

# DISNEWS

DELEDDA  
INTERNATIONAL  
SCHOOL NEWS  
A.S. 2025-2026 N°1



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# MULTI-LANGUAGE CORNER

“Be yourself; everyone else is  
already taken.”  
-Oscar Wilde



“Sii te stesso; tutti gli altri  
sono già stati presi.”  
-Oscar Wilde

“Sé tú mismo; todos los demás  
ya están ocupados.”  
-Oscar Wilde



“Sois toi-même ; tous les  
autres sont déjà pris.”  
-Oscar Wilde

“做你自己；因为别人都已经有人  
做了。”  
-Oscar Wilde



“Sei du selbst; alle anderen  
sind schon vergeben.”  
-Oscar Wilde



*Happy birthday*  
 *DisNews!*

Quest'anno ricorre il decimo anniversario del nostro amato DisNews!

Per dieci anni, circa un centinaio di studenti e studentesse si sono avvicinati nella conduzione, realizzazione, promozione e distribuzione di questo prodotto editoriale frizzante, dai tratti spiritosi ma anche accademicamente impegnati.

La dedizione e la professionalità dei nostri giornalisti in erba ha fatto sì che un vasto pubblico di lettori potesse intrattenersi, informarsi e percepire di far parte di una comunità proattiva, internazionale e open-minded. Tutti sono invitati a far parte della redazione a partire dall'MYP3, e nuove leve sono sempre benvenute!

Un sincero ringraziamento a tutti coloro che in qualche modo hanno contribuito alla pubblicazione di vecchi e nuovi articoli, permettendoci oggi di spegnere dieci candeline, fresche fresche di stampa!

*La Redazione*

# Art in PYP3 and PYP4



Durante la lezione di Creativity in English, gli studenti della classe PYP 3 hanno prodotto dei bellissimi disegni ispirati ai graffiti rupestri del paleolitico, oltre a dipingere e decorare delle fantastiche caverne da loro create con la cartapesta e con materiali di riciclo.



Durante la lezione di Creativity in English, la classe PYP 4 ha creato dei bellissimi Ziggurat 3D utilizzando della pasta modellabile. I bambini, inoltre, hanno prodotto delle tavolette su cui hanno inciso il loro nome utilizzando la famosa scrittura cuneiforme.



E' stata poi effettuata una ricerca approfondita sulla cultura Sumera insieme alle sue numerose innovazioni. Infine, gli studenti hanno avuto il compito di realizzare uno Ziggurat di cartone con materiali di riciclo trovati a casa.



# Film Review



**La Grazia** (13+): An aged widowed Italian president of the republic is left facing a moral crisis over an euthanasia legislation and deciding whether to pardon two killers, as he grapples with his late wife's infidelity during his final months in office. A wonderful film about loss and freedom of choice, all set in an imaginative North of Italy where the main dilemma is “who owns our days?” Released in Italy in January.

**I'm Still Here** (13+): This Academy Award winning Brazilian film, based on a true story, follows a mother, Eunice Paiva as she deals with the sudden disappearance of her husband after being abducted by the military and the pressures of raising her teenage children alone. The analog cinematography and witty storytelling not only manages to keep the audience engaged but makes the story of the Paiva family hauntingly relatable.



**Wonderstruck** (5+): The story of a young boy in the Midwest is told simultaneously with a tale about a young girl in New York from fifty years ago as they both seek the same mysterious connection. With a Black and White narrative, shifting from two very different yet close characters, and a soundtrack including David Bowie, Wonderstruck explores an emotional story all under a beautiful NYC background.



# Apuestas de fútbol



Un tema que está creciendo muchísimo entre los jóvenes: la ludopatía y las apuestas en el fútbol. Parezca algo divertido y inocente pero puede convertirse en un problema serio.

La ludopatía es una seria adicción. Una persona necesita de apostar continuamente, perdiendo dinero o aunque eso le cause problemas personales.

En el fútbol, este problema ha aumentado mucho. Vemos más publicidad de casas de apuestas: en los estadios, en las camisetas, en Internet... Todo esto hace que apostar parezca algo normal, especialmente para los jóvenes que siguen el fútbol cada día.

En los últimos años han salido muchos casos en el calcio italiano, donde futbolistas, incluso de Serie A, han sido sancionados por apostar, el ejemplo más famoso: Sandro Tonali que fue suspendido para 4 años pero gracias a sus negociaciones con la. Algunos incluso apostaban en partidos de sus propios equipos, lo cual está totalmente prohibido. Pero la realidad es que el sistema de apuestas no depende de tus conocimientos: está diseñado para que la casa de apuestas gane casi siempre.

Esto lleva a consecuencias muy serias.

Las más comunes son:

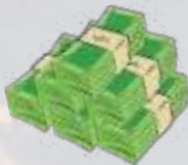
- pérdida de dinero,
- ansiedad o estrés,
- mentiras a la familia,
- en casos más graves, adicción y problemas para controlar el impulso de apostar.

El peor es que muchos chicos comienzan con apuestas pequeñas, "solo por probar", pero poco a poco pueden perder el control sin darse cuenta.

Por eso es importante trabajar en la prevención:

- reducir la publicidad de las apuestas como las en los partidos,
- informar a los jóvenes sobre los riesgos y efectos,
- y controlar mejor el acceso a las apps de apuesta, sobre todo para menores.

En conclusión, el fútbol es un deporte que debería ser pasión y diversión, no una puerta a problemas de adicción. Disfrutar del deporte está bien, pero es fundamental entender que las apuestas pueden convertirse en un riesgo real, especialmente para nosotros los jóvenes.



# Montecristo: un spectacle réimaginé

Dans la critique théâtrale d'aujourd'hui, nous allons parler de « Montecristo » de MaterLingua. Le spectacle est inspiré du célèbre roman d'Alexandre Dumas, mais il est, réimaginé et situé dans le présent.

Le protagoniste, Ed, a fondé une compagnie de cybersécurité avec son meilleur ami, Fernand. Mais Fernand veut du pouvoir, et alors il convainc Ed d'utiliser un algorithme pour s'infiltrer dans un ministère en France, et Ed est arrêté par la DGSE.



Le metteur en scène utilise de la musique et des scènes pleines de rouge pour décrire l'arrestation d'Ed. Dans la prison, Ed rencontre Jo Faria, un homme qui a créé une crypto sociale. Quand Jo Faria meurt, Ed s'évade de la prison et devient « Montecristo », et il tente de tendre un piège à Fernand. Ed revoit son amour Mercedes.

Les acteurs donnent au public deux options : Ed peut obtenir sa vengeance sur Fernand pour les choses qu'il a faites, ou le spectacle peut se terminer avec l'amour d'Ed et Mercedes. J'ai opté pour la vengeance, parce que Fernand a séparé Ed et Mercedes pendant quatorze ans, mais le public en général a opté pour le final avec l'amour, où Ed et Mercedes se retrouvent et Fernand est pardonné.

J'ai beaucoup aimé le spectacle parce qu'ils ont utilisé des éléments de la vie du présent, et les chansons étaient célèbres. Il y avait aussi une chanson de mon artiste français préféré : Gims, avec « Est-ce que tu m'aimes ? ». J'ai adoré ce spectacle et pour ça, ma note est de 10 sur 10!

par Leonardo Moscatelli MYP5

# ***Kulturelle Vielfalt im Schultag***



"Heutzutage ist es normal, dass Menschen mit verschiedenen Kulturen zusammenkommen. Jeder Mensch hat seine eigenen Kulturen, Angewohnheiten und Werte. Sie unterscheiden sich also nicht nur darin, wie sie miteinander umgehen, sondern auch darin, wie die sie lernen und nachdenken. Besonders internationale Schulen sind ein Ort, wo verschiedenen Kulturen sich zusammenfinden. Daraus besteht eine Gemeinschaft, die bunt gemischt ist, und jeder von uns trägt ein Stück kulturelles Erbe. In einer solchen Vielfalt lernt man viel voneinander, und entwickelt Fähigkeiten sowie verschiedene Perspektiven. Man lernt, respektvoll gegenüber anderen Kulturen und Herkünften zu sein. Es ist immer noch interessant für mich, wie stark die Dynamik einer internationalen Schule von der einer normalen Schule abweichen kann. Internationale Schulen haben ein stärkeres Erlernen von Toleranz, Offenheit und Respekt. Außerdem bereichert Kulturelle Vielfalt auch den Schultag und macht ihn abwechslungsreicher. Sie ermöglicht, Unterschiede zu überwinden und sich auf die global vernetzte Welt vorzubereiten. Deswegen finde ich es wichtig, sich mit den Unterschieden und Kulturen von anderen zu interagieren."



# 四合院: four-joined yard



The 四合院 (sìhéyuàn), which translates to "four-joined yard", refers to the Chinese architectural style of the house where four separate buildings are joined together by a central courtyard. This design, which has been prevailing in China for more than

2000 years, as it is from the Western Zhou Period (1045–770 BC), is still deeply rooted in Chinese philosophy and culture, making the house not just a physical structure but a symbol of Chinese culture and history. However, with the development of cities and industries, there are fewer and fewer examples of these houses. Indeed, the few that are left can mainly be found in 北京 (Beijing) and are relics of the

Ming (1368-1644) and Qing (1644-1911) dynasties. The principles behind this structure are connected with ancient Chinese beliefs and social hierarchy. Indeed the house is structured so that the north wing of the house, which is considered to be the best, is inhabited by the elders, who are considered to be the most

important in the family. The rest of the family lives in the west and eastern wings, going closer

to the main entrance in the south, in

descending hierarchy. The main entrance

doesn't lead directly to the central courtyard,

but is instead shifted towards the side, either

left or right from the middle, and there is a path

that leads to the main courtyard through an

abrupt change of direction. This is because

it is thought that evil spirits are able to enter through the main door, and they might enter the house and bring bad luck, and by tricking

them, they are not able to do such a thing.



# Word search



S V A B W W Y I C V M H T Z U Y G R M I Y G G F E  
T G G B O A Z V P H L Q E R M A A U O U C B I E O  
O I S R B G R O B X N K O J I I S U H J Z H P X G  
C L F M A R O S T M H P M Y H P N X P B Q M F P R  
K Z G T Q N A T A A V I J A N C O S T N H B N A I  
H U L U S P T S à W S O X W N M Q L K E U B O R F  
O G L O X K R A I E G U T P G K O U I T F M J I H  
L G C N N N C B N L M B M R M B A U K B G U N S O  
M G P Y K D V P U A I S T N Q A C R F I J U O R N  
L Z K B I Q O C Z E N A K R M V D Q A J A L S L C  
R O C P K O B N B K N A S B F N K R C O P A L I O  
O J V S P Y X K R Z G O R A A A K Y I P N J O S E  
F W Z S O M J A X J Y Y S I S N P Z C D P S R B I  
A M K A S M G I E R P C Q A V M G J S H C C P O X  
T Q Z R X S L K K S Q T Z G I O A K O O M J X N J  
R C Q A L V X C A P E T O W N R N R O C F S D W Z  
O L X J P U L N P R P T O K C F E D A K M I L X I  
W C Y E I W Q G S A Z A C U I M K S S T L G A B R  
R E P V W V Q U L Z A G R E B B X M U M A C A U G  
W Q O O P C N E H O N G K O N G Y I B Y O C E B J

Ankara	Buenos Aires	Madrid	Sofia
Antananarivo	Cape Town	Minsk	Stockholm
Asmara	Hong Kong	Oslo	Tripoli
Bangkok	Lisbon	Paris	Warsaw
Bogotá	London	Rome	Zagreb
Brasilia	Macau	Sarajevo	



# Ocean Race

Thursday 29<sup>th</sup> of January 2026 was the finale of a memorable week at DIS, thanks to our cooperation with the Ocean Race Learning team.

Starting on Monday evening at the Aquarium, many DIS students, teachers and families went to watch Ocean with David Attenborough, a 2025 documentary film exploring the threats the oceans face.

On Tuesday, researcher Lucy Hunt came into MYP2 classes to kick-start their Phrasal Verb project in English lessons, which will allow them to create awareness-raising booklets using the Ocean Race Learning Programme as part of international research with the University of Dublin.

Wednesday was a day to remember for MYP3 and our visiting German exchange group who participated in the Ocean Race Genoa Summit at the majestic Palazzo Ducale. Speakers included political leaders, youth advocates, scientists, sailors and our very-own Ettore Trillo, who spoke with style and confidence.

On Thursday, DIS hosted the Generation Ocean Symposium, guided by Peter Milne and a full team of staff from Ocean Race Learning. PYP students did workshops in our very own “aquarium” while MYP and DP classes joined various workshops and activities all through the day.

Even though the week is now over, we hope that this experience will inspire our students to strengthen their resolve to work on the problems our oceans are facing. Our school tries hard to involve students in environmental work, starting with the daily recycling in the classroom itself, taking care of our local park and even sweeping the beaches of Corso Italia every June. This week of enriching experiences should ensure that these activities, and plenty more, are undertaken with a fresh spirit of cooperation, having seen that so many other people are doing the same thing.

*by Mark Ebury, Service Coordinator*

# Ocean Race

*And now...  
...some pictures!*



# Ocean Race



# Ocean Race



# MOTIVATION TIPS...



When doing your homework a positive mindset can be extremely useful: remember that each lesson and assignment develops many skills, like critical thinking and problem solving. Furthermore, to achieve your academic goals, discipline is just as important as motivation: completing assignments, listening in class, accepting feedback, will help you work on perseverance and resilience. By following these tips you are setting the first stepping stone of the staircase to your future.



Házi feladatok írása közben a pozitív hozzáállás rendkívül hasznos lehet. Ne feledd, hogy minden tanóra és feladat rengeteg különböző készséggel ruház fel, mint amilyen a kritikus gondolkodás vagy a problémamegoldó képesség. Továbbá, hogy elérd tanulmányi céljaidat, a fegyelem éppoly fontos mint a motiváció. A feladatok végrehajtása, az órán való figyelés, valamint a visszajelzések fogadása segíteni fog a kitartásod és a rugalmasságod fejlesztésében. Ezeket a tanácsokat követve már meg is teszed az első lépéseket a sikeres jövőd kialakítása felé.

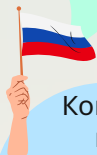


Pri robení domácich úloh mať pozitívnu mentalitu môže byť veľmi užitočné. Zapamätaj si, že každá lekcia a úloha rozvíja veľa schopností, ako je kritické rozmýšľanie a riešenie problémov. Naďalej, aby si dokázala svoje akademické ciele, disciplína je natoľko dôležitá ako motivácia. Spravenie úloh, počúvanie na hodine a prijatie spätnej väzby ti bude pomáhať v pracovaní na svojej vytrvalosti a pružnosti. Dodržiavaním týchto odporúčaní, začneš si budovať svoju budúcnosť krok za krokom.

## ...INTERNATIONAL EDITION



Enquanto estiver fazendo a sua lição de casa, uma mentalidade positiva pode ser extremamente útil: lembre-se que cada aula e tarefa desenvolvem muitas habilidades, como pensamento crítico e resolução de problemas. Além disso, para atingir os seus objetivos acadêmicos, a disciplina é tão importante quanto a motivação: completar as tarefas, escutar em classe, aceitar o feedback, vão ajudar você na perseverança e resiliência. Seguindo essas dicas, você estará dando o primeiro passo rumo ao seu futuro.



Когда ты делаешь домашнее задание очень важно думать позитивно. Помни что каждый урок и каждое задание развивают многие навыки например мышление и умение решать проблемы. Также чтобы достичь учебных целей дисциплина так же важна как и мотивация. Выполнение заданий внимание на уроках и принятие советов помогают развивать настойчивость и стойкость. Следуя этим советам ты делаешь первый шаг к своему будущему.



عندما تعمل وظائفك المدرسيه في حاله نفسيه جيده ممكن ان يكون مفيدا جيدا: تذكر ان كل درس وكل وظيفه تطور الكثير من القدرات، مثل قدره حل المشاكل والعقليه التحليله. وأيضا ، من اجل الحصول على اهدافك المدرسيه، النظام مهم تماما كما الاراده: اداء الوظائف المدرسيه، السماع والانتباه في الصف و تقبل الاجوبه يساعدك على العمل المثابر والمستمر . اتباع هذه النصائح، يجعلك تتخطى اول درجه في سلم مستقبلك.

# Primary 1 Interview

	Come ti chiami?	Che cosa ti piace fare di più al DIS ?
	Sebastiano	Fare arte con la Maestra Valentina
	Gioia	Colorare in classe
	Ludovico	Quando rido e imparo
	Sienna	Giocare con i miei amici
	Helena	Trovare le differenze in matematica



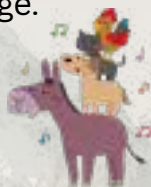
# Germany Exchange



Our school was selected to participate in an exchange in Germany, and 15 of our MYP 3 students were selected to participate to the Erasmus. Two students, one Italian and one German, tell us about their first impressions and the experience they had during the exchange.

## Bella's First Impression

### German Student



At first, I was shocked by how young the exchange students were, and suddenly I started thinking it might not work because of the age difference. At the train station, when we picked them up, there wasn't much talking at first, but when we had to split into groups, we began to talk to each other. Sometimes we didn't understand what the other person meant, but that didn't stop us.

It was a wonderful experience, and I am thankful that we ended up getting along so well. Unfortunately, it was only five days, but we still had a lot of fun at the "Klimahaus" and at the Christmas market in Bremen.

# Filippo's Experience

## Italian Student



From the 23 to the 28 of November we went in Erasmus to Bremen, in Germany. Bremen is located in north of Germany at 1h (with train) from Amburgo.

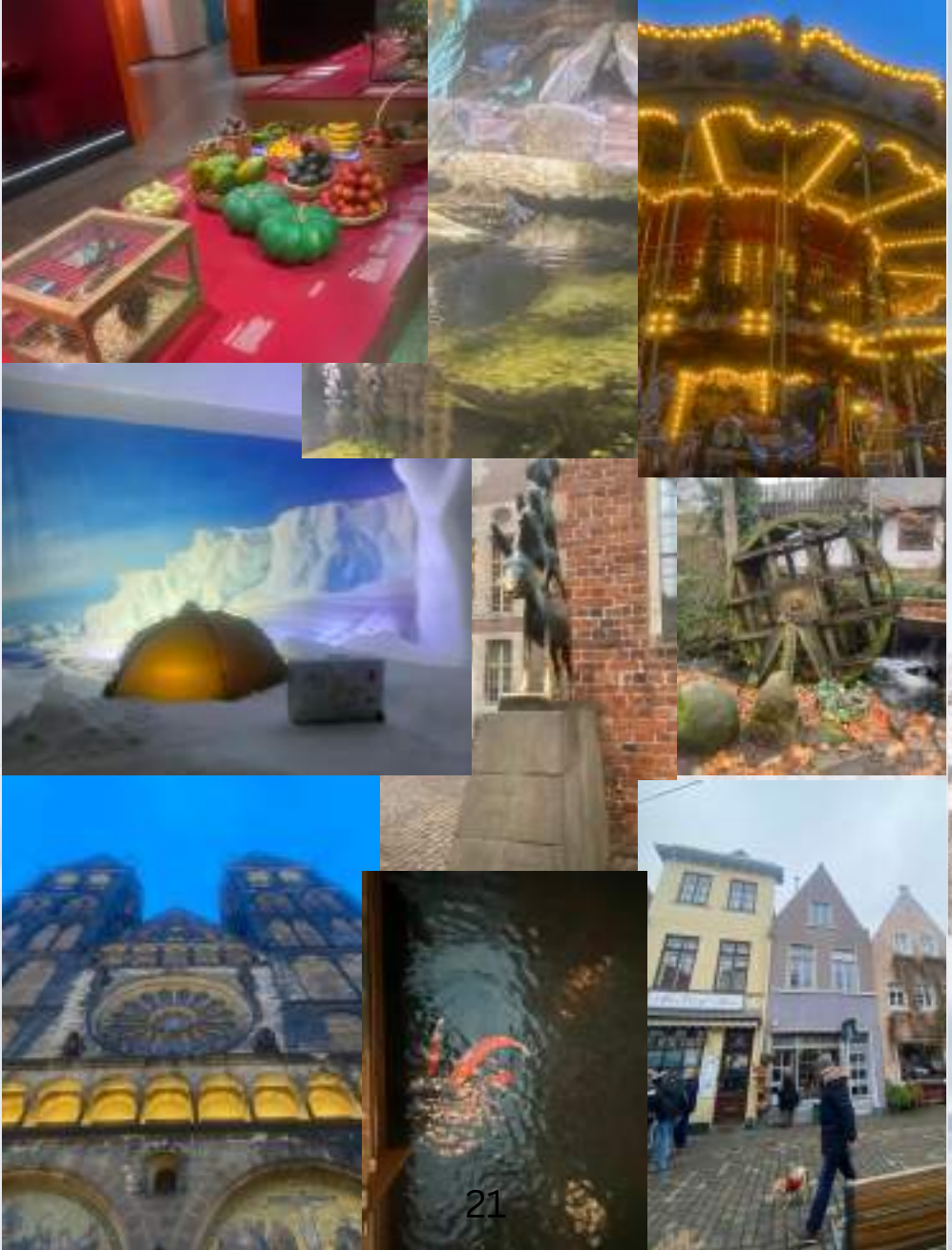
The purpose of this exchange, which will be reciprocated at the end of January with German students in Italy, it's to make children understand that our world is changing and and we need to protect it.

During our stay we stayed in a stylish hotel in the MEININGER chain near the train station.

Fortunately, it was near the city center, so we had the possibility to shop really often in the historic center . Thanks to the German students, we had the freedom to roam between the Christmas market . Last but not least, we had the possibility to visit the famous Universum Museum, where sciences of all types are analyzed, and the Klimahaus in Bremen Haven (1h 30m of Bus from Bremen), where we could see and try the various climate zones of the world. After the Klimahaus visit, we prepared an informative e-book with the German students.

In conclusion, I had a great time in this experience and I thank Miss McDermott and Mr. Giraud for taking us.

# Our Activities in Pictures



# DIS ALUMNI

## Bianca Fasciani



After graduating in May 2020 - quite the year, to say the least - I decided to escape the endless lockdowns and move abroad for university. Even though I had never set foot in Vancouver, I took a leap of faith and enrolled at the University of British Columbia. It could have gone wonderfully or terribly, but it turned out to be the best four years of my life (so far, hopefully).

Once I got my Bachelor of Arts in International Relations in 2024, I started firing off resumes everywhere I possibly could. Of course, all roads lead to Roma. I spent a year there working in Supply Chain for an MNC, which taught me a lot but made me quickly realize corporate is not for everyone. Yet again, I found myself applying to jobs left and right. Finally, a glimpse of hope! A position opened up at the Canadian Consulate in Milano and, after months of video interviews, written tests, and security screenings, I got the job.

That's where I'm at now.

Quick word of advice for students who might be reading this - remember not to study too hard! It might sound contrary to the words of wisdom you're usually given, but put the books away once in a while and leave room for your interests, relationships, and thoughts.

# DIS ALUMNI

## Francesco Tatulli



I graduated from DIS in 2020, and since then, my life has been quite the rollercoaster, with its ups and downs (but it's surely been fun!).

I went on to study physics here in Genoa. Back in high school, I followed the scientific track, which provided me with solid foundations that helped me navigate (with comfort, though not necessarily with ease!) through my first years of university.

I must say, the hardest novelty I had to adjust to was a shift in the approach to learning. While throughout my years at DIS I was used to a very hands-on, experience-based approach, Italian universities tend to be much more textbook-based, offering a solid theoretical framework.

After some adjustments to my study methods, however, I eventually found the right way to merge both aspects in my academic life.

In the end, what has really stuck with me from my years at DIS is not just an approach to knowledge, but an approach to life. The IB learner profile taught me to be balanced, so I've learned to fit sports and hobbies into my daily routine. It taught me to be an active citizen of the world I live in, and so I try to do my small part through my service as a scout leader for my local church.

What does my future hold, you ask? I have no idea! Still, with the skill set I've built over the years, I know I'll be more than ready to face whatever comes next.

# DIS ALUMNI

## Zahra Tabibniya



I graduated from the IB at Deledda International School in 2019, after completing the IB, I went on to study Pharmacy at the University of Rome Tor Vergata, where I undertook a rigorous scientific program within the Italian university system. Throughout my university career, I gained hands-on experience through laboratory work and completed a professional internship in a high-volume pharmacy in Rome.

Following this experience, I was offered a permanent position and am now working in one of the largest pharmacies in the city. I currently work as a licensed pharmacist, while also managing the pharmacy's social media and digital communication, focusing on patient education and outreach. Alongside my professional role, I have developed a strong interest in the pharmaceutical industry. I have participated in laboratory-based activities and am currently in active discussions with pharmaceutical companies, exploring opportunities that bridge clinical practice, research, and industry.

My favorite memory of the IB has to be a tie between reading *Animal Farm* in class with Prof. Artom and writing a letter to Juliet in Verona during Prof. Andreani's class; experiences that reflect the IB's ability to combine critical thinking, creativity, and real-world learning.

The academic rigor of the IB played a crucial role in my university success. Many first-year university subjects directly built on IB content, allowing me to approach my studies with confidence and focus on application rather than adaptation. My advice to current IB students is simple: don't stress too much and fully embrace the experience.

The IB prepares you not only for university, but also for professional life by developing discipline, adaptability, and resilience.



# New Look!



new Music room



new hallway



new classrooms



new multifunctional room

# A MESSAGE FROM OUR STUDENT REPRESENTATIVES

We, student body representatives, would like to:

- i. solve all problems that affect the student body;
- ii. enhance communication channels;
- iii. raise school spirit and make DIS part of each member's identity by organising different activities.

**Student-Body rep Program**  
**KEY POINTS**

LEDDA INTERNATIONAL

- SCHOOL MERCH
- NEW CLUBS
- GOSSIP BOX
- MIRRORS
- PRINTER
- HAZE CUP

- STUDENT ASSEMBLIES
- BREAK ROOM (DP and MYP4/5)
- CLEAN DRINKING WATER
- CAS AND STUDENT-BODY BOARDS

- REINTEGRATION OF THE HOUSES
- 6th FLOOR TERRACE
- COFFEE MACHINES
- ADDITIONAL DP SUBJECTS
- SUGGESTION BOX

Your dear Student-Body representatives  
Rihanna Lauren,  
Dikoni Tillo,  
Nicolo Zingarelli

Thank you for being the ones to complete our survey!

# Study Playlist

1. Coldplay – Adventure of a Lifetime
2. Jack Johnson – Better Together
3. Vance Joy – Riptide
4. Jason Mraz – I'm Yours
5. Onerepublic – Good Life
6. Corinne Bailey Rae – Put Your Records On
7. American Authors – Best Day of My Life
8. Ben Rector – Brand New
9. George Ezra – Budapest
10. Surfaces – Sunday Best
11. Lauv – Paris in the Rain
12. AJR – Weak
13. Harry Styles – Golden
14. Niall Horan – Nice To Meet Ya
15. The Lumineers – Ho Hey
16. Milky Chance – Stolen Dance
17. Norah Jones – Sunrise
18. Train – Hey, Soul Sister
19. Owl City – Fireflies
20. Ed Sheeran – Castle on the Hill (clean)



# DID YOU KNOW OUR SCHOOL HAS A PODCAST?



FEEL FREE TO SEND  
YOUR RECORDINGS IN  
DIFFERENT LANGUAGES  
TO:  
[disandthat2@gmail.com](mailto:disandthat2@gmail.com)

## TOPICS CALENDAR

TOPIC OF THE MONTH	FINAL RECORDING DELIVERY DATE	WHAT IS IT ABOUT?
<b>DECEMBER</b> – Christmas between lights and shadows	10th	Christmas is a joyful season, but in some cases it becomes a mirror of how we consume. What gifts could we make that are actually sustainable?
<b>JANUARY</b> – Things that make us feel good	10th	What are rituals, hobbies, places that bring you comfort?
<b>FEBRUARY</b> – Women who inspire	10th	Celebrate women who have influenced you: they can be public figures or part of your personal life (relationships)
<b>APRIL</b> – Journeys and migrations	10th	Share experiences of travel, moving to new places, or what "home" means to you.
<b>MARCH</b> – Music that represents us	10th	Talk about songs that express your identity, culture, or emotions.
<b>MAY</b> – The future we imagine	10th	Imagine the world in 10, 20, or 50 years. Share visions, hopes, or fears.

# NEW PROF'S INTERVIEW...

## Prof. Salvo

### What subject do you teach?

I teach Economics at DIS, working with students to help them understand how the world functions behind the scenes – from everyday choices to global markets.



### Why do you like your subject?

I love Economics because it connects everything: people, decisions, values, culture, opportunities. It teaches you how to think, not what to think. It's analytical, creative, and incredibly real – once you learn to “see” economics, you start recognising patterns and stories everywhere. And helping students develop this kind of mindset is one of the most rewarding parts of my job.

### What do you think of DIS?

DIS is a dynamic, international environment where students are encouraged to be curious and think independently. As a new teacher, I've appreciated the sense of community and the variety of perspectives that come from such a diverse school. It's a place where both students and teachers can grow, and I'm glad to contribute to that journey.

# Exclusive interview with...

## 1) Tell us something about yourself (education, family, jobs...).

I was born in Connecticut and moved to Vermont when I was 11. I have 3 sisters and a brother. My father was an artist and woodcarver and my mother worked in retail.



I grew up during the time of John Kennedy and took to heart his quote, “Ask not what your country can do for you—ask what you can do for your country,” and I have tried to live my life this way ever since.

I had many jobs when I was younger—waitress, bartender, construction worker, and nanny which allowed me to live in California, New Orleans, NYC, Scotland and Belgium. Ironically, I never intended to become a teacher, but once I started, I found that it suited me. I taught in middle school in Maryland and in several high schools in South Carolina.

I met my husband, Matthew, at university and later we both taught at Clemson University. I taught English Literature, Business Writing, and Technical Writing. He taught Architecture and it was because of this, Clemson University has a villa here, that we came to Genoa in 1990 for a year.

# ...Mrs. Rice

## 2) When did you move to Genoa and start working at DIS?



We returned to the US and then in 1998 we returned once again and have lived in Genoa ever since. I began working at DIS as the CAS coordinator and assisted in English classes. In 2003, I was asked by Prof. Venzano to become the DP coordinator and to teach English.

## 3) How was it doing your first few years? Was it a different school from what it is today?

At that time there weren't many students as it was only the DP. Students studied 3 years at liceo Deledda and then they could switch to DIS to get an IB diploma.

In the first few years, DIS was in the basement. We expanded DIS to become a 4 year program, 2 years of the MYP and 2 years of DP, and I was both the MYP and DP coordinator as well as doing CAS. The school quickly began to grow, more teachers were hired and eventually we moved to Corso Mentana.

# Exclusive interview with...

## 4) What positions did you cover while working at DIS?

While at DIS I have had the pleasure to teach many things- English A and B, MYP and DP Geography, and TOK.



## 5) Why did you decide to become Head of school during these last few years?

As I've already said, I have been the MYP and DP coordinator, CAS coordinator, University counselor, ATL coordinator and lastly, the Head of School. I think that having taught so many different subjects and having had a variety of administrative positions helped me when I decided to become Head of School as I felt that I really understood how to keep the school aligned with the IB and its philosophy.

# ...Mrs. Rice



## **6) What are the major achievements you helped DIS with?**

During my time as Head of School, I'm pleased that we were able to add the Primary Years program, thanks to the hard work of the PYP teachers and coordinators. DIS is a 12 year World School!


## **6) What are your plans now?**


I am also grateful for all of the many wonderful teachers, staff, students, and parents I have had the pleasure to work with over the past 24 years at DIS.

Now it is time to take care of Mrs. Rice-going to the gym, reading, working on some projects, visiting our grandson, traveling, and volunteering to continue to give back to my community.


# Festivities around the world!




 Orthodox Christmas, January 7th  
This festivity mainly takes place in Eastern European countries. Traditional meals are served, family gatherings are held and it's all centered around religion.

 Epiphany, January 6<sup>th</sup>.  
On this day in countries like Italy the Epiphany, a traditional festivity centered around the Three Kings visiting baby Jesus, is celebrated.



 Burns supper, January 25<sup>th</sup>.  
On this day in Scotland the poet Robert Burns is remembered on the day of his birthday.

 Lohri, January 13<sup>th</sup>.  
During this celebration, in India, prosperity for the coming season is wished with colourful events.



# Save the date...

## Personal Project Exhibition



It is with great pleasure that we invite you to visit the MYP5 Personal Project Exhibition on **Wednesday, March 25th.**

More details will be shared in the next few weeks!



# AN OLYMPIAN'S...

Negli scorsi anni ho partecipato a tre diverse Olimpiadi: quelle di Matematica, di Scienze e di Fisica. Ognuna ha una propria struttura organizzativa e diverse fasi che possono portare fino al livello nazionale e, in alcuni casi, internazionale.



Tra tutte, le più toste finora sono state sicuramente le Olimpiadi di Matematica, diverse dal Kangourou della Matematica. Pur essendo riuscito a superare tre volte la fase d'istituto, sono sempre rimasto bloccato alla fase regionale, che si svolge all'Università di Genova, per l'alta competitività. Questo febbraio parteciperò a un'altra semifinale, con la speranza di riuscire a fare un passo in più. Esiste anche la possibilità di partecipare in squadra, composta da sette persone. L'anno scorso abbiamo tentato la qualificazione alle nazionali, ma siamo stati superati da squadre molto più allenate ed esperte di noi.

Per quanto riguarda le Olimpiadi di Fisica, quest'anno è il primo in cui partecipiamo sia individualmente sia come squadra. Finora abbiamo svolto una simulazione della gara reale a squadre e, nonostante abbiamo partecipato solo alcune delle squadre effettive, saremmo riusciti ad accedere alla fase successiva. La selezione individuale d'istituto, invece, l'abbiamo affrontata in quattro e tutti siamo riusciti a qualificarci per la fase regionale, che si terrà anch'essa a febbraio.

# ...STORY

Infine, le Olimpiadi di Scienze (EOES) sono state senza dubbio le più stressanti e impegnative. Si svolgono in squadre di tre persone, in cui ogni componente rappresenta un esperto in Chimica, Fisica o Biologia.



Nei primi due anni ho ricoperto il ruolo di esperto in Chimica nella stessa squadra e abbiamo superato la selezione d'istituto, una prova sperimentale di quattro ore progettata per essere completata a malapena. Nel secondo anno siamo riusciti anche a entrare nella top 3 delle squadre italiane nella fase teorica, accedendo così alla finale nazionale, un'ulteriore prova sperimentale svolta a Padova.

Qui abbiamo imparato cosa significhi perdere per un soffio: pur vincendo una medaglia di fascia oro, siamo arrivati terzi per pochi punti su un totale di 150, mentre alle finali europee accedono solo le prime due squadre. Quest'anno partecipo alle EOES con una squadra diversa, nel ruolo di esperto di Fisica, e a breve affronteremo la prova teorica con l'obiettivo di qualificarci nuovamente per Padova.

Tutte queste esperienze mi hanno formato e insegnato il valore della preparazione, dell'allenamento e dell'affiatamento tra i membri della squadra. Sono competizioni che portano sia soddisfazione sia frustrazione, ed è proprio questo aspetto a renderle formative. Le consiglio vivamente a chiunque sia appassionato di una di queste discipline scientifiche e sia disposto ad accogliere le sfide con motivazione e sportività.

by Francesco Lazzarone, DP2

# New MYP Coordinator

## 1) Tell us something about yourself.

My name is Nicole Bender. I was born in Germany, near Cologne, where I studied languages – French and Italian – as well as political science. I live in Genoa since 28 years now, and it has become my second homeland, or Heimat, as we say in German. I chose Genoa for its beauty, its mild climate and, of course, the sea.



## 2) When did you start working at DIS?

I started working for DIS in 2005, when the school was on the last floor of the Grazia Deledda liceo linguistico in Via Bertani. The school was very small, with only a few students – one class per year and only MYP 4+5 and DP 1+2. The IB school system is very similar to the German school system, and the teaching methodology is also very similar to the German one. Therefore, I had no problems adapting to the didactics and methodology.

### **3) How was it doing your first years at DIS? Has the school changed?**

Indeed, since then the school has changed a great deal: we moved to Corso Mentana and the Middle School was added, followed later by the opening of the Primary School. From just a handful of students at the beginning, we now have almost 400 students with at least two sections per year.

### **4) Now you are the MYP coordinator: what are your hopes and goals?**

I sincerely hope that the school will continue to grow over time and that we can broaden our educational offer more and more, including many diverse and stimulating subjects. I would like the school to remain a calm and welcoming place, where students can study peacefully and feel at home. I hope that our community keeps expanding and that we all remain open-minded, curious, and ready to learn from one another.

### **5) Feel free to add anything else you wish!**

I hope that our school continues to remain an open-minded place where the principles of the IB are lived out in everyday life.

# DP 2 Students Explore Ecosystems and Energy at Lago delle Lame

At the beginning of September, the DP 2 students travelled to the 'Aveto Natural Regional Park', where they transformed the lake, forest and meadows around Lago delle Lame and Lago delle Libellule into an open-air science laboratory. The IB Collaborative Science Project (CSP) is a mandatory, interdisciplinary activity for IB Diploma Program science students, which requires the students to work collaboratively, focusing on problem-solving, teamwork and applying knowledge to understand how energy flows through natural systems and how the environment influences life, working across the science subjects ESS, Biology, Chemistry, Physics and Design Technology.

## Understanding the soil beneath our feet



To conduct these experiments, there were 6 groups in total. One of the groups focused on a soil analysis from five different locations, which included the riverbank, the lake shore and forest undergrowth. The students used a sedimentation method to identify how different soil types,

like loam, sandy loam, clay and heavy loam, affected water retention, nutrient movements and energy transfer. They also linked each of the soil types to organisms living below and above ground, from frogs and grasshoppers to decomposers. Moreover, the students also measured the specific heat capacity of each soil type, and they were able to find out that heavy loam stored the most energy since it has organic content, while sandy soils cooled and heated faster compared to other soil types.

Student 1: "The collaboration between the group wasn't great, but when working individually, it wasn't so bad."

## The science of Leaf Litter

Another group focused on leaf litter (a layer of dead plant material, acting as a habitat for wildlife) of leaves like beech, yellow maple and dogwood and saw how different species of leaves affect the elastic energy of the forest. The students were able to figure out that 'beech leaves' had the highest elastic power, which was nearly double the power compared to other species, by dropping a 382g weight onto stacks of dried leaves.



Additionally, they also explored how leaf litter stabilises temperature, drives nutrient cycling and keeps soil moist.

Student 2: “I really liked working together in a group like this. I created even deeper bonds with some classmates. I strengthened my group collaboration skills, as despite the minor obstacles we encountered, my classmates and I all learned a great deal during this experience.

### Lago delle Libellule: water, oxygen & sunlight

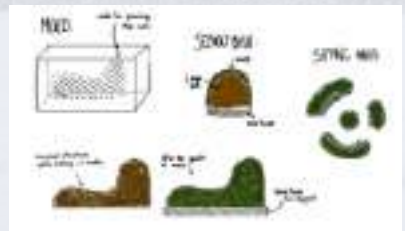


Finally, several students investigated the energy dynamics of Lago delle Libellule by building their own temperature sensor. This allowed them to compare sunlight exposure across different lake zones.

According to the results they gained, there was a clear difference in radiation and water temperature across the lake, which was connected to the changes in power per unit area. Moreover, some tests showed that the areas with more sun and dense algae had higher oxygen levels, and the areas with lower levels of sunlight had lower oxygen levels. The students also explored how different each plant species, such as water clover, cattails and *Myriophyllum spicatum*, had different presence of oxygen levels based on the amount of light they received.

### Design technology: from data to ideas

The students who took design technology were able to transform the scientific findings into practical design concepts in a real interdisciplinary manner. Like a soil-based structure using loam for stability, a floating lake sensor from sketches to a working prototype and finally a stargazing platform filled with forest leaves as a natural ‘mattress’.



### A final reflection

This Lago delle Libellule trip showcased how science becomes strong when different subjects work together. It was interdisciplinary because it combined

Environmental Systems and Societies (ESS), Biology, Chemistry, Physics and Design technology to investigate the same environment using different approaches. Not only did it help to understand the environment better, but it also helped students to work collaboratively and help each other in difficult situations. This trip helped the students connect more with each other and also connect with the environment better.

written by Hiruni Thathsarani, DP2

# JUST TO SMILE...

## IB MEMES, WHERE WE CAN ALL RELATE



When you watch 1 Oversimplified or Extra History video



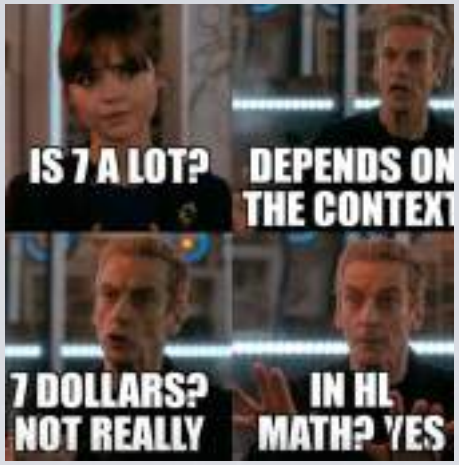
you're going into the dp in less than 2 years



you're still in the myp



you have to do the personal project next year



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