the shelves in their hands.

The girl mustered them before making a short speech, "Call me Ileen. Ileen Pranz to be precise. I just wanted to show you a book that might help you with your art problems." She blushed and looked away.

Journey nodded thoughtfully and waved her hand loosely in the air, giving Ileen permission to continue talking.

"This way", Ileen mumbled, pointing.

A row further on, in front of a stack of battered leather bound books, Ileen stopped and extracted the most ancient book Journey had ever seen. It was so old, the pages were tinged yellow and the cover was starting to fall off.

Journey gaped. So did Josh. Absent-mindedly their hands drifted together. Journey stopped, as the very tips of her fingers brushed her best friend's smooth palm. She suddenly felt her face grow hot and watched Ileen look for a page in the book, which she held out invitingly.

Bending forward, Journey deciphered the black, bold, neatly printed letters that spelled out the following words:

***One Hundred Ways to Stop Slacking at Art***

***Step One: Express how you feel***

***Step Two: Mix colours to create an aesthetic***

***Step Three: Practice***

Journey didn't read on. This was obviously a prank. Yet... "It helped me", Ileen mumbled abashedly, pushing her glasses further up her nose, magnifying those mysterious eyes to form a creepy effect.

To her own surprise, Journey believed her and while she was lumbering back to class, she thought of reasons why someone would go to such peculiar lengths to help her. Ileen sure was a funny one.

And then there was Josh and the way she had instinctively reached for his hand. It was

weird. A new peculiar feeling she wasn't quite sure how to feel about.

Journey shook her head. This wasn't her. She did things her way and this certainly wasn't it.

Like every Monday afternoon, Journey pounced up to the third floor and rushed to the balcony, a small square landing which overlooked the school grounds with its many trees and people.

To most, this was just another part of the school, but to Josh and Journey it had become something like a second home - a hideout. The place where they chatted about the goings on at school while scribbling down sentences for homework.

"It's all about feeling,"

Josh said seriously, trying

to advise Journey on how to improve her drawing of the sky, "You have to understand what the ways of the wind are to you. Like *Step one: Express how you feel*. Well, that's what you should do."

What were the ways of the wind to her? Ever changing. With streaks of a light violet the sky looked great. And then how to express herself. What was she feeling? Tired? Bored?

Her hand twitched and she thought of that short moment in the library. Smooth streaks of violet...

"What are you doing?"

Journey jumped. It was the same light brown haired girl that chased her every morning. "Thinking about Josh?", she mused, leaning in close to her ear so only she could hear.

Journey scowled, but what that girl had said made her feel more comfortable. She reached for her brush.

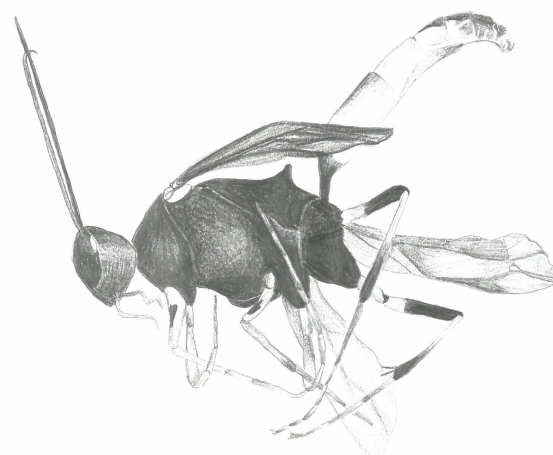
Finally she knew how to finish the picture - how to make it beautiful.

■ ANGELINA GARDINER (3M)



## Interview with Mr. Kim The Beginnings of the IB Diploma Programme at LISA

To celebrate the LISA's 30th year anniversary, a student from the 6M decided to interview Mr. Kim, the IB Diploma Programme coordinator of our school, about the beginnings of the IB Diploma Programme.



Emilie Holzmann

**What is the IB Diploma Programme (IB DP)?** It is a two year programme for grades 11 and 12, allowing for students to obtain a university qualification. Currently, seventeen schools in Austria offer the IB Diploma Programme. It is also highly recognized by many universities.

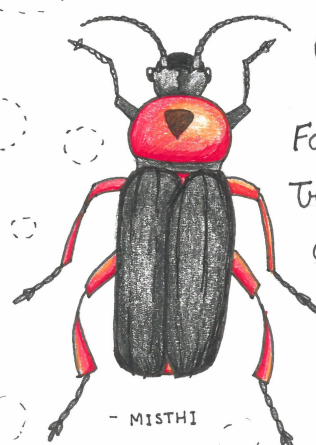
**When and how did the school manage to start the IB Diploma Programme?** We have been an IB World School since 1997. Some years earlier, the school had applied to the IB organization and in 1997 the school was authorized to offer the IB Diploma Programme. Later, in the year 2000, we had our first IB Diploma graduates.

**What were some of the difficulties you or the school faced with the start of this curriculum?** At the beginning, there were lively debates and discussions among teachers, whether it was a good idea to offer the IB DP. There was a vote and the majority of the teachers voted in favour of introducing the IB Diploma. This was before my time at

the school. It was not only a change in teaching but also construction had to be done to adapt the school physically to the IB Diploma Programme. For example, for us to offer Theatre Arts, we had to construct a separate room so the plays could actually be performed there.

**Have you already taught in an IB school before and what has changed in the IB Diploma Programme till now?** No, but I have studied and graduated from an IB school, so I myself have the IB Diploma. There are many things that have changed since I graduated but there are also many things that have stayed the same. The one thing that has stayed the same, is that when you

want to do the IB Diploma you have to complete the six subjects. TOK and CAS are still required, you also have to write the Extended Essay. There are certain core ideas that have stayed the same but there are other ideas that have developed. For example, the curriculum and the



- MISTHI

CANTHARIS

Family: Cantharidae

Tribe: Cantharini

Order: Coleoptera

It is also

known as the

"SPANISH FLY"



syllabus are more standardized and everything is documented better from the side of the IB. In addition, the Internal Assessments are more rigorous than they were 30 years ago.

**Why did the school start offering the IB Diploma, even though the Austrian school's examination (Matura) was still being offered?**

The IB Diploma is a good additional qualification for the students doing the Matura exam, and it ensures that the academic standards remain high. That does not mean the Matura does not provide this, however it is an additional driving force to make sure that the students' English and language learning stay high at this academic level. In the IB Diploma we work with authentic English textbooks. For international students, the IB Diploma is the formal possibility to go

to university, as Austrian universities also recognize the IB Diploma. Furthermore, the IB Diploma has a certain teaching style. It is not only about the learning of facts, but it also has a very strong reflective component in the curriculum.

**Did the IB programme influence the school's way of teaching and learning?** Yes, in many ways but there is one aspect, which I consider most important, and that is the school culture. The IB Diploma has a very positive effect on the teacher-student relationship. The teachers and students work together on a project which leads to a successful graduation in the IB Diploma. The students' success is also the teachers' success.

**What makes LISA stand out so much compared to other schools?** There are many schools in Austria, all of them have a general education. What we have seen in the previous years is when students choose a school they want to not only get a graduation diploma or something that they can go to university with, but students



want to receive something in addition to that. Therefore, many schools specialise in certain areas. Even though they all are general education schools, they place their focus on certain areas of education, such as IT, media, music, sports, etc. There are also many schools in Austria offering job training. The question is, as a general education school how can you specialize? What the LISA decided to do was not specialize so much by offering certain subjects, but we offer the general education curriculum in English, the IB Diploma and a large selection of subjects which allows our students to follow their own interest. LISA also has a very strong German as a Foreign Language department for the international students.

■ HITIN ANGURAL (6M)





# Look at the IB Through our Eyes

Greetings and Salutations beloved readers! Have you ever wondered about the wonderful world of IB? Perhaps you thought about how students experience it?

Well, some of my friends and I, decided to start a podcast with the goal of answering all those mysteries and questions. LOIBS is an acronym for Life of an IB Student, which is basically a place for us, 6 self-proclaimed podcasters, to talk about aspects of the IB and their lives (we discuss how the IB influenced our lives and about our lives in general). We try to share our experiences in a funny but still informative way. It is a place where we hope listeners would be informed, relaxed and entertained. It is our creative outlet that we felt we wanted to share with the world. As if talking about IB and our lives was not enough, we decided to also put effort into our instagram page by making it pretty and making a cover photo for each episode recorded. Very eye-pleasing if you ask me <3.

If you would like to listen to the podcast you are welcome to scan the QR code or find us on instagram under the username

**@life.of.an\_ib\_student.loibs.**

It would also be fun if you left comments or messaged us privately about the topics that you would like us to discuss on upcoming episodes. Furthermore,

any feedback you have, since we want to engage with our audience.

LOIBS team <3

■ **AMER MUJANOVIC (7N1)**





# IB Biology

## A love letter from students to students

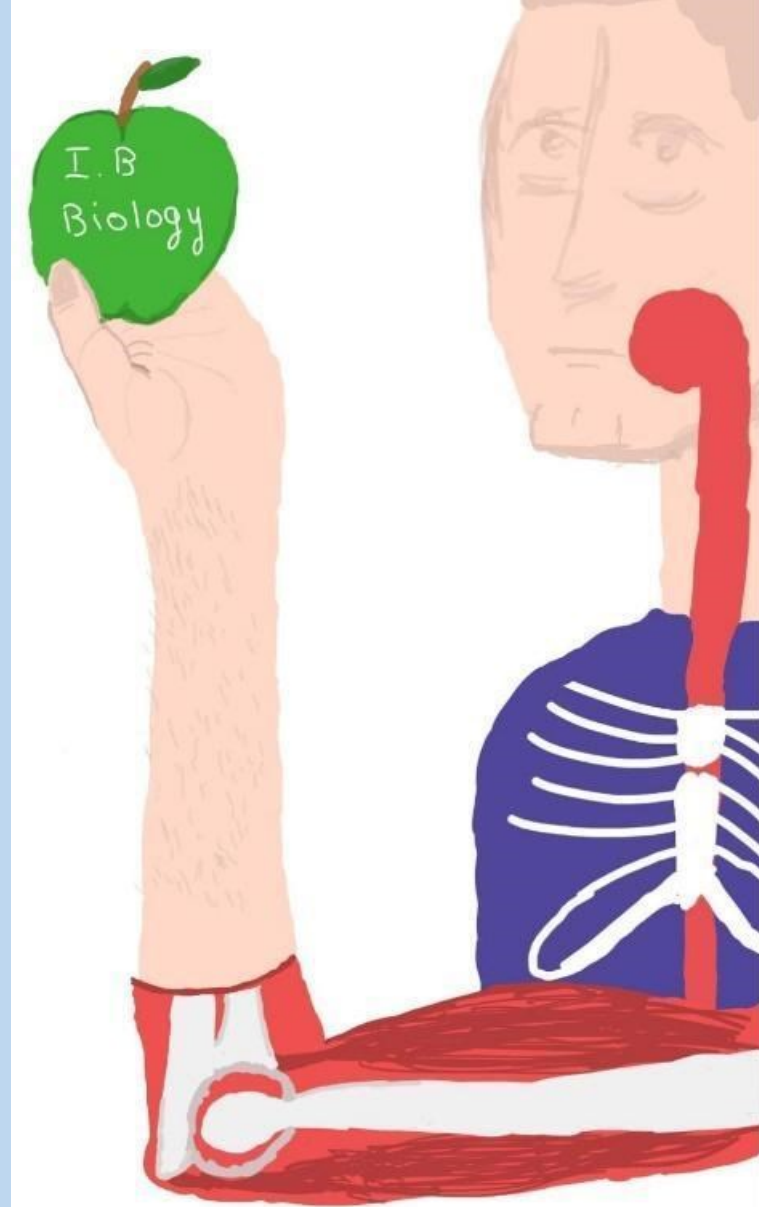
Biology is “the study of living organisms, divided into many specialised fields that cover their morphology, physiology, anatomy, behaviour, origin, and distribution.” If you ask us, that seems pretty BORING! (however, our school made this subject very interesting)!

Imagine yourself as a bolus of food, travelling through the oesophagus as you make your way into the acidic environment of the stomach. This is the world of Physiology. That doesn't peak your interest? Then shrink down, and take the form of a muscle protein as you struggle to bond with your fellow proteins to hold the wall, that is your skin, together.

We have marvellous teachers who transfer their passion for biology onto their students, and this is what one of them, Mr. Kim, had to say:

"My mobile phone is alive! It uses energy. Living things also need energy. My mobile phone vibrates when someone calls me. Living things also move. My phone responds when I press a button. Living things also respond to changes in their surroundings. There are chemical reactions going on in the battery. Just like there are chemical reactions in cells. My mobile phone even has a tiny eye, a camera, which watches me. With it is even able to recognize my face. I can also talk to it and it answers me. My mobile phone is very intelligent. This is why I like it so much. It is so... human."

In Biology class, the beauty of life is brought to light with extravagant colouring sheets and



peaceful time spent creating your very own love letter, that communicates your passion for the art of biology to all your fellow biology students, being the nice notebook. For those of you who enjoy lab work, Biology has a wide variety of experiments such as dissection, microscopy, an investigation into osmosis, and much more. As you have probably realised, we are very passionate about biology because we learn so many interesting things that aid us in understanding ourselves and the environment around us.

Overall, in IB Biology you will deal with exciting experiments and interesting topics (Cell Biology, genetics, molecular biology, ecology, evolution and biodiversity, human physiology, neurobiology, etc.). It is a beautiful journey and we truly hope that we managed to communicate our deep passion and love for biology to all you future biology students that might be reading this article.

■ AMER MUJANOVIC, NIKITA TODT (7N1)



# Life in Ukraine and Austria

## A Story about a National Identity

This weekend, I had the chance to interview Mia, a Ukrainian student in year 7, who moved to Austria following the events in her home-country. In this interview we uncover her national identity and how it has shaped Mia since her move to Austria.

**Tell me a little bit about yourself and how you define yourself as a Ukrainian girl.** I have just turned 16 and my whole life I have lived in Ukraine. Now, I had to move due to a war that Russia started on the 24<sup>th</sup> of February. I woke up from explosions, because a military airport in my city was being bombed by Russian military. Now I am staying in Linz with my Austrian family, whom I have visited for years. However, I do not forget about my home, my beloved Ukraine. To be honest, life has never been the same after the 24<sup>th</sup> of February and even though I moved, I will never forget my roots. I speak Ukrainian every day with my mum, read Ukrainian literature and learn our history. I am really proud to be Ukrainian and I like exploring more and more about my home every day.

**How is your new life in Austria? Is there anything in particular that you miss about Ukraine?** Keeping up with my “new” life was different at first. However, I was more privileged than other refugees. I have been visiting this city since I was 3, so things were not that new for me. I was planning to move after I graduated but life had other plans. Now I am going to school here, looking for friends and trying to enjoy my teen years, which are meant to be the most fun. The thing that I miss the most from Ukraine is my routine. My school, classmates, going to study in my favorite bakery and eating the same noodles every Saturday with my best friend. I also miss my friends extremely, who are now all over the world, but I believe that we will get to spend more time together.

**What particularly do you miss about Ukraine in general?** I miss the people. The last few years I have spent trying to surround myself with my people, who share the same interests, motivate me and who are extremely fun to be around. Even my tutors with whom I studied math (which has never been my favorite subject) were so nice and I looked forward to our lessons. My family is still in Ukraine and I miss debating about politics with them and eating my grandmother’s food. But I believe that I will get to meet them soon.

**What has brought you the most joy about life here in Austria?** The most intriguing part was the new people. I believe that I am open and friendly and it’s easy for me to get to know new people. I met so many interesting new people in the LISA and that makes me so happy.



**How did the turn of events and move to Austria re-define your Ukrainian identity?**

Someone might think that I slowly started to forget about my home, but actually the opposite thing happened to me. A week after the whole situation started I could actually think normally and I wanted to learn, watch, read stuff to learn more about who I am. Ukrainian culture and history is so colorful and gripping and definitely worth your time. The way Ukrainians have been fighting for freedom for decades is just mind blowing.

**Is there anything in particular you would like us at the LISA to know about Ukraine and how you as a Ukrainian citizen feel?** I do feel like we should talk about it more. Spread awareness, dedicate some time to talk about what is happening. Students should know ways in which they could help Ukrainians. Sometimes I post important stuff on my social media and even if one person liked the post or signed the petition it was worth posting.

■ **MARA DIRLEA (7L)**

## Our Arts Teacher Mr. Savchenko

**What subjects do you teach?** I teach technology and design (TW) and Visual Arts (BE) for classes 1 to 8, and also for the IB Diploma.

**How long have you been teaching at the LISA?** I have been in the school six years. I also worked as an assistant for the LISA drama department for a few years. I helped realize stage costumes and stage sets for different drama productions.

**Has your role as a teacher changed since the starting of the war?** My teaching did not change a lot. But I was involved with translation work and introducing Ukrainian parents and students to the school.

**What did you do before working as a teacher?** For about 15 years I worked as a freelance artist and was doing artistic projects with young people in Ukraine, Italy and Austria. Some projects were realized together with my wife, who is an opera singer. Since the start of the war in Ukraine in 2014, my wife and I are involved in different artistic projects, which support Ukraine by collecting money for different charities.

**What can students do to help Ukraine?** The most important thing students could do is, one, learn how to distinguish truths from lies in the media and on tv. Russia is investing a huge amount of money in propaganda that is spread all around the world. Secondly, it is important for students to take responsibility for their future. We are constantly discussing questions that are important for every member of society. For example "Fridays for Future". We have the right to ask questions. Going to refugee centers and keeping them company, asking them if they need any help, food or clothes. Students who want to help can do this by going to Café Kyiv in the Landstrasse. They are providing clothing, information and help to people who need it. But I think that the most important thing is, that students are welcoming and helpful to the new students of Ukraine that now go to our school.

■ **ANNAMARIA MANJI (4M)**





# The Trimaran Simulation

This year's French 3LM students in the LISA language branch have been learning French in the form of a simulation, where the normal classroom is transposed into an authentic setting so language skills can be practiced in more realistic conditions.

The students created different identities. Meet: Mme Leblanc, an elderly woman, Jahames Takahashi, a young man adopted by a Japanese/French homosexual couple, Marie Miller, a schoolgirl, etc. These characters all live together in an array of flats called “Le Trimaran” in the French town of Brest.

Their free time is spent on the beach in Moulin

Blanc, where they become acquainted with each other during daily meet and greets. They also prepare for and enjoy special occasions:

- on the stairs, meeting for the first time
- at home, talking about pictures in the family album, showing a friend around the house
- at the Trimaran Christmas party
- at the Animal Contest



*If you choose “Lisa Languages”,  
you won’t regret it, and a new  
language will be yours.  
(Linda, 3M)*



*I'm already excited to visit Brest in real life and not just pretending to.*  
(Eleonore, 3M)

The focus of this teaching method is learning the French language through acting. Students should: feel that they have actually moved into the Trimaran building, can identify with the role they have chosen, and practice their language skills because they feel a certain need for words and structures. This is different from usual French learning because the language is first taught in chunks before grammar is learned.

In addition to learning the language, students get the chance to express their creativity and to learn how to interact successfully when preparing for and acting out their role plays. For certain topics and situations, the students provide authentic material themselves, e.g. when researching online for clothes or birthday presents or when preparing video clips about where they live.

Sometimes, the classroom turns into a workshop, where the students cooperate, share and come up with ideas. Students can develop their social skills and create a learning friendly environment.

(The pictures are screenshots from a clip where one of the character's presents their flat. *Ici, c'est le salon.. Il est confortable. Je regarde la télé ici.*)

■ **MS. KIESENHOFER**  
**ENGLISH AND FRENCH TEACHER**

*We are active, and I think you can learn better if you are active.*  
(Barni, 3L)



*If it were not for our fun exercises, I probably wouldn't know half of the things.* (Aimée, 3M)

*French is not only a language to learn, but also like living in a movie.* (Marie, 3L)





# Looking Back

Although many of us are excited for the summer holidays, we will sadly have to say goodbye to our lovely 8th graders. In honour of our almost-former students, a 4th grader decided to ask multiple 8th graders a few questions.

ANNAMARIA MANJI (4M)



**Lisa-Maria  
Brunner (8L)**

**How was your time at the LISA?** My time at the Lisa was full of wonderful experiences that

allowed me to expand my horizon by participating in competitions and by travelling abroad to discover a variety of cultures. Although finding a so-called work-life balance can be challenging when completing two diplomas, doing both the IB and the Matura has allowed me to identify my strengths and weaknesses.

**Where are you planning on going after graduation?** After graduating I plan to spend the summer with my friends. In Autumn, I will go abroad to study.

**Is there anything you will miss?** What I will miss the most about Lisa is the exceptionally engaged teachers and the sense of community - the Lisa spirit, so to speak.

**Do you regret anything?** What I regret the most in my school career is not learning early enough that you can rely on others - classmates as well as teachers - and that you can always ask them for advice when you need it.



**Emma Kaiser (8L)**

**How was your time at the LISA?** I've been going to the LISA for 8 years now and it

has been a rollercoaster ride. There were times when school was overwhelming, particularly while completing two diplomas simultaneously, but I have learned many things for future studies.

**Where are you planning on going after graduation?** After 18 years in Austria, I have decided to go abroad and attend a university in a small town in Virginia, USA. It is time for a new experience, and I am looking forward to it.

**Is there anything you will miss?** The LISA community and the friendships I have built.

**Do you regret anything?** I think it is not worth my time to think about things I may regret. I can look back at my experience at the LISA and probably point out multiple things that I could have done better, but in the end, being imperfect is what gets us all through life.





### **Tesfaye Müller (8M)**

**How was your time at the LISA?** I have attended the LISA for eight years, and it was stressful and enjoyable at the same time.

Undoubtedly, the past few years were more filled with school-

related work than free time.

**Where are you planning on going after graduation?** After graduation, I will stay in Linz until I have completed my civil service. Afterwards, I plan on going back to Vienna and enrolling at university.

**Is there anything you will miss?** Unquestionably, I will miss my classmates and the experiences during our time at school, as well as our teachers and our dear homeroom teacher Ms. Himmelbauer.

**Do you regret anything?** Yes, doing the IB Diploma while completing the Austrian Matura. For numerous reasons and drawing upon past experiences, I strongly advise students to think of what they are getting themselves into carefully when deciding whether they will do the IB DP including the Matura or not.



### **Isabella Preschern (8N)**

**How was your time at the LISA?** Academically challenging, but ultimately very rewarding.

**Where are you planning on going after graduation?** Oxford University.

**Is there anything you will miss?**

I will miss the small class sizes in my IB courses and the close friendships I have developed over the past years. I will also miss my teachers, who always supported me (special thanks to Mr. Greenway for helping

me with university admissions!!)

**Do you regret anything?** I regret not finishing my extended essay in the summer before 12th grade.

### **Elisa Sihorsch (8M)**

**How was your time at the LISA?** Absolutely challenging and exhausting, but I definitely grew as a person over the 8 years at LISA.

**Where are you planning on going after graduation?** Germany and New Zealand.

**Is there anything you will miss?** Yeah, the daily routine and all of the people I liked. ;)

**Do you regret anything?** Not really, I only considered changing to the language branch once, because I wanted to learn French. In the end, school turned out to be stressful enough, so no French was needed anymore.

### **Immanuel Leibovitz (8M)**

**How was your time at the LISA?** Sometimes enjoyable and sometimes extremely stressful.

**Where are you planning on going after graduation?** I've got my civil service to complete and after that I'll probably be off to university, but what exactly I'll study, is still uncertain.

**Is there anything you will miss?** Heated in-depth discussions in class, especially philosophical ones.

**Do you regret anything?** Deciding to sit all IB exams. I really could have done without one or the other.





### Anenechi Udeani (8L)



**How was your time at the LISA?** It was very eventful and stressful, especially the last two years but there were also a lot of fun and special moments which made it all worthwhile in the end.

**Where are you planning on going after graduation?** I'm taking a gap year and will volunteer for the European Solidarity Corps.

**Is there anything you will miss?** Probably my classmates, and of course, the LISA Spirit. ;)

**Do you regret anything?** Probably starting to study for the IB exams very late and not taking the exams too seriously.

apprenticeships abroad in the medical field, as I wish to pursue medicine after my gap year.

**Is there anything you will miss?** I will miss my classmates and many of the very close friends I have made throughout these past years. I think I will also miss some of the teachers, as I see myself as very lucky with what teachers we had and just the small talks and chats now and then :)

**Do you regret anything?** I regret worrying too much about things that, in retrospect, really did not matter. I used to be too focused on doing everything, but now I've realised that balance is key to academic success, while still remaining mentally sane and happy and I think, especially recently while doing the final exams, I have become quite good at that.

### Maeve Bates (8L)



**How was your time at the LISA?** Unexpectedly, I learned a lot, not only on an academic level, but on a personal and social level as well, especially living through the pandemic and being forced to organise myself while doing the IB. Self-management and time management skills were acquired

for sure!

**Where are you planning on going after graduation?** I plan on training to become a paramedic and volunteering for a few months and then proceeding with some

### Caroline Laschkolnig (8L)



**How was your time at the LISA?** Challenging, valuable, and personality-defining.

**Where are you planning on going after graduation?** To Rotterdam in the Netherlands.

**Is there anything you will miss?** I will miss all of my friends, the little community we built.

**Do you regret anything?** I regret having missed so many of my teenage years because of Covid-19.





### Adora Sabau (8L)

#### How was your time at the LISA?

It was definitely enjoyable but undoubtedly difficult. I've had the opportunity of meeting some incredible people such as my best friends and some extraordinary teachers. I felt like even though school was sometimes very overwhelming, they were always here to support me. I'm also thankful for the opportunity to have learned so many different things at this school. Having just finished my exams I'm looking back at all the things I now know, and I definitely feel proud of what I've accomplished. In all, I appreciated the time I got to spend at this school.

**Where are you planning on going after graduation?** I don't know quite yet, I'm just waiting to see where life takes me. I'd like to possibly do a gap year and then study at university.

**Is there anything you will miss?** I think having a certain structure to life is something that I will miss. I think it's kind of comforting to



know that every time you finish a year of school you'll be back again in September. It's weird to think that that won't be the case this time. Honestly, it still doesn't seem real to me that I've graduated, so I will definitely miss school. But more than that, I will miss my friends, classmates and teachers who I've gotten to know over the past 8 years.

**Do you regret anything?** The thing I regret the most is the fact that I didn't start studying earlier. I must say, I underestimated how much work it would be to do two diplomas, and I wish I had managed my time better. Especially when it comes to the IB, I think studying in advance for the exams can make so much of a difference. At the same time, I also regret not taking more time to appreciate my last year of school. I felt I was so caught up in studying and before I knew it, I was done. If I could turn back time, I would definitely spend more time just appreciating the last few moments with my friends.

## Farewell Note from Chief Editors

For the past two years we have had the honor of being in charge of planning and executing the LISA 4U Magazine. Now that we are graduating from this school, it is time to move on and hand the head editor positions to new student coordinators.

Working collectively with students and teachers in creating the magazine has been a truly rewarding experience that we will cherish for many years to come. Being in charge of this magazine has certainly been a tumultuous journey, with many ups and downs, but it is

safe to say that we learned a lot about what running a magazine entails.

We are exceptionally grateful to all students, who have helped put this magazine together, by contributing their creativity, time and efforts. And we are entirely confident that our successors, Milana and Veronika from the 6L, will do an outstanding job in taking charge of the magazine.

The magazine is always looking for newcomers who are eager to write articles, share their ideas or create art. Don't hesitate to reach out and become a member of the LISA



**Our first LISA4U Edition (October 2020).**

4U team! Thank you in all sincerity,

■ ANNA SANDHOFER,  
EMMA KAISER (8L)



# Digital Education @ LISA

LISA goes digital. The purchase of 30 new tablet PCs will greatly enhance the learning experience of our students.

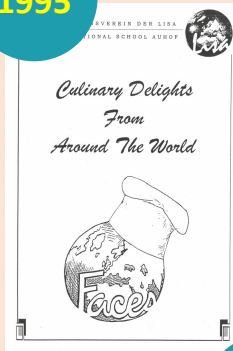


Recently, the school purchased a brand new set of tablet PCs (Surface Go 3) with the aim of enhancing the learning experience of pupils here at the LISA. Each tablet has been configured with software used frequently in school including: MS Office (German and English), Audio, Video and Photo editing software, Scratch, Geogebra and more. The tablets all run on Windows 10 and allow full use of the Office 365 suite including Email, Teams and Onedrive. We feel that pupils will benefit greatly from these new tablets which add to our growing suite of IT device sets. The new tablet wagon will be based on the third floor close to the majority of LISA classrooms and is primarily for use of the LISA branch. It has already been booked for LISA lessons in a number of subjects starting from the 21<sup>st</sup> March. Many thanks to the LISA Support Association for financing the devices and to Mr. Peter Reisinger for his work preparing the devices for use.

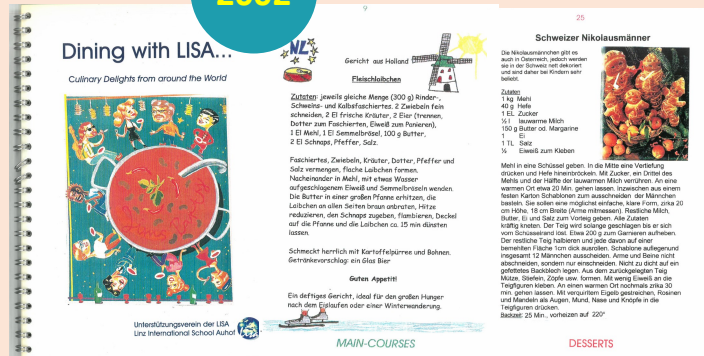
■ **MR. FOULKES-JONES**  
**IT TEACHER**



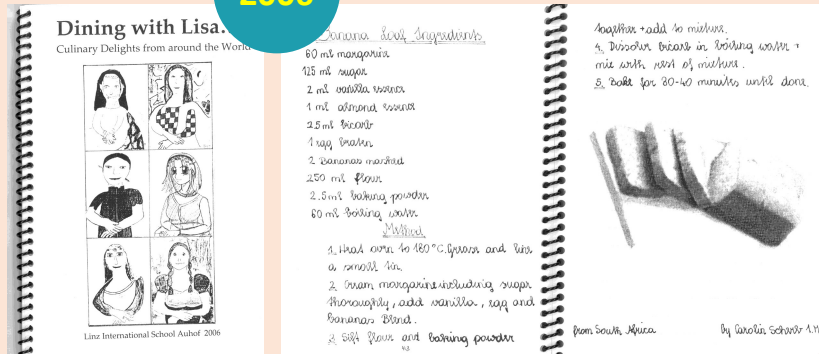
1995



2002



2006



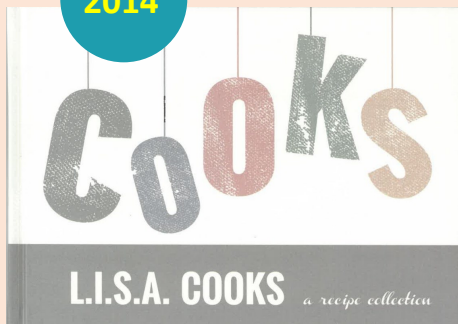
The LISA Cook Book has been a tradition since the beginning. It contains the favorite international recipes of teachers and students.

The cook book illustrates nicely how time passes.



# LISA Cook Books over the years

2014



2022





# LISA SONG

Einheit  
von Stimmen

Am Auhof

Music: Ruth Browne  
Lyrics: Mary-Katherine Stickel / Ruth Browne

$\text{♩} = 115$

We are the LI - SA Fam - il - y, Each one a  
vi - tal part Of cre - at - ing our com - un - i - ty With  
word and deed and heart. *f* To our Eng - lish language school we  
come from near and far. We work togeth - er laugh and play; You're  
wel - come as you are.

We are the LISA family,  
Each one a vital part of creating our community,  
With word and deed and heart.

To our English language school,  
We come from near and far.  
We learn together, laugh and play,  
You're welcome as you are.

We learn each other's languages,  
respecting each one's views.  
Exploring cultures with new friends,  
Our independence blooms.

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