

CLIPPY A SHORT STORY BY ROBIN AVIÑA POLISENO

Contrary to popular belief, I'm not antisocial. I love speaking with other people; discussing the most mundane of topics vigorously, urging on conversation until there's nothing left to chew on. Truly, I'm *not* antisocial. I'm just agoraphobic.

So you must thus understand my love of online forums. Not the obvious places, though, and most new or modern sites deter me especially. I prefer to scour the most obscure corners of the "old" internet (which consists entirely of eclectic little pages founded in at *least* the aughties) and unearth the pixelated bones of conversation. There is certainly an aspect of archeology to it, that much is true: it feels astoundingly similar to the light brushing and scraping of clay pots & fossils despite the contrast in scenery. The beiges, terracottas, and creams of times long past are replaced externally by the oxford blue, lime green, & neon purple of *Radium Girls Direct* and the seafoam & highlighter yellow crushed into Helvetica glyphs to read *Deep Sea Finds for Lactose Intolerants*. Domains left untouched even by the rabid jaws of time and innovation. Websites coded in such deep HTML that they are undisturbed by the constant sweep of destruction tackling my old world. Scores of teeth with the fragility of keycaps gnaw at the pixels, the evenly-bonded squares adhered by unseen instruction to one another, made indestructible by ancientness.

When it comes to the physical world, the foundation of a place is often so apparent to the eye, save for the occasional basement or bunker. But in the hands of the Internet, in the careful clutch of its insoluble palms, the beginning is often found at another person's end. There is, to me, nothing more fascinating than the filtered, practiced words of our predecessors. Among the perverts—of which there are many; their abundance is not shocking, but is perturbing nonetheless—there are scientists, young adults, explorers, people curious and willing to prove themselves to a tab in an ancient browser now suffering disuse. Their diction is clear, their punctuation is hunted-and-pecked, and it's nigh impossible to find an uncorrected mistype in the sea of condensed Times New Roman blabber.

I don't read all of it. I would find it impossible, overwhelming, suffocating. But I am able to blend the text together in my mind. I file away its coherence and reassemble the buzzwords in my mind, positively imagining this sub-society's cleverness, picturing the pressed letters which result from prehistoric text alignment. Their true meaning may melt away, but I find myself getting their points; every argument goes from paragraphs to bullet points with the power of imagination, of context clues, of pattern recognition. I think less of it as the destruction of meaning and more as the dis- and reassembly of honesty.

The design of these places is something in itself, a feature striking through its own league completely. It is all hopelessly reminiscent of the acid-tripped, highly-affected, aggravated & disturbed reconstruction of style owned by the '80s, which is no coincidence. Ten thousand steps away from and above chiseled pillars, granite and quartz, the aching wood of a printing press. The freedom of a color wheel consumes and baffles you until you're forced to make a decision, just type in a sequence of numbers and letters, see what comes out, do it 'til you're somehow satisfied. Strange navigation, everything confined to a wall around it, the entire page calling to mind a cushy conversation pit. Trade pillows for harsh pivots and you've basically reached the essence of my entire pursuit. Immature serifs aged by push and pixelation, blocky letters just-installed then and defunct now. Every aspect of it is *touched* by people, and yet there exists no sign of their faces, there remains no true evidence of their presence. Anthropology without credit. Discovery with zero basis. Discretion and revelation in equal measure; then again, everything falls into equal measure when displayed on a monitor.

The blurred ripples of water reflect themselves in GIFs, pebbles are Favicons, small and disruptive and large and flickering, ever stark against the immortal stillness of a webpage. A dancing, blurry thing stares at you 1/8th of the time, meeting your eye in a single frame before shedding your gaze and shifting out of view. I can sometimes feel the prior drag of the

cursor across the screen. The shove of the mouse against the desk, on a mouse-pad, off of one. Shifting and moving and, in truth, lively; against all odds, there is someone behind the discussion. It's the existential thought of someone really there, making and tapping and learning, that puts me off kilter. Someone sat or stood at a desk, someone slid their fingers across the keycaps to type in their headers and pound signs and hushed notes and plucky little color codes; an actual person with history trailing softly in their shadow had devoted their time to establishing *Nahuatl Basics and Starter Conjugs* in the spring of 2003. Someone spent their hours hand-picking hex codes to make *Andre N Victor Fight Log* look coherent with the borders of the page, with the pale space like a doomed, cloud-filled sky just behind the main page.

These are their footprints. I convince myself I can stop any time I want—stop thinking, stop considering. Stop *knowing*, so heartily *knowing*, that the old internet is more human than anything I've ever experienced, that these conversations can never truly be understood through any lens other than one capturing the full scope of human experience, one willful and forceful and entirely regular. A lens unlike my own. To close a tab and shut down my screen is to accept, once more, that I am a part of the human race. It is to understand that I will always be more than an intangible entity. I will never cease to be one creeping part of a larger picture, and I can never be a completely invisible observer. Lurking is only one aspect of existence, one way that I can convince myself that being a hermit is an acceptable way of being, and ending the process of repetitive discovery is ending my own play. It's writing the last word without ever having held the pen. It's walking offstage without ever having been brave enough to near the curtain.

I open a new tab and type in <https://> again, these keys rubbed raw and gray. Something like satisfaction resumes its course through me at the reacceptance of my ignorance. I run my tongue over my chipped teeth, feeling the plaque with no reaction, as the URL loads me onto *Grace Mobley: Video Blogs*. A grainy picture of the eponym smiles at me, so I smile back. I'm not antisocial. I just wasn't meant for humanity.

The Cosmopolitan

Monday

23rd February 2026

Edition #1/2026

LET IT SNOW
LET IT SNOW
PLEASE MAKE IT

STOP





Spitzenleistung trotzdem immer im Schatten der Männer

Volle Stadien, packende Spiele und mitreißende Momente. Sport fasziniert Millionen von Menschen.

Während Männersport fast überall im Rampenlicht steht, bleibt Frauensport oft im Schatten. Dabei brechen Frauen Rekorde, liefern beeindruckende Leistungen und zeigen eindrucksvoll, dass Spitzensport kein Geschlecht kennt. Dennoch ist die gesellschaftliche Anerkennung noch lange nicht ausreichend.

Ein Grund dafür ist, dass Frauensport immer wieder mit Männersport verglichen wird. Dabei wird oft vergessen, dass Frauen und Männer körperlich unterschiedlich gebaut sind. Männer haben im Durchschnitt mehr Muskelmasse und können dadurch schneller und kraftvoller spielen. Gleichzeitig sind Frauen biologisch bedingt anfälliger für Verletzungen wie etwa Kreuzbandrisse, was ihre Leistungsfähigkeit in bestimmten Sportarten zusätzlich beeinflussen kann. Diese Unterschiede sind ganz natürlich – genau deshalb sind direkte Vergleiche unfair. Trotzdem prägen sie noch immer die Wahrnehmung von Frauensport und lassen Leistungen kleiner wirken, als sie eigentlich sind.

Die Ungleichheit beginnt jedoch schon viel früher. Viele Mädchen haben von klein auf schlechtere Voraussetzungen als Jungen. Trainingsbedingungen sind

oft weniger professionell, Förderprogramme seltener und Sportinternaten nehmen deutlich weniger Mädchen auf. Zusätzlich fließt insgesamt weniger Geld in Mädchen- und Frauenvereine. Das bedeutet: schlechtere Ausstattung, weniger Trainerstellen und weniger Möglichkeiten, sich sportlich weiterzuentwickeln. Für viele Talente endet der Traum vom Leistungssport deshalb viel zu früh.

Wie sehr Frauensport trotz großer Erfolge übersehen wird, zeigte sich auch bei der Frauen-Fußball-Europameisterschaft 2025. Millionen Menschen verfolgten die Spiele, und die deutsche Mannschaft kämpfte sich bis ins Halbfinale vor. Es gab zwar Public Viewings und Berichte, doch im Vergleich zu einer Männer-EM war die Aufmerksamkeit deutlich geringer. Werbung, Schlagzeilen und Begeisterung hielten sich in Grenzen – was viele Fans enttäuschte. Ähnlich verlief es bei der Handball-Weltmeisterschaft der Frauen, die Ende 2025 in Deutschland stattfand, von der viele kaum etwas mitbekamen. Frauensport findet statt, aber oft sehr leise.

Diese fehlende Aufmerksamkeit wirkt sich auch finanziell aus. Im Frauensport steht insgesamt deutlich weniger Geld zur Verfügung – egal ob im Fußball, Handball oder Basketball. Selbst in der besten Frauenbasketball-

liga der Welt, der WNBA, verdienen Spielerinnen nur einen Bruchteil dessen, was männliche Profis bekommen. Dabei trainieren sie genauso hart, investieren genauso viel Zeit und liefern hochklassigen Sport. Trotzdem wird ihre Leistung oft geringer bewertet, weil sie nicht mit dem Männersport mithalten soll, sondern ständig mit ihm verglichen wird.

Auch die Medien tragen ihren Teil dazu bei. Statt sportlicher Erfolge stehen bei Sportlerinnen häufig Aussehen, Kleidung oder Auftreten im Vordergrund. In sozialen Medien müssen viele von ihnen mit sexistischen Kommentaren, Hass und Beleidigungen umgehen. Gleichzeitig wird von ihnen erwartet, sichtbar zu sein, Sponsoren zu finden und sich korrekt zu verhalten – eine Aufgabe, die männliche Sportler in dieser Form kaum kennen.

Trotz all dieser Schwierigkeiten verändert sich etwas. Frauensport wird präsenter, junge Mädchen finden immer mehr Vorbilder und Ungleichheiten werden offener angesprochen. Der Weg zur Gleichberechtigung ist lang, aber er wird gegangen. Schritt für Schritt.

Am Ende liegt es auch an uns: hinschauen, unterstützen, ernst nehmen. Wer hinsieht und unterstützt, verändert nicht nur den Sport, sondern auch unsere Gesellschaft.

video von Lara Novak

Perhaps the things that are happening in Venezuela are very confusing for people who aren't well informed about this topic, so as a Venezuelan, I would like to give reasons and context as to what happened why this topic is internationally controversial.

To be able to understand, you must know that, for more than 25 years, Venezuela's democracy has been relentlessly and systematically weakened to the point of being ruled by a fierce socialist authoritarian regime. Before the dictatorship of today, it began with a democratically elected Hugo Chávez, who, soon after rising to power, used his popularity to completely transform the country's system. He abolished checks of power, that is, he took control of the Judicial and Legislative powers and focused them solely on the presidency, amended the constitution to allow a President to be re-elected indefinitely, silenced medias and free press, and nationalized Venezuela's key economic sectors. These decisions weakened democratic institutions and paved the way to an authoritarian regime.

“A whole generation of Venezuelan people have never lived under a true democracy.”

After Chávez died in 2013, Nicolás Maduro rose to power and expanded on Chávez's plans. Under his rule, democracy kept declining, rigging election after election, which made people question their credibility, and disqualified and forbade members of opposing political parties from running for office. Not only this, but political repression was on the rise, resulting in unnecessary police brutality and military action against peaceful protests run by college students.

Consequently, considering all the things mentioned beforehand, we get a whole generation of Venezuelan people who have never lived under a true democracy. There have not been truly free and democratic elections, nor

What is happening in Venezuela?

by Daniel Bastidas Avila

independent and fair courts, nor an effective separation of the democratic institutional powers of Venezuela.

“Venezuelans have tried everything they possibly could to make a democratic change in the country.”

Moreover, apart from the political instability, Venezuela suffered a massive economic collapse. Despite the fact that Venezuela has the largest oil reserves in the world, the country has experienced one of the most severe and brutal economic crises of the century. The hyperinflation caused by it, with a peak of over 1,000,000% annual inflation in 2018, destroyed salaries, savings, caused a scarcity of basic groceries and medications vital for hospitals, leading to more than 8 million Venezuelans, roughly 20% of its population, to flee the country, resulting in the one of the biggest migrations of a population in recent history.

“US sanctions had no impact at all, and most people felt the only way for a real change was with US military intervention.”

Due to all this, Venezuelans have tried everything they possibly could to make a democratic change in the country. After thousands of peaceful demonstrations across multiple cities that ended in catastrophe after being constantly oppressed, unfair elections

that time and time again proved no change, and therefore exposed the corruption of the electoral system, negotiations failed, US sanctions had no impact at all, and most people felt the only way for a real change was with US military intervention. This is why Trump's actions are praised by Venezuelans, because, regardless of his political background, most people perceive this as the end of the Venezuelan crisis that has been going on for far too long. Even though we were taken by force, there wasn't any significant uprising by the people, nor particularly large crowds of Venezuelan's demanding his return.

Even though the majority of the country was relieved after his capture, people did not publicly react, as the government quickly forbade any discussion about what had happened and punished anyone found doing so with jail time. That day, January 3rd, was the day when the thing that Venezuelan's thought was less likely to happen than qualifying for their first World Cup finally did. Therefore, for most Venezuelan people, even though the action violates international law, most are very happy, although it is understandable why some are against, one must consider all the before mentioned facts to fully form an opinion.



GLATTEIS UND BAHNCHAOS

DER WINTER IN BERLIN

VON LEO FREIER



Das Wetter in Berlin ist seit Dezember 2025 sehr extrem, mit viel Schnee und Glätteis. Diese Lage hält bis Anfang Februar 2026 an und hat gefährliche Folgen für die Gesellschaft und den Verkehr.

Ende Januar 2026 wurde es sogar so kalt, dass die Straßenbahnen zeitweise nicht fahren konnten, weil die Oberleitungen großflächig eingefroren waren. Ursache war Eisregen. Die BVG sprach von einer „historischen Lage“, da ein solches Problem in diesem Umfang zuvor noch nicht aufgetreten war. In der Nacht vom 26. Januar mussten Straßenbahnfahrer*innen bei den Fahrzeugen bleiben, damit nichts passiert und schnell reagiert werden kann.

Seitdem fahren viele Straßenbahnen nicht mehr. Die U-Bahnen fahren nur teilweise, vor allem die nicht überirdischen Strecken, da auch Stromschienen vereist waren. Das gleiche galt teilweise für S-Bahnen und Regionalbahnen. Bis zum 28. Januar gab es deshalb nur einen eingeschränkten Nahverkehr.

Damit so etwas nicht noch einmal passiert, fahren die Straßenbahnlinien M4 und M5 nachts durchgehend, damit durch die Bewegung und Reibung die Oberleitungen nicht erneut vereisen. Tagsüber fahren später auch weitere Linien wie die M2 wieder. Am 3. Februar, als ein BVG-Warnstreik angekündigt wurde, fahren die Straß-

enbahnen trotzdem weiter, damit die Leitungen eisfrei bleiben — allerdings ohne Fahrgäste wegen des Streiks.

Glätteis, Schnee und die insgesamt gefährlichen Wetterbedingungen führten außerdem zu vielen Unfällen. In Berlin gab es allein in den ersten Stunden am 26. Januar bereits 121 Verkehrsunfälle, deutlich mehr als normalerweise.

Es bleibt spannend, wie sich das Wetter in Berlin in den nächsten Monaten entwickelt.

Abbildungen: Passanten im Schneesturm in Berlin (Archivbilder).



Habt ihr je schallend mitgelacht, als ihr auf dem vereisten Bürgersteig ausgerutscht seid? Die Streukörnchen helfen nicht bei Eis, wie es scheint. Die meisten Kinder wünschen sich nichts anderes, als dass der Schnee bleibt und dass sie im Weinbergspark weiterrodern können. Manche Erwachsene hingegen fluchen laut, wenn sie auf dem Eis das Gleichgewicht verlieren und tragen zur Einführung des Salzstreuens in Berlin bei. Salzstreuen in Berlin ist ein vielschichtiges Lokalthema, das Politik, Umweltschutz, Naturwissenschaften und soziales Benehmen zusammenzieht.

Nun, bevor wir in die komplizierte Welt der Tabus, Wissenschaft und Politik eintauchen, vereinfache ich euch erstmal die Sache mit einer Frage:

“Hier liegt ja Salz auf der Strasse!”

Sprühsalz bei Glätte zu benutzen. Kurz wurde dann auch gesagt, dass dieses Salz eigentlich viel mehr Salz in der Produktion und auch später als Sprühsalz mit normalem Salz gemischt wurde, aber trotz dem vielen Strom und Umweltschädlichkeit des Salzes sowieso, dass es doch so eine 'tolle' Idee war, dieses Gurkenwasser zu recyceln. Und sie sagten auch, es sei doch so umweltfreundlich, weil das Gurkenwasser nicht mehr aufwendig entsorgt werden muss!

führt. Letztlich kann auch das Grundwasser versalzen, wenn Salz gestreut wird. Wie ihr sieht, hat diese Variante zum nicht eisigen Bürgersteig keine guten Seiten, außer dass der Schnee sich schnell löst, und dass könnte man ja auch als schlecht empfinden...

Dann gibt es noch die Politik dabei. In Berlin ist es in der Regel verboten, Salz zu streuen, aus diesen umweltfreundlichen Gründen. Doch vor Kurzem



von Nike Krückeberg

Habt ihr vor ein paar Wochen die Sendung mit der Maus geschaut? Die Kinderwissensendung, die seit über 80 Jahre läuft, hat auch dieses Thema behandelt: Sprühsalzstreuen, doch im Zusammenhang mit Gewürzgurken. Wie bitte? Ja, die Maus erklärte die Sache ausführlich. Wie immer gab es einen langen Teil über die Produktion, diesmal von Gewürzgurken, woraus dann mühsam und stromverschwendend Salz daraus gefiltert, um es als

Salzstreuen ist SEHR umweltschädlich. Nicht nur wegen des Verlustes des Salzes oder wegen des Stroms, der dafür verschwendet wird (für das Filtern von Gurkenwasser, zum Beispiel), doch auch wegen der Umwelt. Das Salz, das auf den Boden gelangt, schädigt Straßenbäume und saugt ihnen das Wasser weg, damit sie im Endeffekt vertrocknen. Außerdem verletzen sich viele Tiere am Salz, weil es zu Entzündungen an den Pfoten

wurde diese Regel von der Regierung geändert, in Hoffnung auf einfache Gehwege und besänftigter Verkehr und Menschen. Dies wurde schnell rückgängig gemacht, als die NABU (voller Name) in vollem Protest dieser Änderung dagegen schrie. Zum Glück gab es Erfolg und Salzstreuen ist erneut verboten, doch tatsächlich nur in Berlin. Fast der ganze Rest Deutschlands benutzt immer noch dieses \$!/## Mittel.



Where Did Our Curiosity Go And How Can We Get It Back?

by Luise Lichtenstein



When young children first learn about a topic, they can't stop thinking about it and asking questions. They are sometimes left speechless with wonder. They instinctively try to combine any previous knowledge they might have with this new topic. They ask you "why" so often that, after a certain point, you feel like you are going insane.

"Someday, the questions stop."

Someday, the questions stop. Material is learned for the sake of having learned the material, books are read for the sake of having read the book, presentations are presented for the sake of having presented the presentation. Learning becomes a chore, a means of getting a good grade, something we leave behind after 4 pm once we go home.

Recently, I was working on a presentation for my physics class. Over the course of secondary school, I've had a somewhat difficult relationship with this subject. It felt abstract: too theoretical, then too little maths-based, too big to understand, then too small to understand. But a while ago, a certain topic suddenly caught my attention. It was interference—the behaviour of waves, usually shown through light or water, when they interfere with each other—and it had a very mathematical derivation, which gave it a solid theoretical structure before applying it to the real world. I found it fascinating that we can explain the world around us so well simply by combining a few theories and formulas

and making a few minor assumptions.

The presentation I prepared for class was on the topic of light-emitting diodes, more commonly known as LEDs. It wasn't a topic I had much knowledge of, and it was definitely an assignment that I procrastinated on a bit. Once I had done my research, though, I enjoyed the topic so much that I even bothered my friends—who don't understand how I could have chosen physics over chemistry and who are rather happy that they don't have physics class anymore—with it. Suddenly, I wanted to tell everyone about the function, structure, and history of LEDs and share the many interesting things I had learned. I'll spare you the longer description here.

Would this have happened if it had been taught to me like any other material? Probably not. I don't want to suggest that we learn nothing from teachers standing at the front of the classroom. But when that happens, we often focus on one thing—whether it's relevant for the next test or not—and neglect another: how it ties in with previous knowledge, what we find interesting about it, and where we still have questions.

"When does information seeking become curiosity?"

Curiosity is a major part of human development, both throughout the course of evolution in general and within one person's life. Merriam-Webster defines it as "the desire to know" and "an interest leading to

inquiry". These definitions contain two key words: desire and interest. A desire to know means that we are eager to find answers, that we think about many different aspects of something. And interest means that something has caught our attention, that we care enough to ask questions and to keep thinking even when answers are not immediately given. Curiosity, therefore, is not just about collecting information, but about wanting to understand. An article published by the Britannica Curiosity Compass asks the fitting question, "When does information seeking become curiosity?"

"Curiosity is not just about collecting information, but about wanting to understand."

The answer, I believe, lies in the intention. Information seeking is a goal-oriented, defined process. It is complete once we have gone through all the material for the next test or quiz and its only motivation is to complete this as fast as possible while retaining as much of the information as possible, not so that we can build on it, but so that we can memorise as much of the required material as possible. And then forget it all again the day after the test. This is also called an external motivation. It is solely a means to an end. It works, but it isn't sustainable. Curiosity, however, is open-ended. When you stumble upon an interesting fact, for example, your brain enters what's called the "curiosity state". Your senses and your memory become more alert to what's going on,

which allows you to learn and remember information better. Your brain even rewards you for being curious by releasing dopamine, which makes you happier and encourages you to remain curious to get this reward again, a process known as internal motivation. As absurd as it might sound, you begin subconsciously linking learning with happiness.

"You start subconsciously linking learning with happiness."

So, let's think about which assignments foster curiosity. One important factor is choice. Being able to choose from a variety of topics related to the current unit allows us to follow what genuinely interests us. You might ask: what if one topic isn't chosen by anyone at all? I've experienced situations like this, and it isn't quite as bad as you may think. Of course, we can't ignore the curriculum frameworks we follow at school, which dictate what topics we need to cover. But sometimes, you might end up in a situation in class where people are very happy to analyse the historical context of a work, the role of women in it, or the work's influence in other areas, such as the arts, and where no one wants to analyse the language or literary devices used.

"If we get from the lesson topic to another topic naturally, is that really a waste of time?"

Instead of seeing this as a failure, it can be seen as valuable feedback. It shows us where interest naturally arises and where teaching methods might need adjustment. If curiosity is strongest when students feel personally connected to a topic, then perhaps the task should not be to force interest, but to guide it. Language and literary devices, for example, could be

And of course, some topics need to be taught regardless of whether we consider them interesting or useful—writing structures, mathematical foundations, or scientific principles, for example. But besides these fundamental topics, there is so much potential for us to explore what interests us.

"Aren't we still discussing the same topics?"

When we talk about curiosity, we also need to talk about what going "off topic" means in class. If we get from the lesson topic to another topic naturally by speaking with our friends, exchanging ideas in class, and asking questions, is that really a waste of time? Is it really that unrelated to discuss whether humans could grow chloroplasts and get unlimited energy without food and sleep in biology class? If, in Spanish class, we go from post-colonialism and indigenous communities in South America to the broader question of whether minority languages are represented adequately in Germany, is that really a waste of time? Aren't we still discussing the same topics—language, identity, and representation?

"The 'off-topic' part is where information seeking becomes curiosity."

The "off topic" part is where information seeking becomes curiosity, where we don't just memorise what we've learned for the next class test, but instead explore ideas without a fixed goal, simply because they caught our interest. We certainly shouldn't view situations like this as counterproductive to the lesson content. Instead, they show that learning is happening—maybe not with the direct goal of getting through the exact lesson material, but with the intention of finding something that sparks interest, which in turn keeps us more engaged with

similar topics in the lessons to come.

Curiosity doesn't disappear as we grow older. Instead, it's gradually pushed aside. When learning is reduced to completing tasks and meeting requirements, there is little room left for questions without immediate answers. My physics presentation showed me that interest often appears when we are given the space to explore, rather than being told exactly what to focus on. Finding one aspect of a topic that truly interests us can be enough to turn learning from a task into something more meaningful, more lasting, and more engaging.

"Interest often appears when we are given the space to explore, rather than being told exactly what to focus on."

As students, we can allow ourselves to follow questions that seem unnecessary at first, to go "off topic" when something genuinely catches our attention, and to see learning as more than just preparation for the next test. And for the teachers, perhaps the task is not to force interest where there is none, but to notice where curiosity already exists and to guide it, even if it doesn't always follow the most straightforward path. If our school allows curiosity to exist alongside structure and expectations, learning can become something more than memorised content. It can become something we carry with us beyond the classroom, and beyond 4 pm.

If we want learning to be more than something that ends with the school day, we need to make room for curiosity again. That means allowing questions, detours, and interests that do not always have an immediate purpose, but that make us want to keep thinking and learning. Because in the end, memorisation isn't what gets us places—curiosity is.

OCEAN FUTURES

ZU BESUCH IM FUTURIUM

VON LEO FREIER



Der Ozean bedeckt einen großen Teil der Erde. Wir Menschen sind abhängig vom Ozean, aber auch ganze Organismen wie Tiere brauchen ihn. Wir alle brauchen zum Überleben Verbrauchsgüter, die Wasser benötigen. Und genau dieses Wasser kommt aus Teichen oder Seen, die dann irgendwann in die Ozeane fließen.

Vielleicht wollen wir nicht nur das Essen essen, das es in unserer Umgebung gibt. Dann müssen die Güter verschifft werden. Manchmal wollen wir uns einfach nur mit Menschen aus anderen Teilen der Welt sprechen oder verreisen. Auch das hat indirekt mit dem Ozean zu tun, weil Internetleitungen manchmal unter dem Meeresboden verlaufen oder wir mit dem Schiff in andere Länder fahren. Der Ozean ist sehr wichtig für uns alle. Und nur wir Menschen können ihn verbessern. Wenn wir es nicht machen, schadet es uns und damit auch den Tieren, die wir vielleicht auch einmal essen wollen.

“Der Ozean ist sehr wichtig für uns alle. Und nur wir Menschen können ihn verbessern.”

In der aktuellen Sonderausstellung „Ocean Features“ im Futurium geht es um den Schutz der Meere am Beispiel von deutschen und philippinischen Fischern. Auch wenn sie unterschiedlich leben und den Ozean nutzen, haben sie dasselbe Ziel, den Ozean zu schützen, und können gegenseitig voneinander lernen. Die Ausstellung beleuchtet das Seerecht, die „Schatzkammer Meer“ und ihren Schutz.

Wem gehört das Meer? Wann gehört das Meer allen? Laut dem UN-Seerecht gehören die ersten 12 Seemeilen zur Küste eines Landes. Die weiteren 200 Seemeilen gehören allen. Dort dürfen alle Länder ihre Wirtschaft vorantreiben sowie fischen oder Erz abbauen. Danach beginnt die Hochsee. Dort leben die Meerestiere, die hier ihre „Schatzkammer“ der Meere haben. Im Seerecht ist dies bewusst das „gemeinsame Erbe der Menschheit“, das wir schützen sollen.

“Je mehr Lebewesen im Meer leben, desto stabiler wird auch der Ozean.”

Einige Staaten wollen die Wirtschaftszone jedoch auf 350 Seemeilen erhöhen, weil u. a. sehr viele Bodenschätze in dieser Zone liegen, wodurch Staaten militärische oder wirtschaftliche Vorteile erzielen können. Das geht meistens nicht ohne Konflikte. Dann würde die „Schatzkammer“ bzw. das „Erbe der Menschheit“ kleiner.

In der Schatzkammer der Meere sind über zwei Millionen bekannte Arten beheimatet. Täglich werden immer neue Arten von Lebewesen entdeckt. Je mehr Lebewesen in den Meeren leben, desto stabiler wird auch der Ozean und unser Ökosystem. Der Ozean speichert CO₂, was Nahrung und Rohstoffe für die Arten sind. Diese vielen Arten sind sehr wichtig, aber wir zerstören ihren Lebensraum, indem wir zu viel fischen oder das Meer mit unserem Müll verschmutzen. Besonders bedroht ist die Artenvielfalt

Deswegen ist es wichtig, die Meere und Küstengebiete zu schützen. Heute sind nur acht Prozent der Ozeane geschützt.

Um den Klimawandel einzudämmen, müssten bis 2030 30 % der Ozeane geschützt werden. Das heißt – wir können nicht so weitermachen wie bisher. Daher braucht es Menschen wie die deutschen oder philippinischen Fischer, die auf ihre Art ihre Meere schützen, indem sie Fische groß werden lassen, nicht überfischen oder in bestimmten Zonen gar nicht aktiv sind, bis sich ein Ökosystem wieder erholt. Je geschützter der Ozean ist, desto mehr Lebewesen gibt es und desto stabiler wird er, was sich positiv auf unser Ökosystem auswirkt. Auch wenn dies nach einem weiten Weg klingt, müssen wir ihn schnell bestreiten, um die Grundlage für unsere Zukunft zu schaffen.

Sonderausstellung “OCEAN FUTURES”

14. NOV 2025 – 31. AUG 2026

Mo, Mi, Fr, Sa, So: 10:00 – 18:00 Uhr

Do: 10:00 – 20:00 Uhr

Di: geschlossen

Futurium

Alexanderufer 2

10117 Berlin

• Bus 245 bis Futurium

• S-Bahnen 3, 5, 7 oder 9 bis

Hauptbahnhof,

Ausgang Washington-Platz

• Tram M5, M8 und M10 bis Hauptbahnhof

• Busse 120, M41, TXL, M85, 147, 123 bis

Hauptbahnhof

Der Eintritt ist kostenfrei.



NUCLEAR TESTING

BY ALEXANDER VON DER SCHULENBURG

Between 1946 and 1958, the US (officially) carried out 67 nuclear weapons tests in the Pacific, especially in the Marshall Islands. These resulted in extreme consequences for the people that live on these islands, devastating impacts that continue to the present day.

The tests brought health and environmental catastrophe to these beautiful islands, gravely affected the people and animals that live there. Primarily conducted at Bikini and Enewetak atolls, they resulted in forced displacement, radiation sickness, increased rates of cancer and birth defects, and long-term environmental damage. The effects are still present

today in the form of contaminated areas, health concerns and persistent mistrust towards the US because of their reaction and handling of the aftermath of these tests.

23 tests were conducted on Bikini and 44 at Enewetak. They had a total explosive yield of up to 214 megatons (million tons!) of TNT. The atolls were also the site of the largest single nuclear detonation in US history, the 15-megaton “Castle Bravo” test of March 1, 1954. The Castle Bravo test had an explosive force that was a whopping 1000 times larger than the “Little Boy” bomb that was dropped on Hiroshima in 1945, and its mushroom cloud reached a height of

almost 40 kilometres.

The Marshall Islands were under US trusteeship during the tests, but they have been independent since 1986. Independence has also meant being left by the United States to deal alone with the devastating fallout from US nuclear testing.



BERMUN

BY ALEXANDER VON DER SCHULENBURG

The 34th Berlin Model United Nations (BERMUN) conference at the John F. Kennedy School and the Friedrich Ebert Stiftung (FES) brought a very fun

and interactive debating experience to many students from a lot of schools from all around the world. Some of the far-flung countries from which participating schools came included the US, Taiwan, China and Singapore, a testament to the power of debating to bring so many people together worldwide. BCS was represented by eight students, each of whom participated in different committees that mirror the ones that exist in the

actual UN. Among these committees are the World Trade Organization (WTO), The Middle School MUN (MS MUN), or the Disarmament Committee (DC). All in all, it was a wonderful experience for everyone that attended and for people like me, for whom this conference was their first.

Thank you to everyone who organized this at the BERMUN organization and here at BCS!

Teacher Spotlight
HERR HUFF

“THE WORTH OF AN IDEA ONLY BECOMES APPARENT AFTER YOU DO IT”

What inspired you to become a teacher?

The great teachers (women and men) that I had in the rural East-Hessian middle school I went to still are an inspiration to me. Through their subjects—which they taught excellently—they also expressed their personalities and their values. They have been role models to me for their sophistication, confidence, and sense of humor.

What profession would you choose if you weren't a teacher?

Working as a teacher has much in common with performing on stage. Only as a teacher, you don't have to please your audience all the time... Thinking about it, rather than being some sort of stage person, after some years in the BCS-hive, I may finally fulfill my dream and become a beekeeper.

What inspired you to become a teacher?

A great teacher believes in the merit of their subject and has profound knowledge of it. Wanting to share this belief and knowledge follows—I think—naturally. Having not been trained as a schoolteacher, though, I know that the ability to teach well (let alone in a manner that's great) doesn't come naturally. It takes professional training, experience, and examples set by great colleagues.

What was your least favourite subject in school?

Chemistry, no doubt about it. A subject that lacks both the clarity of physics and the lively abundance of biology. Really a combination of disadvantages. Not even “Breaking Bad” could make me think differently.

What's the most rewarding part of being a teacher?

Helping young persons to see connections, to care about knowledge and to orientate themselves in the world. So, in the end, helping young persons to help themselves I find to be most rewarding. Also, to put it bluntly, there are jobs in the grown-up world with a lot of prestige and money on their side, but people may feel at some point that their work doesn't really matter to anybody. I, for once, felt this way working at the university. If it's an illusion, please allow me to maintain it, but I feel my work here matters to someone.

What advice would you give to students struggling in school?

Find one thing that you're good at and focus on this. Work just hard enough not to fail in the rest.

Do you have any pets, family, or siblings?

I have no pets. I'll save the joys of canine company for my retirement. I live together with my life-partner, who is a teacher, too, and we have a daughter. I have an older sister, and she has a family of her own.

What are your middle names?

My parents couldn't afford to give to me a complete first name, let alone a middle name!

Which languages do you speak?

German, English and a bit of French. I'd like to learn and speak more languages. But I'll save it as a retirement project. Learning Russian vocabulary while walking my dog...

What are your hobbies?

Reading, cooking, strumming the piano.

What's your favorite movie or series? Lawrence of Arabia. Just watch the first hour or so minutes until Omar Sharif emerges from the mirage. Then, we can talk.

If you could teach any other subject, what would it be and why? This would be Math. Everything in Math, you already know. You simply have to make yourself aware of it.

If you could live anywhere in the world, where would it be and why?

In the apartment above ours. More light, less trampling.

If you could have dinner with any historical figure, who would it be?

Winston Churchill. Cocktails, cigars, and conversations on how to withstand fascism. You'll need to forgive me if I'd come to school with a headache the day after.

What's your favorite song or artist?

Song artist and reference album: Nina Simone (Little Girl Blue), Nick Cave (No More Shall We Part), Bob Dylan (Desire). And my personal triptych of Glam Rock: Lou Reed (Transformer), David Bowie (Ziggy Stardust and the Spiders From Mars), Roxy Music (Stranded).

Do you have a favorite holiday or festival? Christmas has the best music, from Bach to Chilly Gonzales.

Who are your favorite teacher friends? I like all of my teacher friends equally, just as my students...

What's the best advice you've ever received? The worth of an idea only becomes apparent after you do it.

What would your autobiography be called?

“Things I Did On the Eighth Day of the Week.”



Neugierig. Kritisch. Mutig.

JUGENDPRESSE
BERLIN-BRANDENBURG

von Luise Lichtenstein

Ende Januar haben wir am landesweiten Schülerzeitungskongress teilgenommen. Besonders gefallen hat uns neben den vielen Workshops vor allem der Austausch mit anderen Schüler:innen aus Berlin und Brandenburg. Und gelernt haben wir natürlich auch jede Menge.

Bereits zum 23. Mal zeichnete die Jugendpresse Berlin-Brandenburg am 20. Januar 2026 gemeinsam mit der Senatsverwaltung für Bildung, Jugend und Familie die besten Schülerzeitungen machen und wurden außerdem auf unterschiedliche Designs und Formate aufmerksam. Während der Preisverleihung sprach unter anderem die Berliner Bildungssekretärin Christina Henke (CDU). Sie forderte uns auf, neugierig zu bleiben, Dinge kritisch zu hinterfragen und den Mut zu haben, unbequeme Fragen zu stellen. Die Preise in der Kategorie “Gymnasium” ging an *OHnE* (1. Platz, Heinz-Berggruen-Gymnasium), *Lux Looks* (2. Platz, Rosa-Luxemburg-Gymnasium) und *Shyft* (3. Platz, Walther-Rathenau-Gymnasium).

Am Vortag, dem 19. Januar, haben wir am landesweiten Schülerzeitungskongress in der Jane-Addams-Schule teilgenommen. Nach einer kurzen Kennenlernrunde besuchten wir einen Workshop zum Thema Lokaljournalismus, der von zwei Journalist:innen des Tagesspiegel vorbereitet wurde. Auch wenn der Workshop ein ganz bisschen den Anschein einer Werbeveranstaltung hatte, haben wir viel gelernt.

Zuerst ging es darum, den Begriff „Lokaljournalismus“ überhaupt zu definieren: Worum geht es eigentlich? Geht es um Berlin als Stadt, um die Bezirke oder um die nähere Umgebung? Wir waren uns mit den anderen Teilnehmern einig, dass sich Themen wie Parks, Ausstellungen, und Veranstaltungen besonders gut für den Lokaljournalismus eignen.

Am interessantesten waren aber die Gespräche mit den anderen Teilnehmer:innen. Wir konnten untereinander Ideen austauschen, unsere jeweiligen Probleme besprechen und von anderen Ansätzen und deren Umsetzung erfahren. Mit ein paar Teilnehmer:innen sind wir weiterhin in Kontakt, sodass wir uns hoffentlich auch in Zukunft über unsere jeweiligen Schülerzeitungen austauschen können.

Join
OUR TEAM
or Become a
GUEST
CONTRIBUTOR

WHAT TO KNOW

Every

Monday
and

Tuesday

at 4:15 pm in Room 301