

LISA 4 U

The Magazine of Linz International School Auhof

SUMMER 2023

SHOUT

Have a Say Day

Drama
Sense and Sensibility
and Spring Gala

My Little Bean
Biology Project

Climate Day

Trips to
Spain, Italy,
Netherlands,
Malta



Drama

Sense & Sensibility

by Jane Austen

Year 6 Drama Performance

From the 22nd to the 31st of May the 6L, 6M and 6N performed Jane Austen's *Sense and Sensibility* in the Europagymnasium Auhof Festsaal.

Stepping into the world of Jane Austen's *Sense and Sensibility* is like entering a realm of timeless elegance, wit, and heartfelt emotions. As a participant in this performance, I had the opportunity to witness the magic of theatrical storytelling firsthand, experiencing the challenges and rewards of bringing Austen's characters to life on stage.

This classic tale explores the lives of the Dashwood sisters, Elinor and Marianne, as they navigate the complexities of love, family, and personal growth. The story offers an insight into regency-era England with all its societal standards and marital conventions, which differs vastly from what we know today.

Participating in *Sense and Sensibility* offered valuable life lessons and personal growth.



Poster by Yenna Gruber and Angelina Lehner

Rehearsals became a crucible of discipline, teamwork, and perseverance, allowing each cast member to grow not only as actors but also as individuals.

Although the past eight months of rehearsing have been grueling and very challenging at times, we all pushed through and pulled it off in the end. I must say our performance (speaking on behalf of the 6L, not the others who did a great job by the way) was not exactly superb, however, I believe the experience taught us all valuable life lessons and left us with lasting memories.

Big thank you to Ms. Rodin and all the drama teachers. Thanks for putting up with us!

Shuman Liu 6L

What the actors say

We had some problems with rehearsals, because people were not showing up for the rehearsals or the performances. But all in all, I really enjoyed this drama experience because it taught me how to be confident and I got to be on stage. It just feels so rewarding to have people see what we've been working on for the whole school year. Hearing people clap at the end of the play was an unforgettable experience.

Saskia Scheithauer 6L
(Marianne Dashwood)

I had a lot of fun even though our performance was the worst thing I've seen in my six years at this school. But I had fun! It's so bad that it was funny. Five stars.

Amanda Gamarra 6L
(Margaret Dashwood)

All in all the performance was a very fun experience and we had the opportunity to interact with each other and work together as a class.

Goran D'Agosto 6L
(Edward Ferrars)

Personally, I enjoyed performing out on stage because it allowed me to place myself in the position of a real actor. However, I thought that some parts of the preparation were demanding, such as memorising lines or remembering your position on stage.

Julian Gladki 6N
(John Willoughby)

It was a rewarding experience to be a part of the play, although I was working backstage. Sometimes the props got damaged and it was tough to fix them, but still working as a team in a play gave me a satisfying experience.

Yenna Gruber 6N
(Backstage)

Every single rehearsal was extremely frustrating but the results of our class were fantastic.

Jay Geraia 6N
(Marianne Dashwood)



Drama



I loved it. It was really fun, it's an experience that makes you feel closer to your friends and classmates.

Kate Ruschak 6N
(Fanny)

It was a really nice experience because we learned how to improvise due to the fact that we occasionally forgot a few lines or where to go. The teachers were really supportive and helpful backstage.

Sophie Dobusch, Victoria Josipović 6M
(Marianne and Elinor Dashwood)

Watching my classmates try their best to salvage a performance that they should have been rehearsing diligently all year was quite the experience. Apart from the countless missing scenes which inspired gaping plot holes, I was pleasantly surprised by the outcome.

Jade Gardiner 6L
(Fervent admirer)

Schuman Liu 6L



TAKE A
RIDE
ON THE
GREEN
SIDE

LISA

LISA

Linz International
School Auhof

Summer Event

2023

Friday,
June 30th, 2023 at 2 p.m.
in the school garden and auditorium
of the Europagymnasium Auhof

Join us for

for a joyful afternoon with
performances of the school band
fun activities for children
BBQ and summer drinks
as well as a reunion with alumni

ThermoFisher
SCIENTIFIC



BOREALIS

My Fast Little Bean

**Every year, Ms. DiCillo plants beans with the second class.
The 2L and the 2M did it this year in early May.**

In the 2L it was quite exciting to see whether ours would germinate or not. In the end, 19 out of 27 did. It was sad for the people whose beans didn't grow, but the process was still fun. We planted them in milk cartons which we cut in half, and we cut a flap in so that we could look inside and see the roots of our beans. Many students also named their beans! From then on, every other lesson, Ms. DiCillo brought the beans (which had been in the greenhouse) to class and we wrote down observations and calculated the average height of the bean plants and how many leaves they had. After a few weeks, most of the beans were about 40-70 cm tall and everyone took theirs home.

It was very fun to plant and learn about beans in biology and I hope other classes enjoy it just as much as we did! And thanks to Ms. DiCillo for doing this fun project with her classes.

Luna Calo 2L



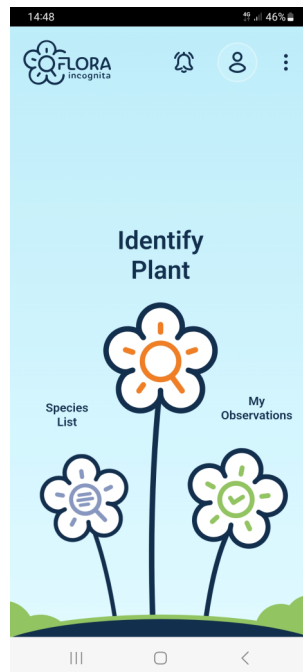
Flora Incognita

It is possible to identify plants with a mobile phone app to do wildlife monitoring.

Before technology had taken over our world, people had to use plant databases or dictionaries to find something about a given flower. This was very inconvenient, because they had to carry around a thick book and flip through the pages when they wanted to identify a plant. Nowadays, this process has been simplified using technological advancement. An app called “Flora Incognita” can now identify and provide information about plants just by scanning them using the camera on the phone.

Last year, many classes used this app to identify the plants in our school’s vicinity. In June, the former 5N spent their biology lesson with Ms. Himmelbauer scanning different types of flowers, trees, leaves and grasses and noting down their observations. Students worked in groups for this activity and the group with the highest number of observations would receive a prize.

Using Flora Incognita, the 3L started identifying plants around the school. They are the first class –



and one of the first in Upper Austria - at our school to take part in this project. They are working as Young Citizen Scientists, which means that, even though we are not professional scientists, we can help by feeding information to the specialists, who can then use the data accordingly. They will find out how the varied species are flourishing so that they can protect them.

The school project is led by Beatrice Hoheneder. We share the information with them by uploading the data onto the cloud.

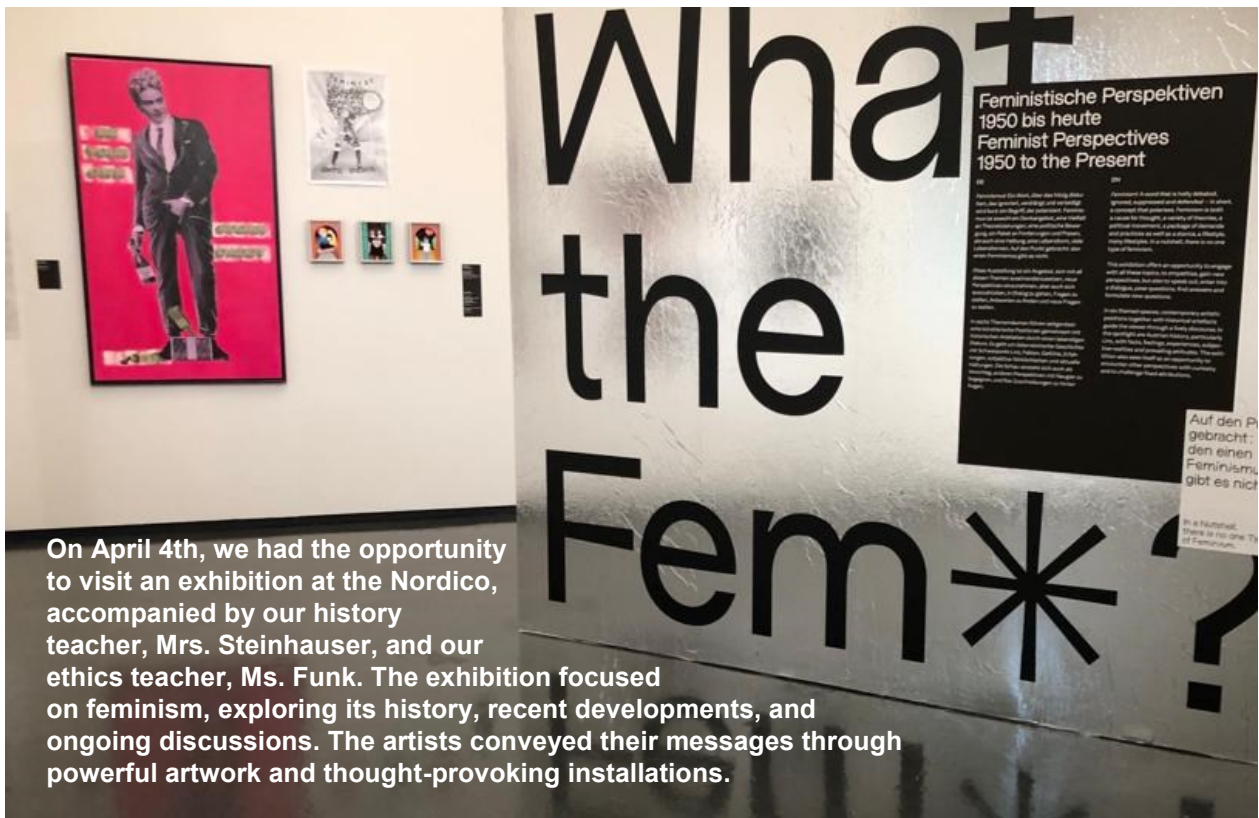
Most often, things like daisies, dandelions, ivy, clover, beech, birds’ eye, and an assortment of different maples were found. Students were surprised to find the meadow cranesbill, crown vetch, groundman, dillenius wood sorrel. We hope that thanks to this project, lots of plants will thrive in Austria.

Julian Gladki 6N

Sophie Neubauer, Yuncheng Dou, Natalie Wess, Ella Preiner-Hohenwarter, Sofia Auer 3L



Exhibition



On April 4th, we had the opportunity to visit an exhibition at the Nordico, accompanied by our history teacher, Mrs. Steinhauser, and our ethics teacher, Ms. Funk. The exhibition focused on feminism, exploring its history, recent developments, and ongoing discussions. The artists conveyed their messages through powerful artwork and thought-provoking installations.

Upon arrival, we divided into two tour groups, led by English and German-speaking guides respectively. Each group received a 30-minute introduction to feminist history from their respective guide. Afterwards, we were asked to form smaller groups and select a slip of paper with a word such as "powerful" or "shocking" written on it. We placed the chosen word in front of an artwork and engaged in discussions and comments about those particular pieces.

One artwork that left a lasting impression on our class was the "catcall wall." It was an interactive piece that encouraged women to write hurtful and objectifying phrases yelled at them by men on the street. This artwork effectively shed light on the verbal harassment women face in their daily lives and sparked conversations among the students some of whom could relate to the experience of getting catcalled.

Another significant exhibit was the provocative wall displaying clay vulvas, which served as one of the highlights of the exhibition. This display of genitalia garnered attention from everyone and

evoked mixed responses. Nevertheless, it succeeded in eliciting reactions and initiated intriguing conversations among the viewers.

The tour ended after an hour and 30 minutes and we were given free passes to visit the exhibition another time free of charge.

Jade Gardiner 6L,
Shuman Liu 6L



Exhibition

We interviewed Goran D'Agosto, a classmate of ours from the 6L, to gather his thoughts on the museum visit. Here's what he had to say:

How was your trip to the museum? I found it interesting. I was a bit disappointed that there wasn't a bigger focus on the history of feminism. A lot of the time felt like the information we were hearing was common knowledge. The tour was a little bit short and we didn't have time to see the whole exhibition.

What is your opinion on the existence of a museum dedicated to feminism? I think it's a good idea to have a museum dedicated to feminism. Feminism plays an important role in our society and it's always good to stay informed. Although the museum did have some background information on the origins of feminism I would have liked to learn a bit more about its historical origins.

Would you recommend the museum to others? Yes, but only if you're interested in the topic. I do think it is important for the younger generation to learn about feminism and its role in shaping our society. The most memorable artwork in the exhibition was a wall covered with catcalls and insults directed at women. That was probably the most interesting thing because it gave an insight into the sexist comments that women have to deal with on a daily basis.

Thank you for taking the time to do this interview!

Saskia Scheithauer 6L



FROM STUDENT TO TEACHER

We now have the privilege of interviewing two of our alumni who are now part of our distinguished faculty

As we reflect on the rich history of LISA, we are reminded of the countless individuals who once attended our school. Their presence and contributions have played an integral part in shaping our school's legacy, and we are grateful for the impact they have had on LISA.

It's not uncommon for our alumni to become educators, and some even return to teach in the very halls where they once walked as students. In this issue, we have the privilege of interviewing two of our alumni who are now part of our distinguished faculty. The interview was conducted by Mr. Kim.

What subjects are you teaching at LISA and how long have you been teaching here?

Mrs. Rose: I teach Biology, English, and Religion for non-denominational Christianity. I have been teaching here since 2017.

Ms. Lichtenberger: I began teaching at this school in 2022 and am currently teaching English and History.

When did you graduate and what did you do after school?

Mrs. Rose: I graduated in 2011 and moved to Salzburg to take Biology and English in the teacher training programme.

Ms. Lichtenberger: I left school in 2012 and studied in Fullerton, California for two years where I obtained my Associate's Degree in History. Following my studies there, I moved to Salzburg to

complete my teacher training programme for English as well as History.

I remember that many years ago, I was teaching both of you. So how does it feel to be back in school and to see your former teachers again – now in a different role – as colleagues?

Mrs. Rose: As you say, it's a different role that we have but one that feels very natural and welcoming. The change from student to teacher wasn't as strange as I had imagined. At first, it felt a bit weird to be on the other side of the conference room door. However, I quickly felt like I belonged – some of my previous teachers are still here and have gone from being great mentors to great friends.

Ms. Lichtenberger: I can only agree with what Mrs. Rose has said. In the beginning, you need to get used to your new role as a colleague, but that only lasts for a short time. Everyone has been extremely welcoming and willing to lend a helping hand. Many of my former teachers have been very encouraging and have been able to give me a lot of insightful advice.

How has LISA changed (or not) since you graduated?

Mrs. Rose: There are some new subjects (like economy, or IB Business Management), changes to the routines, supported study sessions... The school system has been significantly digitalized which is an exciting development. We are able to use technology in a way I never experienced in my time

Teachers

at school - we had just started to replace the overhead projectors with video projectors. The attendance book was still in paper form in the classroom.

Ms. Lichtenberger: I find that the supported study sessions are very helpful and as Mrs. Rose said, the greatest difference is the technology we now have available to teach. I think the students can profit greatly from that and it makes teaching more exciting.

Both of you have an international background with English as your mother tongue. You have decided to stay in Austria and to go through the Austrian university system and teacher-training program. What made you decide to stay in Austria?

Why did you come back to Linz from Salzburg or Graz?

Ms. Rose: Although there would have been the opportunity to stay and teach in Salzburg, I was drawn back to Linz to teach here at this school. I am also rather family-oriented and I wanted to be closer to my roots and to work on growing my own.

Ms. Lichtenberger: I enjoyed living in Graz immensely, however, there were not as many opportunities to teach there and I felt myself being drawn to Linz more and more, especially because many of my friends and family live here as well. When the chance came to teach here, I immediately took it and now I have the chance to rediscover my hometown once more.



Sophie Rose

Teaches Biology, English
Graduated in 2011



**Jessica
Lichtenberger**
Teaches History, English
Graduated in 2012

Mrs. Rose: I felt like I had had enough internationality shaken in me for a while and wanted to remain in one country for a while. I wasn't really interested in studying abroad due to the fees, if I can be honest. I chose Salzburg because of the 'quaintness' of the city and because I had heard good things about the education there. I wasn't disappointed in my choice – Salzburg was a great place for me.

Ms. Lichtenberger: After spending two years in California and gaining some insight into the teacher training program there, I wanted a bit of a change of pace. I was accustomed to a certain way of life in Austria and I wanted to explore that a bit more, so I decided to come back and I am very happy about my choice.

How has LISA helped you in your studies?

Mrs. Rose: Many of my colleagues at university struggled with the change from high school. I felt I was prepared for the expectations because I was used to deadlines or even many final examinations being in the same week from my experiences with the IB. I knew what I was capable of and had learned so much about time management from school.

Ms. Lichtenberger: It definitely prepared me for always being prepared. There are so many skills that you learn, for instance, you learn how to properly write a paper, how to manage your time well and how to simultaneously study for different subjects. Even though the IB is stressful at the moment of taking it, it shows you how much you can actually do and highlights your own strengths.

Did you have any German problems at university with English as your mother tongue?

Mrs. Rose: It was a change to be listening to professors in German, I must admit. In the beginning, I did ask my professors if I could answer in English if I couldn't remember German terminology, and not one of them had an issue with that. I got into the flow after a semester or two.

Ms. Lichtenberger: For me, it wasn't a problem, given that I spoke both languages fluently at home.

Is Austria a good place to study?

Mrs. Rose: I definitely think so! I was familiar with the schooling system in Austria, so I knew what was expected of me when starting university. I felt like this gave me a good footing to develop my interests and focal points for my studies.

Ms. Lichtenberger: For sure! I think there are so many different things that you can study and different institutions that you can visit. The standards are quite high which I enjoyed and I definitely learnt a lot studying here.

Do you have advice for students?

Mrs. Rose: You don't have to move abroad, just because you go to the LISA. You can put what you have learned and experienced at school into your life just as well by staying here in Austria. If you have the opportunity to travel, great! Do it! But if you don't, continue being a voice for acceptance, open-mindedness, and curiosity.

Ms. Lichtenberger: Even though you think your path is set in stone or that you have to know what comes next, don't limit yourself. Now is the time when you can really explore your interests and the world a bit, so enjoy it! There are so many different opportunities waiting for you so take advantage of each and everything that comes your way.

Pride Washing

Pride month is coming up and now many companies are claiming to be supportive of the LGBTQIA+ community by selling rainbow coloured merch. Pride washing in simple terms is when a business uses the rainbow Pride colours to suggest to consumers that they support the community, without having to put in actual effort or produce a tangible outcome for queer folks. I strongly believe that pride washing is wrong and should be called out.

I am of the opinion that, in some people's mind Pride has started to become more about brand deals and sponsorships, rather than boost queer voices and raising awareness for LGBTQIA+ issues. This gives the impression to queer people, that no one cares about the community anymore, but to the outside world it seems like all the issues are dealt with and all that is needed now is to show the community is validated. All this will get the awareness movement nowhere and make it less important in people's minds.

Pride washing is also damaging because I think it leads well-intentioned people to think they are supporting the LGBTQIA+ community, when in reality they are lining the pockets of multi-billion-dollar corporations. By doing this, the issues that queer people face are once again undermined, making it harder to get people to listen to these issues.

It also seems like companies who Pride wash often donate money to politicians and organisations that actively discriminate against LGBTQIA+ people, which is hypocritical. By donating to these people, these Pride washing companies demonstrate a lack of genuine commitment to diversity and equality and undermine the very community they claim to support. All this only continues the cycle of discrimination and inequality.

Lastly it is important to note that not all companies using the Pride colours for merch are Pride washing, some companies actually donate the money they get by selling this merch to organisations helping various LGBTQIA+ topics, although most do not disclose how much of the profit they donate. These companies also seem to make sure that all employees have the same rights in their workplace. In conclusion, it is, in my opinion, crucial that companies support and back inclusivity and advocacy, rather than exploiting the queer community for their own gain.

Flora Smetschka 6M

How AI can help you learn

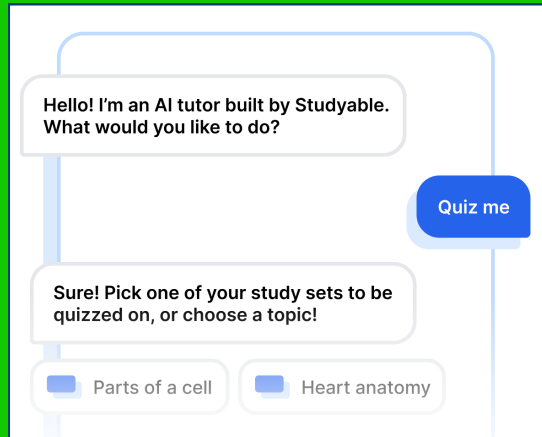
With Artificial Intelligence advancing further and more swiftly than ever before, the question of its utilization in an academic context arises. And with the IB announcing that AI isn't banned as long as the students don't hurt the program's academic integrity policy, I think it's important to know how you can use such programs to your competitive advantage and streamline studying down to revision that gets you the best results.

My personal favorites are GPT 4 and Studyable. They all cater to different purposes and types of use, with some being writing-based, while the others can also process scientific input - here are my favorite ways to get the best out of each of them.

GPT 4 (ChatGPT)

ChatGPT's biggest strength is being able to remember what was previously said in the chat. To make use of this, you can use the following commands to achieve your desired study buddy process:

- Paste a topic summary and then give the command "Quiz me on the info provided above. If I get it wrong, give me one more try and then correct me". This works especially well on topics like Economics and History (Personal experience).
- Provide a Vocab List (either in chat or with Excel extension) and give the command "Quiz me on the following vocab list and prompt me to use it in a sentence. If I get it wrong, provide an example sentence to correct me."
- If you're working on something tech-heavy, ChatGPT is perfect for generating and debugging code. You can either add it to



programs like VSCode or use it in the browser with the commands "Alter the code so it (criteria)" or "Debug the following problem:". The possibilities are almost unlimited, these are just examples.

If you don't trust ChatGPT to create or process reliable information, you can also utilize it as an outsource

to provide links to YouTube tutorials on the topic or other learning platforms. When asking it to be your study buddy, the key is to prompt right. Be specific, explain what type of questions you want to be asked, and for them not to be overcomplicated.

Studyable

Unlike ChatGPT, Studyable AI is inherently a learning AI. In the browser, its abilities include, but aren't limited to:

- Making an AI grade an essay based on criteria the student provides
- Explaining concepts in simple terms
- Prompts and essay structure practice
- Provide answers and descriptions to textbook questions

My advice for Studyable would be to, if it were to grade your essay, be specific with the criteria and clarify why certain criteria are like that. It's noteworthy that even though the program is in English, it can process other languages like German and French too. This is especially useful if you're writing in a secondary language and want to receive feedback before submitting the essay.

Zoe Dauber 4M

The Spring Gala Performance

On March 30th, 2023 the first graders performed in The In-between Scene Machine, a play written by the 5th graders from the LISA. The play was about moments in-between lessons in school. It was very fun, we were allowed to be ourselves, and be as loud as we wanted to be. It was also pretty funny because of the jokes the 5th graders added to the script, like “Hey, whats up?”, asked Zach. “The ceiling”, replied Vanessa. We learned a lot, especially how to work as a team.

- Sebastian Riano: “I realized I didn’t have stage fright”
- David Keum: “I learned how to feel comfortable on the stage.”
- Tim Long: “I didn’t learn anything, because I already knew everything.”

**Riano Sebastian,
Keum David and Long Tim 1L**



Big Drama in the Shoe Box!



The 1M students made nice shoe boxes in their drama lessons, to represent a set design for the poem “Sarah Cynthia Sylvia Stout would not take the garbage out,” by Shel Silverstein. The 1M students previously performed this story in groups of four. The task was to decide Sarah’s awful fate and show the story with three different scenes. They made the shoe boxes as sets for their stories from things they had brought with them. There were boxes that took different endings, but they all were beautifully presented. It took the students two hours to complete them. Then they presented the shoe boxes to the teachers (Ms. Stickel & Ms. Kemf). Everyone had a lot of fun and shared their creativity and imagination with the whole class.

Emilie, Luís and Max 1M



The Auhof Climate Day



The Climate Day on June 2nd, 2023 was a great success! Teachers and students came to school by bicycle, art projects were made out of

trash and there were speeches to increase awareness of climate change, recycling and environmental protection.



Wachstum durch Innovation

Borealis ist einer der global führenden Anbieter fortschrittlicher und kreislauforientierter Polyolefinlösungen und europäischer Marktführer in den Bereichen Basischemikalien, Pflanzennährstoffe und mechanisches Recycling von Kunststoffen.

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In Linz beschäftigt Borealis derzeit rund 1.200 Mitarbeiter. Am Standort sind die Melamin- und Pflanzennährstoffproduktion, das internationale Forschungs- und Entwicklungszentrum (Innovation Headquarters - IHQ) und die Business Support Bereiche beheimatet. Borealis hat seine Konzernzentrale in Wien, beschäftigt rund 6.900 Mitarbeiter und ist in mehr als 120 Ländern aktiv.

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BOREALIS
Keep Discovering

Our Visit to Spain and Italy

The pandemic has deprived us of numerous experiences, and school trips were among the many things we had missed out on during the past two years. So naturally we, the year 6 classes, were very excited when we were offered the opportunity of traveling to either Valencia, Spain or Sanremo, Italy. From the 15th to the 22nd of April, accompanied by our teachers Ms. Mödlhammer and Ms. Wimmer (Spain), as well as Mr. Möstl and Ms. Buchmayr (Italy), we spent an unforgettable week-long journey.

Spain

School trips are a unique opportunity to learn beyond the classroom walls. One such memorable excursion was our trip to the beautiful city of Valencia. Located on the coasts of Spain, Valencia is a city known for its rich history, vibrant culture, and architectural marvels. We did not only visit the sunny sand beaches but also the bright city streets. The first highlight was the Oceanográfico, the biggest marine life museum in Europe, housing thousands of different species of sea animals, which provides dolphin shows to its visitors. Furthermore, our visit to the Fallas Museum (figures out of cardboard, which gets burned on a specific date), a typical Spain festival, proved to be an enriching experience. Valencia's vibrant atmosphere and warm-hearted people left a lasting

impression on us. All students, living in different host families, had the possibility to dive into the life and language of the native speakers. In the beginning, everyone was overwhelmed, but once you get used to the city, you could enjoy traditional food such as paellas and empanadas, as well as the festivals and fireworks. Although, we had to go to the school in the morning, it was good to leave Austria for a bit. It was not only the program, that our teachers had planned for us, but also the free time where we spent time with friends and new people, that made the whole trip special. In the end, it were the little details such as the weather, and the palm trees, but also the getting lost or waking up in a different country, which made everything so momentous.

Victoria Josipović 6M



Italy

Our journey to Sanremo turned out to be a rollercoaster ride of emotions, filled with both excitement and unexpected challenges. At first, we were all VERY tired, because we had to meet in front of the school at the ungodly hour of 6:25 a.m. However, that quickly changed after our bus broke down shortly after crossing the German border. We soon came to realize, that the estimated 10-hour drive was going to take much longer and after a four-hour wait on the side of a highway we were relieved to be able to continue our journey in a new and functioning bus. Little did we know back then that this would only be the first of many memorable moments to come. It was already half past ten, when we reached Sanremo, where we were kindly greeted by our host families. Despite the language barriers many of us faced, all of the families went above and beyond to make us feel welcome in their homes. Each day started with a four-hour language course, where we had the opportunity to learn and improve our Italian. The afternoons of our trip were filled with excursions, which allowed us to gain an even further understanding of the Italian culture and way of living. One of these included going to an olive oil museum, where we learned about the traditional and modern ways of producing olive oil and even got to taste a sample. Our second excursion did not go as smoothly as the first and our bus disaster decided to continue. The rose farm we went to was located further up in the mountains, so naturally the roads were often too small for our bus, and right in front of the entrance our bus got stuck and crashed into a few things. Although this time, the bus was not as damaged as the first, we were all in shock for a second, but the smell of all the flowers managed to calm us down fairly quickly. One whole day was dedicated to exploring the surrounding cities of Monte Carlo, Monaco, and Nice, France. We stood on the racing track, saw many glamorous cars, and enjoyed the view of the nice coastline, which left us with many unforgettable memories.

This school trip was truly a very exciting



adventure, that left us with countless stories to tell. We had a great time, from the fun times filled with laughter to the overwhelming moments we faced together. It was during these experiences, that we learned how to handle frustrating situations and to cherish the uniqueness of each moment. This trip allowed us to grow closer as friends, and form new friendships, and looking back, we are grateful for the valuable lessons we have learned and the memories we made.

Sophia Herrnhof 6M



Visit to Rotterdam

Our class went on a trip to Rotterdam on March 7th. Starting from Linz, we made our way to Rotterdam in an overnight train. The cabins, which were small for six people and their luggage, added to the adventure.

Upon arriving in Rotterdam, we quickly learned to watch out for bicycles as the city is full of cyclists. Unfortunately, due to a delay of night train, we couldn't participate in Mr. Greenway's planned scavenger hunt. Instead, we explored Delfshaven, known for its canals and historic buildings.

Despite the rainy weather, we also visited Kinderdijk, a village famous for its old windmills. Back in the city, the next day, we explored a port museum, took a stroll through the Markthal, and enjoyed lunch in small groups.

The next day, we had a chance to admire the panoramic view of the city from the Eurostar. The remastered museum captivated us with its live artwork, and we were impressed by the architecture of an art depot. The return train safely brought us back to Linz.

Overall, the trip left an unforgettable impression on me, and I am already looking forward to revisiting the Netherlands.

Aaron Bodenhofer 5M





Malta Trip

From the 1st to the 8th of May, our class, the 5L, went on the trip of a lifetime to Malta. Even though we had to get up extremely early to catch our plane to Valletta, the journey to our hotel was enjoyable. Our excitement increased all the more, once we arrived at the hotel. Not only were our rooms beautiful, but we also had balconies with a wonderful view of the Mediterranean Sea - we even had the permission to use the hotel's infinity pool!

The following seven days were spent doing various activities. On a number of days, our super nice tour guide Josette- who we all loved- led us around the most interesting cities of Malta, like Valletta or Mdina, or around neighbouring islands, like Gozo. In general, we learnt a lot about Malta's history and culture. The Knights of Saint John, the wars and sieges- there is nothing about Malta's history that we don't know of anymore. On other days, we had the opportunity to go to the beach, which we loved since the weather was perfect. We played volleyball and other games, went



swimming in the ocean, listened to music and had the chance to relax. In the evenings, we either went swimming in the pool or watched movies together which made us grow closer as a class.

I think I can say on the behalf of the whole class that we are extremely grateful for everyone who helped make this trip. It was one of the best things we've ever experienced. A huge thank you to the LISA Support Association for financing some of this trip. Also, a huge thank you to our teachers, Mrs. Gauch and Mr. Grassner, for organizing this trip, accompanying us and making the experience even more enjoyable!

Anna Högler 5L





Oui, Oui, la Côte d'Azur!

Destination: Cannes | Distance: 1046km | Durée du voyage: 14h

Et nous savons avec certitude que nous reviendrons un jour sur la Côte d'Azur dans une vieille décapotable.

On the 23rd of April, we left at five in the morning to travel to the Côte d'Azur, specifically to Cannes. We, being four language students from the 7L, joined the 7F on their trip. After weeks of anticipation, it was finally time.

After 14 long hours of driving and taking breaks, we arrived at last in the *petite et magnifique* town of Cannes. Directly after the arrival, our *famille d'accueil* picked us up and we went to their apartments. In Cannes, the apartments are tiny because of the relatively high cost of living, ours however was comparably spacious. We immediately felt the hospitality of the people.

Each day, we had 4 hours of language school in

the morning and in the afternoon, we went on trips to various cities and villages in the surrounding area. On the first day, we stayed in Cannes and explored the city. We did a tour with *Le petit train* and the rest of the afternoon we spent walking along the main street that is packed with expensive boutiques. Louis Vuitton, Gucci, Miu Miu, Prada, Dior, Yves Saint Laurent: You name it, they had it. Most of them are guarded by security, but this didn't stop us from going into Dior and looking around. All of this is directly next to the beach where we later sat just staring at the waves.

On the second day, we took a trip to Grasse and Saint-Paul-de-Vence. In Grasse we went to Fragonard which is "*le parfumeur plus connu dans*

Trips

la monde entier.” Spending half our pocket money on parfum was maybe not the best idea, however, the explanation is “you only live once on the French Riviera”. Grasse in our class is also well known from the book “Das Parfum” so we also said “Hi” to Grenouille.

On the third day, we went to Nice. Nice is the seventh largest city in France with a population of 1 million. The most astonishing thing however was the sea or more precisely the colour of the sea. When you enter the bay with the car you drive along a promenade with the most beautiful view of the sea. The Miami vibes are highlighted by the colouring on the street, the white-stoned beach and people going for a run. And of course, you couldn’t have missed the Hard-Rock hotel!

The next day, in the morning we went to a traditional market where we questioned the people about their knowledge of Austria. It was very amusing, and it emphasized *la gentillesse* of the locals. The destination for the day was Monaco. We had been looking forward to Monaco the whole trip because of its uniqueness. The small principality is a monarchy, and it is considered the richest city/country at the Côte d’Azur. You can basically smell the wealth. But when you enter the city of Monte-Carlo you only see buildings everywhere. Luckily, we also got to see the F1 track and the Casino where James Bond “Casino Royale” was filmed. When we found the Casino after passing more Louis-Vuitton-stores, we simply stood there watching cars drive by. Porsche, Lamborghini, Rolls Royce, Ferrari as far as the eye can see. Every time, a car drove past us we heard the engine humming. Meanwhile, we were thinking about our fellow classmates who were sitting in Biology HL class.

Finally, on the last day in Cannes, we went to the city center again and got the souvenirs for our families. On the last evening, the whole group was eating at a Crêperie in Cannes and we spent the evening together. The whole week we had about



20 degrees and the weather was simply wonderful.

And then we returned home: another 14-hour bus ride and another 1.046 km back to where we came from. All in all, it was a very well-rounded experience that we will never forget.

Et nous savons avec certitude que nous reviendrons un jour sur la Côte d’azur dans une vieille décapotable.

Fabienne Stumptner and Pia Salzbrenner 7L

PUT YOUR SPEECH

Have you ever been really interested in a topic and wanted to share your knowledge about it? Something that bothers you and you want to spread awareness? Well, then this new project is perfect for you.

Welcome to the Have A Say Day Club where you are given a platform to speak freely about whatever topic you care about.

So what is this new project about? This project was created to allow students to spread the word about a specific topic in the form of a speech. Once every month two students are chosen randomly on the Thursday prior and prepare a speech to be given at the Aula in the 15-minute break. The topic you are talking about is totally up to you as long as it is school appropriate. Some examples would be climate change, beauty standards, sexism and so on. The speech can be given alone or in pairs and can be either in English or in German. All in all, with this project students get the chance to make a change by expressing their opinions on something that they care about.

How exactly do you get ready for this speech and what are the Have A Say meetings about? I



got the chance to sit in a meeting to get more details on what these are all about. Organized by Mrs. Steinhauser and Ms. Lichtenberger, the students get to have a first experience giving a speech in front of a few people. One after another, students were asked to give a small speech explaining why they have chosen to take part in this project. Teachers and students would then give feedback on their

performance and give advice on how to better themselves. The teachers also helped them and gave them tools on how to improve their language as well as their body language when giving the speech. The meetings are there to prepare you and to help you feel more confident when giving the speech.

I had the chance to interview Sahand Khademi from the 5M who took part in Have A Say Day last month and did a speech on the topic of confidence.

How did you come up with the idea of taking part in this project? I was in English class one day with my teacher Mrs. Steinhauser and we were learning about speeches. She asked whether anyone would be interested in giving a speech and I tried it out. Miss Steinhauser then came up with the idea of making this a project for the whole school and my classmate Emma Kneidinger and I decided to take part in it.

Why did you choose to take part? I wanted to make people aware on what confidence actually is and how to become more confident. I'm not someone who is comfortable with public speaking as I stutter a lot so this was a challenge. I thought the best way to raise awareness and gain something from it was to actually give the speech. It was a challenge but it taught me a lot and helped me with my confidence and public speech skills.

How do you think it is going to help you in the future? Firstly, it will look good on my college application. It is always good to see that a student put themselves out there and try to make a difference. Secondly, it has helped me so much with my self confidence. Anyone who decides to take part in this will notice how it boosts your self confidence and you receive really good feedback from your peers and teachers.



There are so many benefits in joining the Have A Say Day project which will help you long-term wise. You will be able to inform people on a topic you care about, make a difference, improve your talking skills as well as improve your stage presence in general.

Feel like signing up? You can (sign up) by contacting either Mrs. Steinhauser or Ms. Lichtenberger under the email address: lic@europagym.at or su@europagym.at. For now, there are monthly sign-ups but in the future, they might turn to weekly sign ups. The next Have A Say Day is on the 23rd of June! Come by and don't miss it!

Saskia Scheithauer 6L



Dafür will ich stark sein! Vielfalt macht uns stärker!

Sag's Multi! is a public speaking competition by the Austrian Broadcasting Corporation (ORF). Participants are to present a speech in two languages. Mara Dirlea, who made it to the finalists, has presented her talk in German and Romanian. By Mara Dirlea



Ich erinnere mich noch an meinen ersten Kindergarten tag, meinen bunten Schulranzen in der Hand, spazierte ich die Treppen hinauf und war neugierig auf die kommende Zeit, die mein Leben prägen würde. Ich war damals drei Jahre alt und konnte unter anderem kein einziges Wort Deutsch. Trotz Sprachbarriere schaffte ich es, mit meiner Jause, den rumänischen Nussstrudel, den mir meine Oma am Vortag gebacken hatte, einige Freunde zu machen. Ganz nach dem Motto "Vielfalt macht uns stärker", stellt sich allgemein die Frage, was "Vielfalt" überhaupt bedeutet und wie wichtig sie für unsere Gesellschaft ist.

"Diversitatea" se manifestă, printre altele, în mâncarea și băutura pe care o impartim unii cu alții. Amestecurile de ingrediente au spus

întotdeauna propria lor poveste. Ele servesc drept mijloc de a cunoaște modul de viață și cultura unui popor, care se transmite astfel din generație în generație. Ele ne permit să creștem ca oameni și să învățăm să-i cunoaștem pe cei ce ne lasă să facem parte din cultura lor pentru un mic moment.

Vielfalt ist zudem nicht das, was wir als Zahlen und Statistiken wahrnehmen, die unsere kulturellen Unterschiede aufzählen, sondern sie manifestiert sich zudem auch in den Sprachen, die verwendet werden, um Liebe auf unzählige verschiedene Arten auszudrücken: Liebe für die Familie, Liebe für seine Freunde und Liebe für seine Heimat.

Fără varietate societatea noastră nu se mișcă înainte, ci sta pe loc. Fără varietatea culturală nu

Competition

învăţăm să acceptăm şi să iubim, să îmbrăţişăm noul şi să ne apărăm unii pe alţii. Fără varietatea culturală nu învăţăm istoria, motivaţiile unei persoane şi nevoile sale. În ce mod am vrea să ne educăm şi să asigurăm stabilitatea societăţii, dacă nu învăţăm să acceptăm diferenţele dintre noi ca oameni?! Merită să ne discriminăm şi să creăm astfel o prăpastie în comunitatea noastră?! De ce căutăm puncte slabe în deosebirile noastre, în loc să le folosim ca să ne îmbunătăţim viaţa?!

Als Kinder hinterfragen wir unsere Unterschiede nicht. Wir wussten damals nicht, was die Wörter Rassismus und Fremdenhass bedeuten. Als Kinder sahen wir die Farben und Flaggen, mit denen unsere Welt bemalt und bestückt war, und das gab uns die Neugierde, das Unbekannte entdecken zu wollen. Wir wagten es, ohne zu bedauern, dazu zu lernen, und uns selbst als gleich wahrzunehmen. Unsere Verschiedenartigkeit, die uns von anderen abgrenzte und einzigartig machte, bildete den Baustein unserer Freundschaften. Wann und warum kam dies ins Schwanken? Hat uns die Welt, in der wir leben, eingeholt und unsere Freiheit und Neugierde geschnappt?!

De când percepem valoarea unui om prin locul de unde vine şi de când este politica un mod prin care să dictăm, care om este considerat suficient de valoros pentru a trăi într-o lume sigură şi liberă?! Nu avem tot dreptul la fericire?! De când are legătura culoarea de par, de ochi, şi de piele cu competenţele noastre? Şi de când are culoarea de par, de ochi şi de piele ceva de spus în legătura cu



nivelul de respect cu care ar trebui să fim trataţi?!

Dazuzulernen bedeutet nicht nur, sich bewusst zu machen, dass andere anders denken und anders gestrickt sind als man selbst. Dazuzulernen bedeutet, Unterschiede zu respektieren und als Normalität zu behandeln, nicht als Anomalie. Das Individuum ist für das Bilden der Gesellschaft verantwortlich und prägt auch die Richtung ihrer Entwicklung.

Sa alegem aşadar binele! Sa alegem, să nu lăsăm diferenţele dintre noi să definească în ce fel să fim percepuţi ca oameni. Deosebirile dintre noi nu trebuie să ne despartă, ci trebuie să ne unească. Este timpul să alegem să ducem societatea şi pacea mai departe!

„Vielfalt macht uns stärker“ lautet die Devise, sehr geehrte Damen und Herren, also lassen Sie uns dann gemeinsam zeigen, dass es in unserer Gesellschaft keinen Platz für Diskriminierung und Fremdenhass gibt. Lassen Sie uns gemeinsam wieder in die Rolle eines Kindergartenkindes schlüpfen, das die Welt durch eine gemeinsame Sichtweise betrachtet. Nur so können wir die Welt zu einem besseren Ort machen. Vielen Dank!



Cartoon



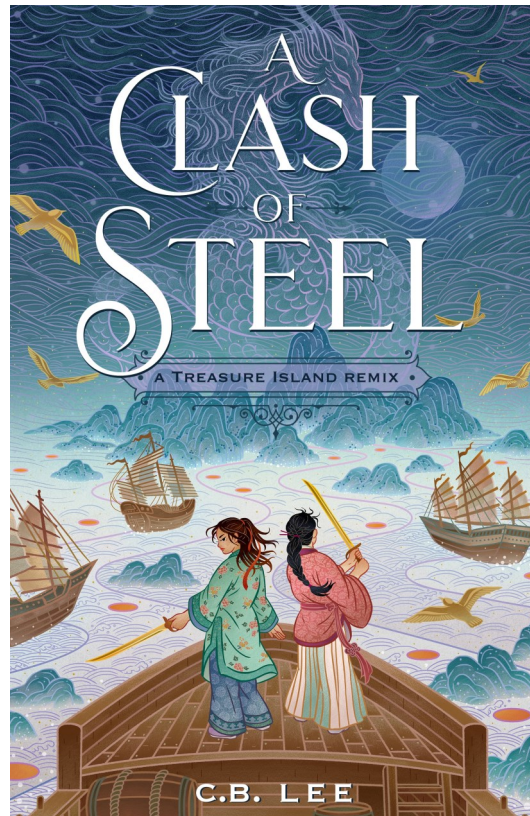
Angelina Gardiner 4M

A Clash of Steel

The young adult novel “A Clash of Steel” is a remix of the classic “Treasure Island” set in 1826 featuring two infamous pirates Zheng Yi Sao, and Cheung Po Tsai, who embark on a thrilling adventure together.

Xiang is introduced as a 16-year-old girl, growing up as the only daughter of a businesswoman, her father having died at sea prior to her birth. To escape having to marry, Xiang convinces her mother to allow her to work at a teahouse. Destinies entwined and Xiang meets a seafarer named Anh, the daughter of a captain of a smuggling boat. Their story starts with a one-day friendship, but not long after them parting, a gold pendant (Xiang's last remnant of her father), goes missing and she knows who took it. She gets it back, however, Anh has discovered a note she needs help decoding. The note is actually a map - a map which could lead to the treasure of Zheng Yi Zhao, ruler of the Dragon fleet, whose riches had been hidden in a place unknown to anyone alive. And thus, the journey on the waters begins, and Xiang and Anh discover secrets that should never have come to light - dangerous secrets, which could cost them their life.

This twisted tale of fate presents a good read even to those who might not be so keen in this genre. It is a novel I would say old and young are free to enjoy. In addition, I would like to add that the book becomes addictive, and the reader is easily enveloped in the world of pirate myths and giant fleets. I



read it thanks to a recommendation and have not been disappointed.

Angelina Gardiner 4M

About the Author

C.B. Lee is an accomplished author known for her captivating storytelling and diverse representation in young adult literature. Her love for literature and her desire to see more inclusive narratives led her to create memorable

characters and explore important themes in her work.

C.B. Lee's writing has been praised for its engaging storytelling, nuanced character development, and thoughtful exploration of diverse identities and experiences. Her work has resonated with readers of all backgrounds, and she has become a prominent voice in

the realm of young adult literature.

Beyond her writing, Lee is also an advocate for diversity and inclusivity in literature. She has been an outspoken supporter of marginalized voices and has used her platform to highlight the importance of representation in storytelling.

The Climate Club Auhof

For a while now, there has been a Climate Club at the Europagymnasium Auhof. This is what we do.

We meet up about once a week, but when we are organising something like a climate day, a clothing exchange or even something bigger, like a climate week, we meet up to three times a week in a free classroom.

One of the many fun activities the Climate Club has had the privilege to be part of, was the Klimabündnis Green Peer Training in Wels.

We took the train to Wels, and learned interesting facts about climate change, playfully immersed ourselves into the topic, and later collected opinions on serious matters which are part of climate change.

After a break (which included a delicious stew, some really good bread, and amazing cakes for dessert), we started recording podcasts.



Our school group – and that of the school Petrinum – went onto the streets of Wels and interviewed random people passing by.

A lot of them had extremely interesting opinions, which also outlined the main points the Climate Club is interested in.

The reasons we joined and / or created the Climate Club are plentiful, but one of the main ones is that we want to enable a future for everyone. It may seem like a small impact, but you need to start with small steps, before you can get bigger.

For the past few weeks (with a lot of guidance from Ms. Conry-Lindner), we have been organising the Climate Day on the 2nd of June, which will have taken place by the time you read this article. The climate day starts off with students who are able to bike to school, meeting up at specific locations along the way, to travel to school together.



Clubs

For the next four periods, it is planned with the teachers to have normal lessons with a focus on climate change for most classes. The 3L and 3M are to create a plastic monument with Mr. Savchenko in the first and fourth periods.

Then, in the fifth period, teachers are to take their classes to help prepare a buffet, with bread provided by the local bakers Honeder and Brotsüchtig and homemade vegetarian spreads made by students, Toblerhof and Winkler Markt, in the lesson. In the sixth period, the first to fifth graders meet in the sports hall, where they are greeted by the principal, Ms. Obermayr-Rauter. The Green Peers have the opportunity to speak to the students and encourage them to join the Climate Club in order to make a difference and to achieve a more climate-conscious school environment. Students can sign up to join the climate club on the day.

If we want to stop Climate Change, we have to do something, and the Climate Club raises awareness for the problem, and we try to pave the way for more students to help stop climate change.

The next climate club event is on June 16th when a second-hand clothes market will take place. Watch out for the posters. You can also join the Climate Club any time you want to, just contact any of this year's Green Peers Mathilde Tauber, Isabella Seifert, Eva Leeb, Valentina Uhlík from 5th grade, me Sofia Auer or Ms. Conry-Lindner.

Sofia Auer 3L



IRIS PROJECT

The 3L is taking part in the IRIS Project 2023 with our project "Auhof Birds and Bugs".

The IRIS project is an award to reduce climate change in Linz, by supporting projects developed by people in Linz.

The IRIS project is organised by the city of Linz, and the thought behind it is to help. To help stop climate change, to help animals survive, and to help make Linz a nicer place.

The future can be severely influenced (for the better!) by projects like this one.

Many birds and bugs in Linz and around the world have no home due to habitat loss and so on, so the 3L aims to change this by creating homes. We've decided to call our Project "Auhof Bird and Bugs" inspired by our original name idea "Air B 'n' B" which we sadly couldn't use due to privacy policy.

We built insect hotels and birdhouses out of off-cuts of wood from OBI and aim to hang them around the Linz City centre and the JKU before Easter. Wood is a great material for insect and bird housing because it insulates well. After a few weeks of hard work, we've almost come to the end of this journey.

If we don't win, we will be happy we tried, helped the environment and thankful we got a chance to participate and to help the birds and bugs! Because if we deserve to have a home then they do too.

Thank you also to Ms. Spieldiener, Mrs. Schmid and all the teachers who supported and offered their lessons for our project.

**Natalie Wess,
Klarissa Eslami,
Sofia Auer 3L**



Insects!

The IB Biology classes collected insects in the school garden for some hands-on Biology.



Aurelia Amann

The task was simple, at least in theory: catch some insects, treat them with some Ethyl Acetate so that they won't fly away (they die...), put them under the microscope, draw them and identify them using some identification books. In reality things are not quite as easy, however. The insects are small, the identification book looks complicated and the microscope also takes some time getting used to. But all of this is not a problem for the IB Biology SL and HL students!

Mr. Hans Ambach and entomologist (insect researcher) has been supporting the project for many years now and is providing us with help identifying the insect. After all, there are many thousands of insect species in Austria and finding out what they are does require a bit of experience as well.

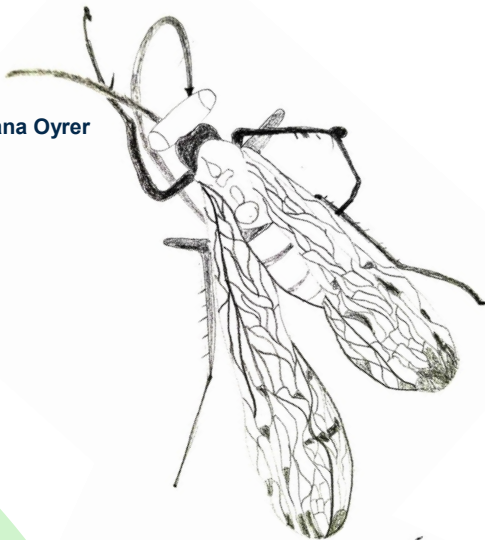
On these pages, we want to present some of the drawings and some impressions of the 2023 insect project.

Oliver Kim
Biology teacher

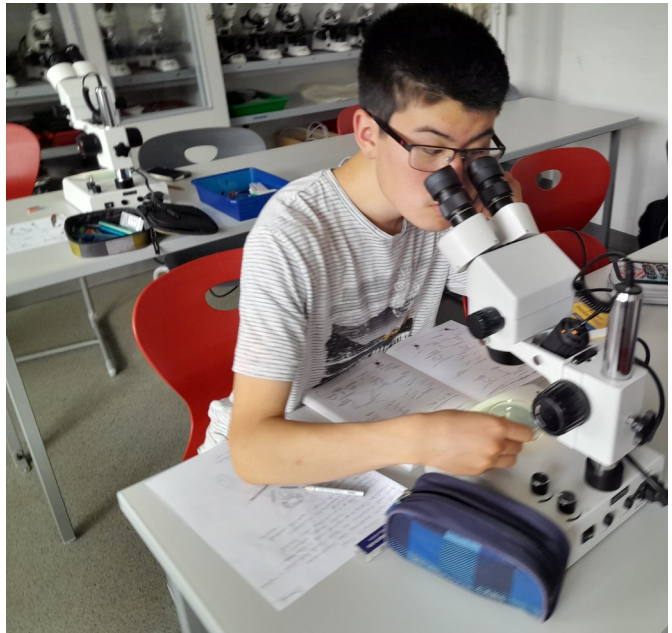
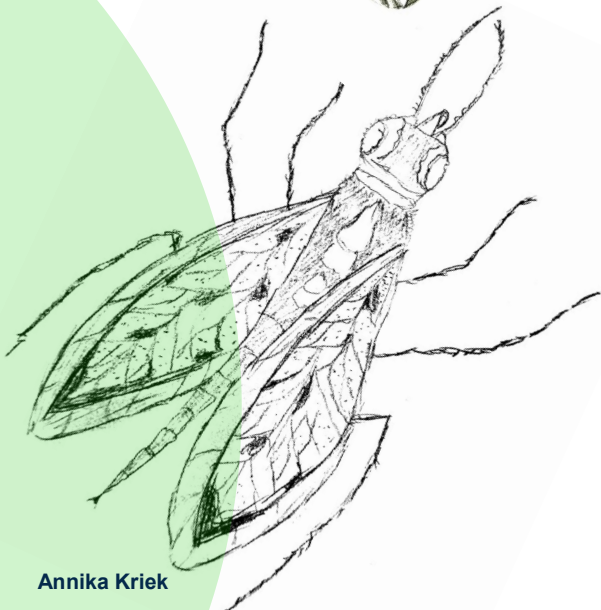
Biology



Tana Oyrer



Annika Kriek



Nature's Serenade

Trees stood swishing in the dark
Reaching over lovers holding hands
And the path on which they walk
Along the river flowing smooth
Light spills across like oil
Stars, a million eyes
Watch the film uncoil

These Days

These days it's like he isn't there
He sits up blankly in his chair
I want to be angry
I want to shout
But pity stops the words at my mouth
So as you sit there
Wide eyed stare
Although I'm angry
I still care
So I hug you
No words, just tears
I close my eyes and I think back years

Old Misery Guts

Old misery guts would trek along
The winding roads of Oak Sevon
The church bells chimed
As children played
And mothers sighed
And elders waved

He would sit and watch the day grow old
Dwell on his stories left untold
For he was a lonely man
A grumpy man
A tut if anyone bumped him man

He would gaze at the clock waiting on the wall
Ponder the thought
'had he lived at all?'
And every night at half past nine
He'd sleep and pray for his demise

Gabriela Camatta 7N2