

DISNEWS

DELEDDA
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A.S. 2025-2026 N°2



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Multi-Language Corner

"Live as if you were to die tomorrow.
Learn as if you were to live forever."
- Mahatma Ghandi



"Vivi come se dovessi morire domani.
Impara come se dovessi vivere per
sempre."
-Mahatma Ghandi

"Vive como si fueras a morir mañana.
Aprende como si fueras a vivir para
siempre."
-Mahatma Ghandi



"Vis comme si tu devais mourir demain.
Apprends comme si tu devais vivre
éternellement."
-Mahatma Ghandi

"活在当下，如同明日将逝；学习永
生，如同生命永存。"
-Mahatma Ghandi



"Lebe, als würdest du morgen sterben.
Lerne, als würdest du ewig leben."
-Mahatma Ghandi

Mindfulness

In our school, we value **mindfulness** as a practice that helps people improve their physical and psychological well-being. Mindfulness involves focusing your awareness on the present moment. It means paying attention to your sensations, feelings, thoughts, and environment in the here-and-now with an attitude of acceptance. Some of the potential **benefits** of mindfulness include lowering stress, decreasing depression, improving memory, and strengthening your relationships. That is why every term we have a Mindfulness calendar, with specific days and times, when all classes practice 10 minutes of mindfulness at the same time! Here are some interesting **facts** about the benefits of mindfulness.



- Mindfulness-based stress reduction programs reduce anxiety symptoms by an average of 30% in clinical trials
- Mindfulness-based training improves working memory capacity by 11% in adolescents (2020 study)
- Adults who practice mindfulness 2x/week report 40% higher life satisfaction (2018 study)
- Mindfulness meditation increases daily positive experiences (gratitude, joy) by 31% in adults (2017)

Sources:
<https://www.verywellmind.com/the-benefits-of-mindfulness-5205137>
<https://worldmetrics.org/mindfulness-statistics/>



Quiz



What's the capital of Canada?

- A) Toronto
- B) Montreal
- C) Ottawa



Who wrote "Romeo and Juliet"?

- A) Charles Dickens
- B) William Shakespeare
- C) Alessandro Manzoni



Which element has the chemical symbol O?

- A) Oxygen
- B) Gold
- C) Osmium



What is the smallest prime number?

- A) 2
- B) 4
- C) 1

$$y - y_1 = m(x - x_1)$$

What is the longest river in the world?

- A) Amazon river
- B) Nile river
- C) Mississippi river



El alma del deporte

El deporte se basa en la comparación de las personas para determinar quién es el mejor jugador. Esta comparación se realiza mediante la aplicación de normas comunes y aceptado por todos los contendientes. Por lo tanto, el cumplimiento de las normas es un requisito fundamental, sin la cual no hay ningún deporte, no se puede jugar ningún juego. De ello se desprende que el deporte requiere una actitud moral que se refiere a una ética fundamental: los competidores acuerdan "juego" de acuerdo con las normas codificadas y determinar quién va a prevalecer en una 'reunión abierta, leal, basado en el respeto de su persona y oponente.

El juego limpio se aplica a todos, desde atletas en todas las partes del mundo que les rodea (dirigentes, entrenadores, médicos y relacionados figuras, los funcionarios, los espectadores, los padres). Nadie debería siquiera pensar en tratar actos de deshonestidad o engaño a prevalecer o para imponer a alguien para dar al oponente.

El juego limpio es el alma de este deporte. Es el elemento que hace una carrera de una buena carrera, que no despierta animosidad, que transmite la sensación de libertad y belleza del juego. Es la regla no escrita, pero esculpido en la conciencia, lo que da a la humanidad al deporte.

Vivir de acuerdo con Fair Play es un componente esencial de panathletismo. Es en este punto que Panathlon Internacional no sólo ya se había comprometido en la Carta de Venecia para difundir el concepto de este deporte tan inspirado, también lo hizo su propia, el "papel del juego limpio" elaborado por el Club de Lausana y aceptado por ' Asociación suiza de Deportes, multiplicando el eco gracias a la difusión entre sus miembros. El compromiso de las expresiones del club en este campo son diferentes y han crecido rápidamente en los últimos años, en respuesta a incidentes de violencia y la corrupción que tuvieron lugar en la pista y tribunas.



端午节

DRAGON BOAT FESTIVAL



19.06.2026

THE LEGEND OF 屈原

The festival honors 屈原 (Qu Yuan), a famous poet and loyal minister of the Chu State. After his country was invaded, Qu Yuan showed his ultimate devotion by plunging into the Miluo River. To honor his spirit, locals raced out in boats to save him and tossed rice into the water to protect him. Today, this legacy lives on as a celebration of national pride. The festival falls on the fifth day of the fifth month, following the Chinese Lunar Calendar, hence changes date every year!

TRADITIONAL ELEMENTS

1. Zongzi (粽子):

These are delicious sticky rice dumplings wrapped in bamboo or reed leaves. Legend says they were originally thrown into the river to feed the fish so they wouldn't harm Qu Yuan. They can be sweet (with dates) or savory (with meat).

2. Longzhou (龙舟):

"Longzhou" means Dragon Boat. Teams paddle in long, narrow boats decorated with dragon heads and tails to the beat of a drum, mimicking the original search for Qu Yuan.

3. Fragrant Pouches 香囊:

Many people hang herbal sachets (Xiangbao) around their necks or in their homes to ward off bad luck and pests during the mid-summer heat.

Filmkritik zu Nirgendwo in Afrika



"Nirgendwo in Afrika" ist ein deutscher Film, der auf dem autobiografischen Roman von Stefanie Zweig basiert. Die Handlung erzählt die Geschichte einer reichen jüdischen Familie, die nach Hitlers Machtergreifung in Deutschland gezwungen ist, vor dem nationalsozialistischen Regime zu fliehen. Deshalb müssen sie

ihren Reichtum, ihr Ansehen und ihre Verwandten zurückzulassen. Der Vater, Walter, ein Richter, findet Zuflucht auf einer Farm in Kenia, wo er zunächst an Malaria erkrankt. Trotzdem wird er von einem freundlichen Einheimischen, der Owuori heißt und der ihr Koch wird, geholfen. Nach seiner Genesung folgen ihm seine Frau Jettel und seine Tochter Regina, die Erzählerin des Films, nach Afrika auf eine einsame Farm. Der Film konzentriert sich auf das Leben und die Ereignisse der Familie aus der Sicht des Mädchens während sie darum ringen, sich an die Kultur und die Umgebung Kenias anzupassen, während sie ihre Heimat vermissen.



Jeder hat mit unterschiedlichen Schwierigkeiten bei der Integration in diese neue und so fremde Kultur zu kämpfen. Ich war begeistert von der Landschaft und der Kulisse der kenianischen Wildnis, die trotz des trockenen Klima besonders faszinierend für mich war. Ich habe niemals gedacht, dass ich eine Safari durch die afrikanische Wildnis machen möchte, aber nach diesem Film bin ich inspiriert und neugierig auf diese mir so fremde Kultur. Außerdem habe ich die Kultur und Alltag der Einheimischen, und wie sich die deutsche Familie angepasst hat, interessant gefunden. Mir hat die Beziehung zwischen Regina und Owuor gefallen, was die Universalität der Freundschaft symbolisiert. Obwohl sie die Sprache des jeweils anderen nicht kannten, haben Regina und Owuor sich verstanden und eine tiefe Bindung entwickelt, in der sie voneinander gelernt haben.

Obwohl das Ende zu traurig für mich war, finde ich, dass die Trennung eine Chance, die Erinnerungen wichtig zu machen, war.

Qu'est-ce que l'écologie?



L'écologie est l'étude de la relation entre les êtres vivants et leur environnement. C'est un sujet très important aujourd'hui. À l'école, nous avons étudié ce thème en français et dans d'autres matières et nous avons appris des mots clés sur le réchauffement climatique. Nous avons parlé des causes, comme la pollution, les gaz des voitures et des usines, et la déforestation.

Ensuite, nous avons étudié les conséquences, par exemple l'augmentation des températures, la fonte des glaciers et les problèmes pour les personnes et les animaux, et nous avons aussi réfléchi sur des solutions concrètes. Comme faire le recyclage, utiliser les transports publics ou marcher au lieu d'utiliser tous les jours la voiture et de l'importance de protéger la nature.

Enfin en classe nous avons aussi fait des débats pour mieux comprendre ce problème. Si 7 billions de personnes pensent qu'elles ne peuvent rien faire pour résoudre ce problème, le monde va à sa perte. Même des petites actions peuvent changer le monde et faire la différence. Il est donc important de commencer à faire des efforts et de s'investir pour notre planète.



by Cecilia Nannini



ATTIVITÀ IN COLLABORAZIONE CON AISM – MYP5



Le classi MYP5 quest'anno hanno avuto l'opportunità di svolgere un'esperienza con AISM (Associazione Italiana Sclerosi Multipla), per sentire e provare quello che le persone colpite dalla sclerosi multipla sentono.

In particolare, durante le giornate del 18 e del 19 Dicembre 2025, le classi hanno svolto diverse attività in collaborazione con l'associazione.

La prima giornata, il 18 dicembre, si è svolta al Museo di Palazzo Reale di Genova. Le classi hanno avuto modo di seguire una visita guidata con l'obiettivo di far riflettere gli studenti sulla sclerosi multipla attraverso il collegamento di essa con alcune opere d'arte.

La seconda giornata, il 19 dicembre sei volontari dell'AISM si sono recati al DIS per presentare un laboratorio sensoriale chiamato "Senti come mi sento". Questa attività consisteva nel simulare svariati sintomi della Sclerosi Multipla direttamente sui ragazzi attraverso l'uso di alcuni strumenti. Alcuni di questi sintomi erano la paralisi, simulata facendo indossare agli studenti dei pesi e gli spasmi, tramite degli shock elettrici.

ATTIVITÀ IN COLLABORAZIONE CON AISM – MYP5

Chiarita la differenza tra la simulazione e la malattia reale, il laboratorio ha permesso ai ragazzi di avere un'idea generale di con cosa è costretta a convivere ogni giorno una persona affetta di Sclerosi Multipla.



A seguito di queste attività, gli studenti si sono cimentati a scrivere ognuno una poesia dedicata all'associazione AISM e alle persone con sclerosi multipla. Gli studenti hanno inviato queste poesie a una commissione interna all'associazione AISM aspettando con ansia il verdetto, che collimerà nella premiazione delle migliori poesie il 4 giugno 2026, presso Palazzo Reale.

L'attività è stata interessante e educativa. Mi ha sensibilizzato tanto sull'argomento e mi ha fatto capire quanto una persona possa soffrire senza che si veda esteriormente. Nonostante non si veda dall'esterno di una persona, si può capire che chi è affetto da sclerosi multipla sta affrontando dentro di sé una guerra interiore.

-Celeste E.

ATTIVITÀ IN COLLABORAZIONE CON AISM – MYP5

L'attività scolastica con l'AISM é stata incredibilmente interessante e istruttiva; poter essere in grado di osservare le difficoltà di coloro che sono affetti dalla sclerosi multipla mi ha veramente aperto gli occhi sull'argomento e mi ha fatto capire quanto la vita di una persona possa cambiare in una manciata di giorni. Questa opportunità mi ha reso consapevole su questo argomento, facendomi rendere conto di come certi sintomi invisibili possano completamente scombussolare la vita di una persona.

-Sofia B.

L'attività con AISM mi ha fatto riflettere e capire che ci sono persone con malattie che hanno bisogno di supporto per sentirsi a proprio agio. Ho anche capito che queste persone hanno un grande valore interiore e non devono essere discriminate per il loro aspetto.

-Giovanni A.

L'attività AISM è stata informativa e mi ha fatto riflettere molto sulle difficoltà che le persone affette da questa malattia devono affrontare quotidianamente. Ora riconosco come queste persone devono combattere tutti i giorni contro un nemico invisibile.

-Giulio M.

Movie recommendations

romcom * 13 and up

The film follows new student Cameron James who is smitten with Bianca Stratford, and to get around her father's dating rules, he befriends the school mysterious bad boy Patrick Verona. In their plan, Cameron plays Patrick to date Bianca's sister Kat, who is deemed unapproachable.



growing up * 6 and up

Vada Sultenfuss is an 11 year old girl seen as a freak by her peers because of many things: she acts like a tomboy, her mother died giving birth to her, and her father operates a funeral service within her house. What doesn't help, is that Vada's best friend, Thomas J. Sennett is in love with her, while she is desperately in love with her English teacher, Mr. Bixler.

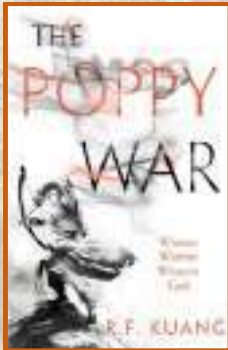
murder mystery*10 and up

In 1954, six strangers are invited to a secluded mansion . Each guest is greeted by the butler Wadsworth and the maid Yvette and receives a pseudonym to maintain confidentiality: "Colonel Mustard", "Mrs White", "Mrs. Peacock", "Mr. Green", "Professor Plum" and "Miss Scarlett".

FUN FACT: the movie has three possible endings.



Book recommendations

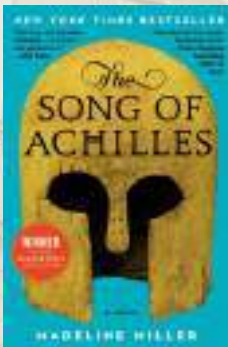


trilogy * historical fantasy *15 and up

An epic storytelling inspired by the bloody history of China's twentieth century, specifically the Second Sino-Japanese War, and filled with treachery and magic. It follows Fang Runin (Rin), a poor war orphan who aces a national exam to enter an elite military academy. Rin discovers shamanic powers, connecting with a vengeful god, as a brutal war breaks out.

standalone * satirical novella *12 and up

An allegorical story that follows farm animals who revolt against their human master to create an equal society. The rebellion is hijacked by pigs, led by Napoleon, who establish dictatorship, betraying the revolution's ideals. The pigs eventually become indistinguishable from humans, corrupting the utopic dream into dystopia.



standalone * rewriting greek history*13 and up

A romantic reimagining of the Trojan War, narrated by Patroclus. It follows his deep bond with the demigod Achilles, from childhood friendship to romantic love, culminating in their tragic deaths at Troy. The story highlights their struggle against fate, Achille's divine mother Thetis, and the relentless pursuit of glory.

Cooking with teachers

Filetto alla Wellington *by Prof. Orlandini*

Il filetto alla Wellington è una ricetta che preparo raramente, solonelle grandi occasioni. Un po' perché richiede tempo e precisione, unpo' perché uno dei miei migliori amici è vegetariano, quindi non è un piatto che posso condividere spesso.

Mi ispiro alla versione di Gordon Ramsay, anche per la passione per lalingua e la cultura britannica che nutro da sempre: è un buon modo perfare traning linguistico. Tuttavia, la mia versione è un pizzico personalizzata; al posto dei funghi uso, a seconda della stagionalità, carciofi o melanzane, per un gusto più mediterraneo ma soprattutto perché in casa non tutti li amano; si tratta di giocare con le consistenze e le sostituzioni, giocando con i sapori.

Gli **ingredienti** sono pochi ma fondamentali:

- filetto di manzo (circa 1
- kg)
- pasta sfoglia,
- prosciutto crudo e lardo,
- carciofi o melanzane
- timo e senape
- olio extra verfine
- burro,
- sale e pepe q.b.



Cooking with teachers

Filetto alla Wellington *by Prof. Orlandini*

Il **procedimento**, in breve (contando che la preparazione perfetta richiede anche dei lunghi tempi di riposo) si rosola il filetto precedentemente lasciato a temperatura ambiente su tutti i lati in padella molto calda dopo averlo cosperso di sale pepe e timo secco con olio e burro, poi si spennella con la senape e si lascia raffreddare.

A parte si prepara una crema asciutta di carciofi o melanzane (cotti in padella con aglio e sapori ma senza aggiungere liquidi: il composto deve restare quasi terroso).. Si stendono le fette di prosciutto su un foglio grande di pellicola, si spalma il ripieno, si adagia il filetto e si arrotola tutto in un cilindro compatto, da far riposare in frigo per almeno un'ora.

Poi si avvolge con grande delicatezza e maestria nella sfoglia, si decora con un coltellino (cercando di ricreare delle scaglie), si spennella con uovo e si lascia raffreddare ancora prima della cottura.

In forno caldo (circa **200°C**), la sfida è una sola: la cottura. Serve un termometro per controllare il cuore della carne. Io la preferisco al sangue, ma spesso opto per una cottura media. (circa 63-65à di temperatura al cuore)

Fondamentale anche il riposo finale prima di tagliare.

Lo servo con una purea di patate o con un'insalata di cavolo cappuccio, aceto di mele e melograno.

È una ricetta che richiede **pazienza**, ma il risultato è sempre all'altezza dell'attesa.



Junior NBA!

Once again our school participated in the Junior NBA, and this year we've interviewed a participant, Tommaso Chiome, from MYP1.



- What was the biggest challenge for you in this experience?

The biggest challenge for me was to shoot free throws because I was really anxious and also because I shot 6 of them. I faced my fears by doing big breaths as Mrs. Taddei told me.



- What did the Junior NBA teach you as an athlete?

It taught me how to play as a team and to accept defeat without anger.



- What did you feel once you stepped in the court?

When I stepped in the court I felt something I had never felt before, because I have never played basketball.



Junior NBA!

- How did you work as a team or help each other?



To help my team I told my classmates to never give up and to play as a real team.



- Is there anything you'd want to change if you could?

If I could go back I would do less faults and I would jump more when the referee threw the ball up.



- Was there any episode of Fair Play during the games?

There are many episodes of fair play between us and the other teams, for example when they committed a fault they helped us to get up again.

I am very happy I participated in the Junior NBA and I hope I will participate again.



Genvision 2026

Perhaps some of you had the chance to see Emma and Giulia performing at the GenVision Finale on May 22nd...

Here is an exclusive interview for DisNews!



Why do you like performing? Would you define it as a passion of yours?

We love performing because it's where we really get to shine. The whole vibe, the lights, the sound creates this unreal atmosphere that gives us such a massive adrenaline rush.

Honestly, singing and making music are our biggest passions. Being able to share that energy with each other makes it even better.

Our dream is just to get our music out there to everyone and hopefully help people out, even if it's just in a small way.

Can you tell us about the creative process behind your new songs?

It honestly depends on the song. Some tracks take months to get right, others just click in a few minutes. We usually start with a chord progression (either playing it ourselves or finding some Type Beats online). Then we just start recording whatever vocals and melodies come to mind.

This part is huge because when you're freestyling, it's so easy to forget a fire melody you just made. After that, we fix up the lyrics and find the real meaning of the song. If we're feeling it, we move on to production and mastering.

How did you prepare for the Schoolvision Finale?

The Schoolvision team has been so chill and helpful. They've really guided us so we feel confident for the finals. We're doing "Love of My Life" by Queen. It's a song we've been singing forever, but we're doing it our own way with a ton of harmonies (which is basically just singing different notes at the same time to make it sound full). They've also been helping us level up our stage presence and pick out our outfits!

What emotions do you experience while performing in front of a large audience?

It's a total thrill. Funny enough, smaller crowds can be scarier because you can actually see everyone's faces. On a big stage with the lights in your eyes, you can't really see anyone. It makes it less intimidating, but you can still totally feel the audience's energy. It's like you're in your own world but you aren't alone.

What are your future projects and goals?

Nothing is 100% official yet, but we're definitely planning to drop more music and hopefully an EP or an album soon! In the meantime, you can find us on Instagram (@emma_e_giulia), YouTube (Emma & Giulia OFFICIAL), and TikTok (@emmaegiuliaofficial).



Guess the code

n.1

The MYP5 students, during a **biology** lesson, worked in groups to carry out an activity which helped them to better understand the **genetic code**. This activity consisted of creating one code per group, as well as a set of rules and a sentence written with the code. They needed to specify whether the sentence was in English or Italian and provide one or two hints to help their classmates guess the message written on the board.

Here are the codes from two groups, one per class, and it is now your turn to decode them!

ZKIZM QXUK BTNL

HINTS



The sentence is written in English.

- Six and seven both go up!
- Six starts over

Guess the code

n.2

ଏକ ଯାଦୁର ଚିତ୍ରଦିଗର ଧାଡ଼ି ଚିତ୍ର
ଧାଡ଼ିକ୍ରମ, ଚିତ୍ରଧାଡ଼ି ଧାଡ଼ିଧାଡ଼ି ଧାଡ଼ି
ଚିତ୍ରଧାଡ଼ିଧାଡ଼ି ଚିତ୍ର.

HINTS

The sentence is written in English.

- “Tic-tac-toe is a fun game if played three times”.
- Look this image:

୧

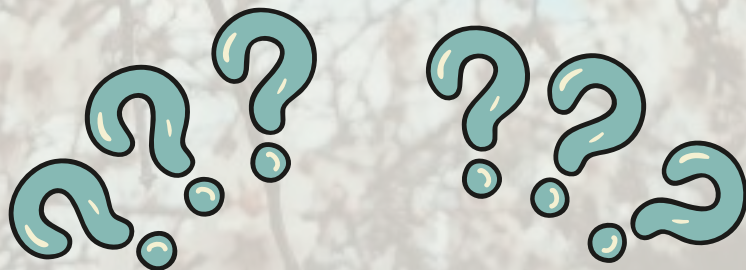
1

୨

2

୩

3



Codes' rules and solutions



Code n. 1

Rules:

The rules

- Each letter alternates between shifting forward +6 and +7 positions in the alphabet. The 1st letter of a word shifts +6, the 2nd shifts +7, the 3rd shifts +6, and so on.
- Every new word restarts the pattern at +6.
- If the shift takes you past Z; wrap back around to the start of the alphabet.

Solution

FROGS WEAR HATS

Code n. 2

Rules: Create three tic-tac-toe tables, place the letters of the alphabet into each compartment, and assign the given symbols in the same order to each table to get a corresponding symbol forming each letter.

1	2	3
A B C	J K L	S T U
D E F	M N O	V W X
G H I	P Q R	Y Z ///
①	⚡	4

FOR EXAMPLE "A" IS GOING TO BE ①.

Solution: "We were forced to do this, even though we enjoyed it."

Guess the teacher's hobby

Hiking

Sanchez

Artom

Weightlifting

Studying the history of central asian dictatorship (for example Gurbanguly Berdimuhamedow)

Maniscalco

Orlandini

Teaching
Dance

Rolla

Climbing

Interview with Student

Q. How is the year going for you representatives, any accomplishments you're proud of or projects you've had to give up on?

A. As of right now, we believe we have achieved most of the things that we aimed for at the beginning of this year! Among these accomplishments, we are particularly enthusiastic for the Institute Assembly that was held with all of the students, as well as the DP lunch room and the position we had in Genvision and Hazecup.

Q. You mentioned adding more pinboards; how will you make sure students actually stop to read them, and if you already have, have they been working?

A. We have installed two pinboards: one for CAS and one for other communications, and we've put them on the stairs from the fifth to the sixth floor. In that way, that's one of the points that most people go by every day, so students should have more interaction with it than in other places. We also use other communication channels as much, like WhatsApp or Managebac for school-wide communications.

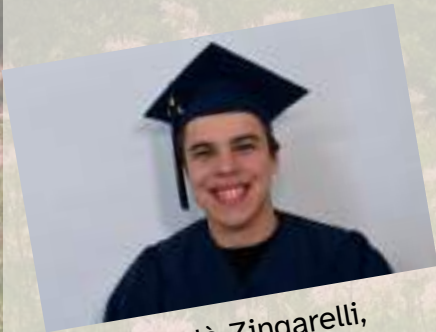


Body Representatives!

Q. What is the best way for a student to reach out to you if they have a problem they want solved quickly?

That's an awesome question! There are a few methods to reach out to us.

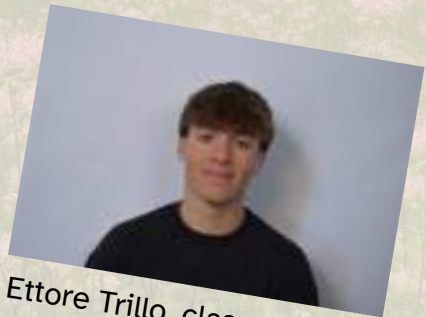
- i) Firstly, you can send an email to disrappresentanti@gmail.com
- ii) Secondly, you can send us a message on whatsapp individually or via the class representatives
- iii) Finally, the most direct one, is simply finding us in our respective classes by asking a classmate or a teacher.



Nicolò Zingarelli,
class of 2026



Rihanna Lauren Mejias Sombill,
class of 2028



Ettore Trillo, class of 2027



Q. What kind of new sports or interest clubs are you most excited to add for the students?

A. At the beginning of the year, we asked the students which kind of clubs they are more interested in, and based on their answers, we made proposals to the school. Unfortunately, this year we could not start many more clubs, because it's very complicated to make these kinds of school-wide changes in terms of contracts, and allocation of time, but it's one of the fights that we are most interested about, especially the possibility of having these clubs for free. Specifically, we'd like to expand students' skills and their knowledge about specific topics that are of their interest.

Q. How do you plan to help the MYP5 students get the new IB DP subjects they are asking for?

A. Our procedure during this year and the last one has been that of first asking the students and then going to the school with a built proposal. This one was very tricky, especially for the fact that for the diploma to be also equivalent to the Italian one. The only three that could be added following are Computer Science, Geography, and Philosophy. The class of MYP5 had expressed their interest in IBDP Geography. Unfortunately, this year we could not meet that goal, also because of the different dynamics inside the school and it's a difficult process to add a new subject, but it's not a fight that we're going to give up in the foreseeable future.



Q. What is the main goal you hope to achieve by the end of your time as representatives?

A. By the end of the year, we aim to make the school a better place for both MYP students and DP students by enhancing the school environment. Something that we already managed to achieve for the DP students is the lunch room in room 628; however, we aim for more. We believe that comfort is a top priority; thus, we are aiming for improving the MYP student conditions, especially those with the “rientro”. Stay tuned for the next school wide event...

Q. Finally, what do you believe are the strengths and weaknesses of our school?

A. We believe that our school has a strong, international identity that makes us unique and distinct from other schools. We also have the privilege of having some figures like the College Cuncelor and our remarkable Head of School that support us and want us to thrive. However, it is also true that our school could organize more student and teacher or just student based events like the Assembly or Disruptive Days. We want to let our flourishing school community, that we already are, working in that regard and we are open to any constructive feedback!





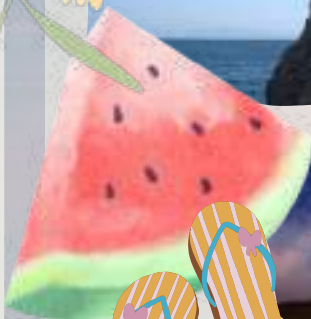
Summer Bucket List Ideas



You're happy summer's Getting closer - but don't really know what to do once you leave the school gates?

Have a read!

- Go to a EstateSpettacolo Genoa 2026 summer concert
- Try biking
- Water gun fight
- Try hiking
- Simple stargazing



- Go camping
- Find a new place at the beach
- Cook a new recipe
- Go to Sagre di paese



Promoting a Peace Culture: here are some tips!

In a world sadly ravaged by conflict, we can choose peace over anger. How? Keep reading!

- Keep calm, it's not that serious
- Choose forgiveness if you want to be forgiven
- Reflect on your own actions, you do have a weight



- Don't hide genuine feelings, don't wear a mask
- Spread joy and don't overthink it
- Admit when you're wrong, repent of your mistakes
- It's never too late to change
- Take life as it is, accept it but don't give up

CIRFOOD in PYP

Non una lezione, ma un laboratorio vero: i ragazzi hanno disegnato e costruito insieme la giornata alimentare ideale – dalla colazione alla cena, snack compresi – ragionando su cosa mangiamo, perché, e cosa succede al nostro corpo quando lo nutriamo bene. O meno bene. Senza dimenticare una cosa banale che spesso dimentichiamo: bere acqua, molta, durante tutta la giornata.



Lo sapevate che quello che mettete nel piatto a colazione influenza come vi sentite nel pomeriggio? Qualche settimana fa le classi della PYP hanno incontrato le dietiste di Cirfood, l'azienda che ogni giorno prepara i pasti della nostra mensa, per scoprirlo insieme.



Perché quello che mettiamo nel piatto si riflette su tutto – l'energia per muoversi, la concentrazione in classe, il benessere di ogni giorno. E la buona notizia? Nulla è vietato se mangio equilibrato.

Sustainability tips



What does 'sustainability' mean?

Sustainability, in a few words, is the ability to maintain or support processes continuously over time, without harming or using up the environment's natural resources. Here are a few things you can do to help protect the earth!



1. reusable water bottle

Plastic is the main cause of water pollution, which kills many underwater species. To limit its consumption, instead of buying water bottles at school from the machines everyday, bring your own reusable one from home!



2. power down your tech

When you don't shut down your laptops, or keep them plugged in even if they are charged, you are still using energy. This energy is valuable and being wasted on something that doesn't need it.



Remember to unplug your chargers and shut down your computers once you are done using them!

3. do the recycling!

Did you know our school's classrooms have recycling bins? They are color coded, and have indications as to what is to be thrown where. Pay attention when you throw away paper or tissues, and put them in the right trash can!



Career Paths: DP2 students' success stories

Career Path: International Relationships



Pietro Marvulli

1. Which university have you been accepted to, and what will you study?

I have been accepted to Columbia University's Double Degree with Sciences Po, Sciences Po (Menton campus), University of St Andrews, University College London (UCL), King's College London, and Bocconi University. I'll be studying the Social Sciences, with a particular focus on International Relations.

2. Why did you choose this particular university?

I ended up choosing the Dual BA between Columbia and Sciences Po because it combines two really strong and prestigious institutions into a single degree. There's the prestige of an Ivy League education, of course, but what mattered more to me is the transnational character of the program and the exposure to two very different academic environments. It also opens up strong networking and career opportunities, especially in fields like diplomacy and international policy.

3. Why did you choose this major/faculty?

I've always been interested in how global events affect people's everyday lives, especially when it comes to migration and political instability. International Relations allows me to explore those questions from different angles (political, historical, and social), which is what I find most engaging.

4. Did you have to take any entrance tests? If yes, how did you prepare?

Starting early really helped. I used the summer to focus on the SAT, which meant I didn't have to juggle everything at once during the school year. It wasn't always easy balancing that with IAs, the EE, and summer homework, but prioritizing the SAT first allowed me to get it done early and then fully lock-in for school afterward.

5. How did you balance studying for school with preparing for university entrance exams?

While there was no entrance test for most of these universities, I had to write several essays and take a couple of challenging interviews. However, I did take the SAT for Bocconi. I prepared over the summer between DP1 and DP2, studying around two hours every single day. I had some guidance from a tutor, but most of the progress came from consistent practice, practice, and practice. Over time, I became very familiar with the structure and patterns of the test, which was what made the difference.

6. Is there anything you learned at DIS that helped you tackle the entrance exams?

Definitely discipline and consistency. DIS pushes you to manage pressure and stay committed, even when things get demanding. That mindset of working hard every day and staying focused was key in preparing for the SAT and the whole application process.

7. What advice would you give for preparing effectively without neglecting school and friends?

It's definitely possible to do both; you just need to be consistent. For example, even when I was on vacation with friends in Sardinia, I made sure to dedicate a couple of hours each day to studying. Once I was done, I could fully enjoy my time without stress. It's about finding that balance and sticking to it.

Career Paths: DP2 students' success stories

Career Path: Medicine



Vittoria Damiani

1. Which university have you been accepted to, and what will you study?

I have been accepted to Humanitas University, Vita-salute san Raffaele and Campus biomedico di Roma (all in the English medicine course). I enrolled at Humanitas University and I will be studying medicine in English.

2. Why did you choose this particular university?

I chose this university because it offered multiple international opportunities (such as erasmus experiences) as well as their advanced tech equipment and their simulation center, which offers on hands experiences in clinical/medical procedures. Speaking to an old DIS student (who is at her 2nd year at Humanitas) I obtained insight on their teaching methods, which are less traditional compared to the other two options and are more well-fitted for how I am used to study.

3. Why did you choose this major/faculty?

I chose this faculty because I have always been curious about the sciences, especially chemistry and biology (which I also chose as two of my DP subjects). My aspiration has always been to become a doctor, providing assistance and support to people in need. Additionally, in my family there are multiple doctors, such as my uncle and my grandfather, as well as my dad who works close to the field, who have shared with me experiences they've had (especially the latter), and gave me a somewhat clear idea of what working in healthcare is like, confirming and even enforcing my choice to become part of it.

4. Did you have to take any entrance tests? If yes, how did you prepare?

Yes, I took entrance tests for each university I applied to. I joined the Cordua course, which helped me select the topics I had to study to prepare for these exams, as well as providing study materials, practice questions and complete timed simulations, specific for each exam. The course also provided online lessons for each subject, but having taken both biology and chemistry HL in DP I found myself very comfortable with the topics being tested, although I followed most of the physics lessons. The most useful tool was the multiple simulations, which gave me insight on which topics to revise better and allowed me to prepare especially with the timing.

5. How did you balance studying for school with preparing for university entrance exams?

Luckily, all of my entrance exams were in February and May, so they didn't coincide with the IB exams session. Although they were all very close to the mock exams, so I had to study for multiple subjects at the same time. I prepared for both things by focusing on my med exams, so going over the topics that the entry tests would require first. I also managed to prepare for both because before then I have always studied well for all my subjects, so by the time the mock exams came, I was already fairly well prepared even before reviewing. Overall, I suggest starting early, studying with constance in DP1 and the beginning of DP2 so that you have a consolidated base.

6. Is there anything you learned at DIS that helped you tackle the entrance exams?

Taking biology and chemistry was extremely useful to prepare for these exams because most topics required were the same to what I had already studied at school. This enabled me to study only the additional details or few topics which I hadn't already gone over at school, and allowed me to focus on the required subjects which I wasn't already familiar with, such as physics and logic.

7. What advice would you give for preparing effectively without neglecting school and friends?

My advice to prepare effectively without neglecting school and friends is to organize in advance and setting priorities. Initially I focused on school, preparing my IB subjects and forming a strong base. Then, once the entry exams were approaching, I shifted my focus on those. Spreading these out over a long period of time left space for friends, sleep and relaxation, avoiding burnout and allowing for a better preparation at the same time. It is a hard process, especially when handling multiple exams at the same time, but it doesn't necessarily mean having to sacrifice free time and locking yourself in the house. If managed well, customizing the process to your learning approach and skills, it will pay off, especially for your mental health's sake.

Career Paths: DP2 students' success stories



Francesca Montecroci

Career Path: Performing Arts

1. Which university have you been accepted to, and what will you study?

I've been accepted to royal Holloway, University of London. I will attend a Music and Theatre Undergraduate course there.

2. Why did you choose this particular university?

I chose Royal Holloway as it includes both practical lessons about theatre and music and theoretical lessons

3. Why did you choose this major/faculty?

I've always been interested in Musical theatre and my dream is to persue a career in that field.

4. Did you have to take any entrance tests? If yes, how did you prepare?

In order to get accepted, I had to send a musical theorical test plus I had to do a musical audition.

5. How did you balance studying for school with preparing for university entrance exams?

I didn't prepare a lot for the university test, as both the practical and theoretical skills were things I already knew.

6. Is there anything you learned at DIS that helped you tackle the entrance exams?

For sure it was focusing and relaxing during a certain performance, which really helped me in performing better.

7. What advice would you give for preparing effectively without neglecting school and friends?

Always remember why you chose that degree, who helped you and focus on how you will be able to be accepted, so not to forget about your passion, friends and study.



PYP4

"RAI PORTE APERTE"

Uscita didattica presso gli studi della RAI di Genova per partecipare all'iniziativa educativa "RAI Porte Aperte."

Durante la visita gli studenti hanno potuto scoprire il funzionamento di uno studio radiofonico e televisivo, osservando da vicino le diverse fasi della produzione delle notizie e dei programmi, nonché le varie figure professionali coinvolte (giornalisti, tecnici, registi e operatori). In alcune attività guidate hanno anche sperimentato simulazioni di conduzione e registrazione.



L'esperienza ha permesso agli alunni di comprendere come i mezzi di comunicazione permettano di diffondere informazioni, storie e punti di vista tra persone e comunità diverse, contribuendo a creare collegamenti tra territori e culture. La classe è stata accolta con grande disponibilità e professionalità da parte dello staff, che ha reso la visita particolarmente interessante e coinvolgente.

"IO NON RISCHIO - SCUOLA"

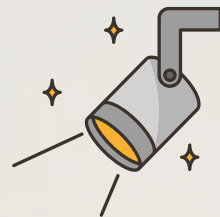
Nell'ambito del progetto regionale "Io Non Rischio - Scuola", promosso dal Dipartimento della Protezione Civile, la classe PYP4 ha ospitato gli operatori della Protezione Civile per un'attività di educazione alla prevenzione dei rischi.



L'intervento ha favorito lo sviluppo della consapevolezza dei principali rischi naturali del territorio (terremoti, alluvioni, frane) e la conoscenza di corretti comportamenti di autoprotezione, attraverso modalità ludiche, esperienziali e partecipative, adeguate all'età degli alunni.

L'attività si è inserita in modo significativo nella Unit of Inquiry, contribuendo alla comprensione del ruolo delle conoscenze scientifiche, dell'organizzazione sociale e dell'azione collettiva nella costruzione di comunità sicure e resilienti. Gli alunni hanno sviluppato ATL skills (communication, thinking e social skills) e atteggiamenti coerenti con il Learner Profile, in particolare being inquirers, knowledgeable e caring.

PYP5 Exhibition



On Wednesday 25th March, PYP5 presented their Exhibition to our school community. Students combined their curiosities with their talents and interests to take action in our local and global community.

Marvel at what they achieved below:

- Nela and Sole produced a music video about the importance of not littering and presented it at an AMIU conference.
- Ariel Grace, Aurora, Matilde, Valerio and Vittoria advocated for the care and protection of sea turtles, fundraising and collaborating with a marine biologist from the Acquarium of Genova, to create an information panel about what to do if you spot a sea turtle on a beach. You can find this panel at Porto Antico.
- Nina highlighted the importance of equal rights and the fair treatment of women, fundraising to donate money to UDI (Unione Donne in Italia).
- Linda shared her enjoyment and talent in rhythmic gymnastics, highlighting the importance of practising sport in our lives.

PYP5 Exhibition

- Youssef, Gioele, Gabriele and Federico created 'Pokémoon' cards to sell to raise money for TUIN, an organisation that supports unaccompanied foreign minors.
- Edoardo, Alessandro and Mattia created a recipe book, collating their favourite recipes, to sell in order to fundraise for Sant'Egidio.
- Lea and Ludovica created a variety of accessories in order to sell to fundraise and donate proceeds to a charity that helps to protect the Quokka in Australia.
- Diego and Chloé combined their passion and concern for the protection of rhinos and gorillas, respectively, fundraising to donate to money to two charities: the Dian Fossey Gorilla Fund and the World Wildlife Fund (WWF).
- Giulia and Mariavittoria shared their passion and love for dogs, fundraising to buy much needed food and toys for the dog and cat shelter, Canile Monte Contessa.



We are very proud of all their hard work and commitment to making a positive difference in our local and global community. Well done, PYP5!

ORIENTEERING NEL CENTRO STORICO DI GENOVA con PYP4

L'uscita didattica è stata un'occasione per esplorare come i codici visivi, i simboli e le mappe ci aiutino a comunicare e a orientarci nello spazio. Durante il percorso, i bambini hanno scoperto le edicole votive, una tipicità di Genova e della Liguria. Queste piccole opere d'arte, inserite negli angoli di palazzi e chiese, in passato illuminavano i caruggi e guidavano i passanti, rappresentando un linguaggio visivo ricco di significato e storia.



Attraverso il gioco dell'**orienteeing**, gli alunni hanno imparato a leggere mappe, a riconoscere codici e simboli, e a esprimersi in modo attivo e collaborativo, scoprendo gli angoli più nascosti e affascinanti del centro storico!

Prof's Birthdays

Can you guess any of the prof's birthdays?

1. Who was born on the 12th August?

- a. Mr. Lorenzetti
- b. Mr. Ebury
- c. Mrs. Stansfeld

2. Which Prof of these has the same birthday as Mrs. Taddei?

- a. Mrs. McDermott
- b. Mrs. Maello
- c. Mr. Conte

3. When is Mr. Rolla's Birthday?

- a. 24th November
- b. 25th November
- c. 26th November

4. Who was born on the 13th of October?

- a. Mr. Sassetti
- b. Mme. Ouhraichou
- c. Mrs. Damonte

5. Connect the birthday date with the correct prof!

Orlandini
Ouhraichou
Roccatagliata

22th September
6th January
23th December

Thankfulness

To Lawrence:
I'm really thankful that
your around me. Your
presence is really
calming and you're so
soo kind. I want to have
you all for myself!!!

Im so thankful to
Mr Ebury for
teaching me English
in a funnier way and
making it easier
even if its not.

Thank u for the
great work you
have done!


I'm extremely grateful for
Balazs Torok, Nicholas
Leone and Vittorio
Guastini-Karlin. They
spread cheer and make
the world a better place.
They light the classroom.

I'm thankful for my
classmates that lend
me a helping hand
when I need one.
-Maya Sweeney

To Prof. Rolla:
Thanks to you for
being the best out
of them all! Keep it
on!

To Carol:
You are the best sister that I
can ever had and I love you so
much that i can't explain in a
few words I need an book of
infinite pages and I'm so happy
that you are fighting to active
your dream. NEVER GIVE UP
YOU ARE THE BEST
-Gabri

corner



To Agata and Chiara:
Thank you for
organising the
Make-A-Wish
project
-Mario

To prof. Pesenti:
Grazie mille prof per la
sua immensa pazienza,
penso sia la
professoressa migliore
che io abbia mai avuto.
Grazie a lei mi sono
innamorata della
chimica, le auguro il
meglio!

To Gabri:
Fofaa, te amo de
mais meu amor
😘
-Carol

Bea Balbi



Dive, vi adoro
tantissimooo



Thank you for
the food!!

To prof. Artom:
Im so so thankful to
have you as an
English teacher!
I love your lessons
so much!

DIS ALUMNI



Manila Di Giovanni is the founder and CEO of DWorld, a groundbreaking metaverse platform that virtualizes real-world countries and cities.

By creating immersive digital twins, **DWorld** allows users to explore a nation's culture, infrastructure, and investment opportunities remotely. Her platform is more than just a digital map; it is a strategic tool designed to drive tangible economic growth through enhanced tourism, foreign investment, and smarter urban development.

Manila's entrepreneurial success is rooted in the extreme discipline she developed as a student at *Deledda International School*. While pursuing her IB Diploma, she maintained a grueling tennis training schedule that began at 6 a.m. and continued long after school hours. This period taught her how to manage high-pressure environments and "show up" even when exhausted—skills that proved vital when she later balanced the demands of higher education with the complexities of launching a startup.

DIS ALUMNI



During her Business Administration studies at the International University of Monaco, Manila utilized internships in global hubs like Singapore and Shanghai to study smart city infrastructure and artificial intelligence.

When the 2020 pandemic disrupted her traditional career path, she pivoted boldly. She convinced her university faculty to allow her to launch DWorld as her final thesis project—an unprecedented move that saw her graduate summa cum laude as a valedictorian who was already running a legitimate international company.

Since its inception, DWorld has achieved significant milestones, including representing the Monaco Metaverse at the Dubai Expo 2020 and partnering with the governments of Malta and Jersey to enhance their digital economies. Most recently, in August 2025, the company was selected for the Startup Saudi program, integrating DWorld into Saudi Arabia's "Vision 2030" initiative. Manila's story serves as a testament to the power of consistency, proving that a long-held curiosity, combined with an unwavering work ethic, can transform a speculative idea into a world-leading enterprise.

Uncinetto in PYP4

Durante il periodo pre - natalizio in classe è venuta la Signora Mariangela, la mamma della maestra Marta, per fare un laboratorio di uncinetto.

L'uncinetto, infatti, è una tradizione artigianale che si tramanda da generazioni e rappresenta un importante esempio di patrimonio culturale. Attraverso questa esperienza i bambini hanno potuto osservare da vicino come una tecnica manuale, semplice e antica, possa diventare un mezzo per esprimere creatività e identità.

Durante i vari incontri gli alunni hanno imparato il punto catenella e hanno iniziato a prendere confidenza con il filo e l'uncinetto. In vista del Natale hanno realizzato una piccola creazione.

Questa attività ha permesso alla classe di lavorare sul concetto di form, osservando e riproducendo forme e strutture create dal filo. Ha inoltre stimolato importanti aspetti del profilo IB: i bambini hanno agito da Thinker, applicando logica e sequenze di movimenti, e da Risk-taker, mettendosi alla prova in qualcosa di nuovo, accettando gli errori e imparando a perseverare.



Oltre al valore culturale, il laboratorio favorisce rilassamento e concentrazione, sviluppa la motricità fine e incoraggia pazienza, cura e creatività. Un momento prezioso in cui manualità e tradizione si intrecciano, trasformando ogni gesto in un'occasione di apprendimento autentico e significativo.



DIS IS MUSIC



Open your Spotify, go to search and click on the camera icon (on the top right of your screen), then scan the spotify code below to have a look on our playlists!



SAD SONGS



PARTY SONGS



OLD BUT GOLD



RECENT RELEASES

Arts & Crafts



✧ ✧ disco ball

1. Take a styrofoam ball (of the preferred dimensions)
2. Take some CDs and cut them in small pieces (the quantity of CDs will depend on the size of the styrofoam ball)
3. Before attaching the CDs on the ball, cut a piece of string to the ball using hot glue (this will be the cord that will hold your disco ball)
4. Using hot glue, attach the CD pieces on the styrofoam ball as much close to each other as possible
5. Once all the pieces were glued, hang your disco ball and let it shine!!



✧ ✧ string with paper stars

1. Take a piece of paper and cut strings of 2cm each
2. Following the schema on the left; first make a knot using the string you just cut and string it
3. Then the little piece of paper on the right of the knot will go inside the star, do the same for the other longer piece of paper, on the left of the knot (place it inside the star as shown in the schema).
4. Then press the angles of your star to look more like as a star
5. Finally, take a needle and pass the thread through all the stars to create a string of stars. Now you can hang it on your room to make it more cozy!



Arts & Crafts



☆☆ *book marks*

1. Cut a piece of paper (15cm in length and 4cm in width)
2. Cut a small circular opening on the top center of your book mark (this is where you will put your string that will indicate the page you are reading)
3. Cut a piece of string, as long as you prefer, and attach it to your book mark
4. Using all your creativity, print some images that catch your attention and attach them to your book mark to make it even more special! (if you need you can always look for inspiration on Pinterest)



tin can vase ☆☆☆

1. Take an used can that would have been thrown away to recycle it!
 2. First of all clean the can by washing it (just water is fine) and dry it
 3. You can paint it or leave it like that depending on what you prefer
 4. You can hang it, like in the picture, or leave it on your desk as a pen holder
- Use all your creativity to make it unique!

School Merch

This year DIS has its brand new merchandising... Take a look!

SWEATSHIRTS

SIZES: XS, S, M, L
COLORS: Blue, Black, White

Front and Back Designs



POLOS

SIZES: S, M, L
COLORS: Blue



HOODIES

SIZES: XS, S, M, L
COLORS: Blue, Black, White

Front and Back Designs



CAPS

COLORS: Blue



Cover page explained

This artwork was my Criterion C summative task for the program unit about Romanticism in Visual Arts. We had to invent and paint a landscape using watercolours and the romantic style techniques we had learned. In the unit, to help us create the final artwork we studied Romantic artworks.



We analysed in great detail Turner's "Snowstorm" and Friedrich's "Wander above a sea of fog". For my summative work, I took inspiration from a Turner watercolour I had seen at Tate Britain.

This artwork showed a forest and a path. I thought it would be nice to paint because it was different from the other Turner paintings I had seen in Tate Britain which mainly featured water. To make my artwork evoke more emotion I decided to copy one of Turner's sunsets.

This summative activity was interesting because I learned how to experiment with colour and connect the theory side of art to the practical one.

by Lola Mary Wright,
MYP3 RED



*Most of DISNEWS' articles are written
by students and young journalists,
so please excuse us for any typos.*

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