THE STUDENT GAZETTE



2023 - 2024

A STUDENT INITIATIVE

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EDITORS' MESSAGE

Grace Ohanna

Who I am:

I am one of the editors and our school's Head Girl for the academic year 2023-2024.

Creating a colourful and expressive platform for students to showcase their talents and personalities had been an aspiration of mine for a while. I have a passion for editing, writing, and photography. I have gathered a team of people who share the same passions as myself. We worked hard to put together the current edition of the student gazette. I am honoured to have been able to work on it with people sharing the same creative drive.

I would like to say a huge thank-you to all who participated in this collective effort. Yes, we've had student magazines in the past, but we wanted to come up with something novel, which really puts students' creativity in the forefront, allowing everyone's unique personalities to shine, rather than merely documents mundane academic practices. My thanks go to everyone who contributed and to our teacher Ms. Stavri.

Enjoy reading this edition of the new student gazette. I hope it will remain our schools' publication in the current, more colourful, format.



Angelina Horstka

Who I am:

I'm one of the editors of our new school magazine. I had the honour of working with an incredible team. Together we created something truly special. We had a great time brainstorming ideas, sharing laughter, and supporting each other. I want to express my heartfelt gratitude to all members of our publication club. Each of you brought in unique talents and energy, making our journey both productive and enjoyable. Your dedication and creativity have been inspiring, and it's been joy to collaborate with you all. Consider joining our publication club in the future: it's more than just a club; it's a place where you can meet new friends, explore your creative talents, and be part of a team that truly values your contribution. It's sheer fun!

WHO ARE WE?

STUDENT CONTRIBUTORS

ALEXA PROKHOROVA

Hey, I'm Alex, a science editor. My goal is to spread the love of science among people and show them how interesting it can be.

PENELOPE KAPP

My name is Penelope and I wrote an article on wellness and contributed some poems for the school magazine. I like to write because it helps me express myself and how I feel.

ANN-MARIE KYRIAKOU

My name is Ann-Marie, and I dealt with mental health challenges all my life. I wasn't sure how I was going to end up; I kept sinking deeper and deeper into depression. When I found my way out, I really wanted to assist others in their journey towards mental health balance and personal discovery. I did various things to achieve this, and contributing to the school magazine is one of them. I aim to educate others in a fun way while showing them who I am. @diverse_annie on Instagram

CALEB P. SAN DIEGO

My name is Caleb and I am excited to be part of this creative team. I wrote an article about the Internet and interviewed the Head Boy and Girl.

DAVID LEBEDEVS

My name is David and I am very happy to be part of the school magazine this year. I created a puzzle for students to solve.

STAFF CONTRIBUTORS

Irene Karas, Stavri Tsamourlidou, Rafaella Procopiou, Andreas Agathokelous, George Bargilis, Yiota Skitini, Despoina Maria Stylianou

EDITING & PROOFREADING

Bozhena Anastasiades

AA PRINCIPAL'S MESSAGE

As Principal, I am honoured to write this introduction to our American Academy Gazette. We take great pride in our students' achievements and commend you for your dedication, effort and hard work throughout the academic year. As a school, we strive to make your educational experience memorable, so suffice to say, I would like to say, 'thank you and well done' to all students as well as teachers for their contributions this academic year. The key is undoubtedly teachers who are passionate about their profession and dedicated to our school, plus the fact that they know that our students need to be nurtured, guided and given the opportunity to excel; according to their individual capacities and potential.

Ask any parent what they would like their child to be and their answer is usually a Doctor, Engineer or a Lawyer. But, is that all the school should produce, and does the school's role commence and end there? As Principal of our reputable school, I know the answer is definitely, 'No'. Our school has a much broader responsibility. Quality education is imagining beyond the limits of today in order to create a better tomorrow for everyone. We believe that we should assist our students to develop the correct attitude to enable them to comprehend and care for themselves and the communities in which they live. Furthermore, we nurture in them the habit of learning and assist them to acquire the vital skills, appropriate to their age and development, in a multitude of ways. As we do this, we balance it with the needs and pressures of an extremely competitive society and age. In addition, as we believe in laying a solid foundation for our leaders of tomorrow, the teaching we provide must relate to their life in and out of the classroom.
A platform is therefore provided for our students to develop their confidence, self-esteem, communication and presentation skills. Besides offering them opportunities to work in teams to develop leadership capabilities, students are taught to think, analyse, explore alternatives and resolve problems. Similarly, they are helped to distinguish between right and wrong to facilitate the development of their characters. Our teachers also identify and nurture our students' creativity, which is why our curriculum promotes extracurricular activities that offer purpose and meaning to life. Our school inculcates a good set of values and we educate our students to have concern for their environment, one another, as well as contribute to create a clean and healthy lifestyle.

In this modern era, we strive to create global citizens and in order to achieve this, our students should be exposed and trained to cope with and face challenges. In addition, we constantly reassess our methodology and provide all that is needed to improve the environment for better quality education. We are proud that our graduates feel that the school has developed in them the capabilities they need to thrive in this modern era and that the school has cultivated an environment for them to discover who they are. It is a bittersweet moment as we bid farewell to our graduating class of 2024 but we wish them all the best and feel assured that they will succeed in the future as they are equipped with a first-class education.

This academic year has gone by so fast and we have been involved in innumerable activities; more than we could depict in this edition. To sum up, I would like to reiterate my expression of sincere gratitude to our teachers as well as to our management team who have assisted to make all of our initiatives possible. It would be remiss not to mention appreciation to our administrative and support staff who perform an invaluable function at our school. Finally, gratitude must be bestowed to the team responsible for the compilation of this edition, which I sincerely hope you will enjoy reading, as well as to all the students who assisted and contributed material for your reading pleasure.

My dear students, I wish you and your families a fantastic summer break and look forward to welcoming you back in September.

Jodi Rigas
Principal

AA PRESIDENT'S INTERVIEW

Alexandros Petrou

What is your main goal as AA president?

One of my main goals is representing the students of American Academy ensuring their concerns, needs and ideas are heard and considered in decision-making processes. As president, I am focused on improving the overall well-being of students, including their mental health, access to resources and a safe and inclusive learning environment. Establishing clear communication channels between students is also crucial. As school president, I work on increasing transparency and keeping everyone informed about important developments. I organise different events and tournaments for students to participate in and show their skills, win awards and enjoy themselves.

What are the challenges to overcome?

I represent students, attend meetings and organise events. Balancing these tasks while managing my academic workload can be challenging. Students have diverse needs and concerns. It can be challenging to prioritise and address these issues and ensure that the decisions benefit the majority of the students. My job is to ensure that everyone is satisfied with my decisions. Disagreements and conflicts may arise among the students so I have to make sure that they do not clash; and I maintain a friendly environment.

What are the characteristic traits of a good president?

In my opinion a school president has to have a strong leadership and teamwork skills, be productive, flexible and responsive. Being organised and having good time management skills and integrity are vital. Being positive every day is another characteristic a school president must have to keep a positive environment for his fellow students.

How do you set a good example for the students?

It is simple. I respect all of the students of my school, I keep a smile on my face and I communicate with everyone. I treat everyone with kindness and honesty. I fulfill my duties with dedication. I engage in school activities enthusiastically. I prioritise academic success and try to maintain optimism in all situations.

How do you balance being a president and a student?

It involves managing time well, communicating openly, and learning to prioritise. I delegate tasks when possible, use calendars and planners to stay organised, and make sure to take good care of myself. It's important to set realistic goals, seek help when needed, and be flexible as you navigate both roles. It is challenging to manage both roles but I do it effectively and it teaches me to be much more responsible with my actions.

Do you have any advice for the upcoming president next year?

My advice for the upcoming president for next year is to pay attention, to create positive connections with students, maintain an environment where students feel comfortable and, most importantly, enjoy every second of being a school president. It is a brilliant experience.

What is your message for the readers of this magazine?

I want you all to know that you should embrace your journey; life is an unpredictable adventure, filled with twists, turns and unexpected challenges. Sometimes, the path ahead seems daunting, and doubts creep in. But remember that you are stronger than you realise. Believe in yourself, dream big, be kind, accept failure, celebrate progress, surround yourself with people who uplift you, keep moving forward. Remember you are the hero of you story and the world awaits your greatness.

AA HEAD BOY & HEAD GIRL INTERVIEW

Denis Vshivkov

What impact do you want to make as a person?
My goal is to help people, to improve the lives of people around me, or at least make them easier. I want to make the world a better place .

What is your best trait?
One of my best traits is the ability to find common ground with most people I communicate with. This allows me to easily build positive relationships with people around me. As a result, our mutual understanding improves significantly.

What impact do you hope you have made?
I hope I have helped students with their university admissions. I worked with Ms Yiota on bettering the admission process to universities in various countries in the world.

What difficulties have you faced?
The biggest difficulty was making sure that people follow the orders they have been given and take the right steps.

What kind of role model do you want to be?
You have to learn how to successfully combine school life, your leadership position, extracurricular activities and personal life. My life manages to combine all of the above aspects and I want others to learn from my example.

What is your message for the readers?
Keep working but don't forget to take care of yourself and be happy.

Grace Ohanna

How did you impact the school positively?
I organised events: Halloween, bake sales, the Language Day and other. I helped organise our school library. I have contributed to making the Student Council more active.

What would you change in the school?
The infrastructure. More time should be given and more attention should be paid to fixing the facilities. I would like younger students to be more active. More effort should be given towards developing soft and hard skills and encourage regular feedback.

What difficulties have you faced?
One of the biggest issues was people neglecting their duties and failing to follow instructions. I attempted to overcome some issues by providing people with alternative tasks. If they had no sufficient time to complete them, I tried to split a task between 2 people.

What advice do you want to give to someone who would want to be in your position at AA?
Prioritise your tasks and time management, have confidence, believe in yourself. As they say, ''when you get up on the stage, imagine that you have already won''. Good and efficient communication with students and management is vital as is learning to be assertive and empathetic. Consider other person's perspective. Think about your personal achievements and how you can impact those around you positively. Be oragnised and don't be scared to get out of your comfort zone. Think outside of the box.

What kind of role model do you want to be for the school?
I would like to be able to inspire other students to achieve their goals and work hard for their achievements. Moreover, I would like to encourage them to pursue leadership opportunities and grow as a person while managing their time effectively and participate in charity initiatives.

what is your message for the readers?
Parents allow students to flourish. Try your best to succeed. If it doesn't work out the first time, keep trying, the only failure is quitting.

STUDENT ACCOMPLISHMENTS

Be Safe: New Online Olympiad

Be Safe Net Online Olympiad took place for students from Class 1, 2 and 3. The competition offered students a chance to increase their knowledge of hazards, online vulnerability-related topics and preventive measures that can be taken. They learnt about potential mishaps and what to do to avoid them.





Queen's Commonwealth Writing Competition, June 2023



RESULTS

GOLD AWARD: PENELOPPE KAPP – CLASS 4

SILVER AWARD: MIRON DUBAKOV - CLASS 4, KEIREN AVRAAM - CLASS 4, ANDREI SIRBU - CLASS 4, NIKA FARASHYAN - CLASS 5, JAKUB NAWARA - CLASS 5, ELENI SGOURIDES - CLASS 5, EMILY NUSINOV - CLASS 5, ANN-MARIE KYRIAKOU - CLASS 5, DESPINA ISABELLA ASIMAKOPOULOS - CLASS 5, LEONTIOS MARKOS KOZAKOS - CLASS 4

BRONZE AWARD: AGNIYA TOLSTIKOVA - CLASS 3, ALEXANDROS SOFOCLEOUS - CLASS 5, ANASTASIA TUPANOVA - CLASS 4, ANHELINA HORSTKA - CLASS 7, EVA MEIR - CLASS 5, IZABEL EL DAOUK - CLASS 5, JASON SEBAALY - CLASS 5, MARIA BARGILI - CLASS 4, MICHAEL ALEINIKOV - CLASS 5, MICHAELLA CHARALAMPIDOU - CLASS 5, MODESTOS KANGIN – CLASS 4, TATIANA PANAOULLA - CLASS 4, YELIZABETA DUBYNA - CLASS 5, NIKA PAROTTE - CLASS 5, DMITRY SYTIN - CLASS 4, MILTOS MICHAELIDES - CLASS 2, MARIA SAVVA - CLASS 3

SO PROUD OF YOU ALL!

Debate Club



Congratulations to our winning team and to all participants in the Debate Club on such a successful event.



U14 Boys Basketball



Our Boys U14 team played their second game vs. Agios Athanasios High School. Our school played well. The final score was 27-30. We are very proud of our boys.



Volleyball: It's a win!

Congratulations to our students who won 2-0.





U14 Girls Basketball

Congratulations to our girls U14 basketball team twho beat Linopetra High School 21-20 and qualified for the next round.

Our Under 14 Girls Basketball team played their first official game of the season, beating Neapolis High School 50 - 7. Well done to everyone involved.



CONGRATULATIONS

Limassol Hurdles Event

Congratulations to Alexandros Grigoriou (3A) who finished third in the 300m hurdles race in the Limassol district event. This also means that he has qualified for the next round.



20th National Cyprus Indoor Rowing Championships

Students and staff took part in the 20th Cyprus Indoor Championship. Our student Tristan Michaelides of the Limassol Rowing Centre came first in the U17 singles with the best time out of all U23 men and took first place in the U19 Men's 4 team relay. His team took home the championship! Yehor Cherniuk and Leonid Iaroshevskii, of the Limassol Nautical Club, came first in the U14 boys 4 team relay. Leondios Kozakis of the Limassol Nautical Club came 7th in the U17 boys singles race. Our member of staff, Anthoulla Nestoros, who is Tristan Michaelides' coach and one of the founders of the Limassol Rowing Centre, came first in the Women's Masters singles race. Congratulations to all our students and Ms. Anthoulla!



European Sci-Tech Challenge





UCLAN Business Escape Challenge

Our business-savvy students fearlessly challenged other schools in the Business Escape Challenge. We are proud to announce that Class 7 secured the 1st prize, and Class 6 clinched the 2nd prize. Theirs was an outstanding performance. Congratulations to our talented students and their teachers on this remarkable achievement.

CONGRATULATIONS

SO PROUD OF YOU ALL!

STUDENT EVENTS

HOUSE EVENT

The AA house system, with its team-building ethics which underpins it, constitutes an intrinsic part of our school performance. Our system promotes fair play and fosters team-spirit enabling students to form bonds with others within their house. It helps develop peer support and loyalty. Our recent house event provided students and staff with an opportunity to feel more connected and be more involved with the school community.



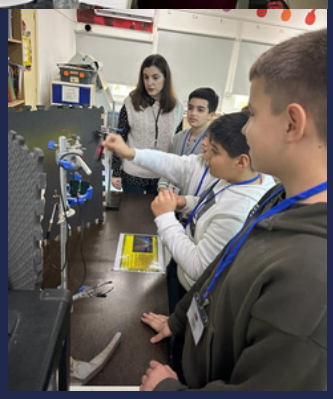
School Spirit

OPEN DAY

Ahead of our entrance examinations, prospective year 7 pupils had a taste of secondary school and they took part in fun activities while their parents attended an informative presentation. We look forward to welcoming them in September 2024.









BOOK DAY

Much appreciation to the Languages Department for organising our recent book fair. It promoted reading to enhance our students' linguistic abilities and to broaden their overall knowledge.

HOPE FOR CHILDREN

The “Hope For Children” CRC Policy Center is an independent international humanitarian institution based in Nicosia. The institution is established on the standards and principles of the UN Convention on the Rights of the Child and the European Union law. The students of classes 1 and 2 attended an Open Talk of **Ms Ioanna Drousiotou, a clinical psychologist** representing the organisation. They had the chance to **learn about their basic rights, their importance, as well as how vital it is to help other children in need.** They also had an open discussion about other matters that concern them as students and as teenagers, including **bullying and harassment.**

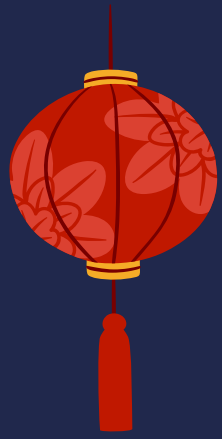




CHINESE NEW YEAR







SCHOOL TRIP

Our secondary school class 1 and 2 students visited the Camel Park in Mazotos. They rode camels, interacted with the animals and learned more about them and their habitats. Everyone had a great time!





FRANCOPHONIE DAY

On the international Francophonie Day, our students who study French organised a **dance event**.





HOUSE OF REPRESENTATIVES VISIT

Our secondary school classes visited the House of Representatives in Nicosia. Our students attended a presentation on the work of the Government of Cyprus and were given the opportunity to ask questions about how democracy works.



ONE DREAM ONE WISH FOUNDATION

We have been supporting One Dream One Wish Foundation for many years. The organisation supports cancer-afflicted children and their families economically, and provides psychological support for them and members of their immediate environment. We donated a sum of money to support their charitable endeavour.



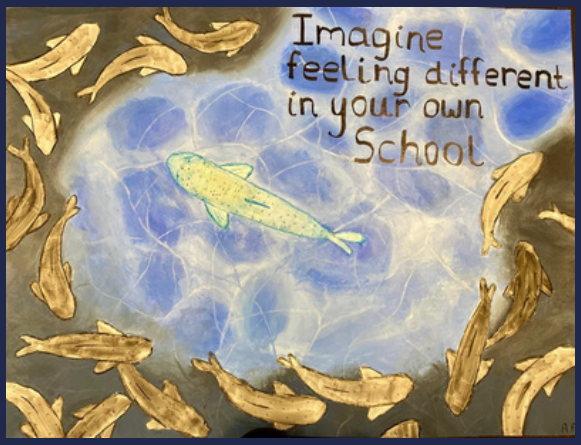


SCHOOL FUNDRAISING

INCLUSIVITY

NEURODIVERGENCE AWARENESS COMPETITION

Our school is dedicated to **embracing diversity** and fostering a more **inclusive and compassionate** environment by **promoting understanding and raising awareness** of student differences. As part of our ongoing effort to raise awareness, our students engaged in an immersive lesson on neurodivergence which sparked insightful discussions and allowed them to showcase their unique perspectives through **creative projects**. The best two projects were a song by **Gavriella Hadjidamianou (class 2A) which** won 1st place, and a painting by **Amber Fryett (class 2A). Both winners received generous gift certificates and house points.** Noteworthy mentions: Maritina Leonidou (class 2A), Emily Nusinov, (class 5A)







BULLYING PREVENTION

Our students and parents participated in a lecture by a guest speaker, distinguished **clinical psychologist Charis Stavrou. She helped us** understand the complexities behind **bullying and** how it affects emotional intelligence and social relationships. She provided us with **practical guidelines and advice on how to prevent and manage bullying.**







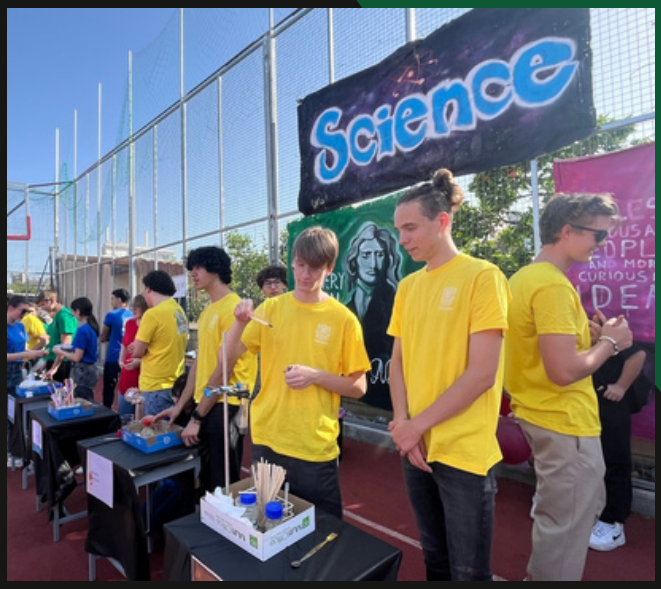
SELF - ESTEEM

Students welcomed our guest speaker, **Mrs Alina Sveshnikova,** a clinical psychologist specialising in eating disorders, self-harm, anxiety and teenage depression. Mrs Sveshnikova spoke about how teenagers' **confidence and self-esteem are** often consciously or subconsciously influenced by the constant exposure to social media **filtered realities** that portray **unrealistic and often unattainable beauty standards.** She encouraged students to think beyond **fake standards.**



science fair











Art Exhibition

2024 Open Studios for classes 1-7









CAREER CORNER



NOTABLE ACHIEVEMENTS



With the help of our esteemed careers guidance counselor, educational mentor and careers coach, Mrs Yiota Skitini Nicolaides, we are proud to list the following **remarkable accomplishments** of our students. Their dedication and diligence have borne fruit in the form of **prestigious academic achievements** and coveted **internship placements:**

- **Yulia Georgiou**: secured an internship at Autolus Therapeutics in London, a leading biopharmaceutical company.
- **Alexa Prokhorova:** embarked on an internship journey with AVVA Pharmaceuticals, specialising in genetics.
- **Victoria Despina Antoniou & Despina Isabella Asimakopoulou:** selected for internship positions at Deloitte, a global leader in consulting and advisory services.
- **Sanad Thalji:** commissioned for an internship opportunity at Marine Care contributing to environmental conservation efforts.
- **Myria Koulla:** dentistry placement at Kalia Theodorou, specialising in Periodontics and Implantology.

We are also thrilled to announce successful applications made by our graduates at **esteemed universities worldwide**, including institutions in the UK, USA, Canada, Australia, Austria, Belgium, Switzerland, France, Germany, Hungary, the Netherlands, Lithuania, Latvia, Spain, Cyprus and Dubai.

CAREER CORNER

Unlocking the Power of Learning: A Journey Towards Academic Success

by Yiota Skitini Nicolaidis



Effective studying isn't merely about logging hours with a textbook; it's about mastering the art of learning itself. Through a curated curriculum of seminars and workshops students are empowered to:

- Cultivate a positive attitude towards education and goal-setting.
- Harness the power of self-confidence and self-awareness.
- Cultivate discipline and mitigate distractions.
- Embrace diverse learning styles.
- Strategise study-time effectively, focusing on quality over quantity.
- Adeptly prepare for examinations and academic challenges.

At American Academy Private School, we've forged a partnership dedicated to nurturing academic excellence. Through state-of-the-art career guidance assessments, we endeavor to unveil the latent potential within each student, charting a course towards professional fulfillment.

Moreover, our commitment extends beyond the confines of the classroom. Through internships and mentorship programs, we provide students with real-world insights and experiential learning opportunities, catalysing their metamorphosis into industry leaders of tomorrow.

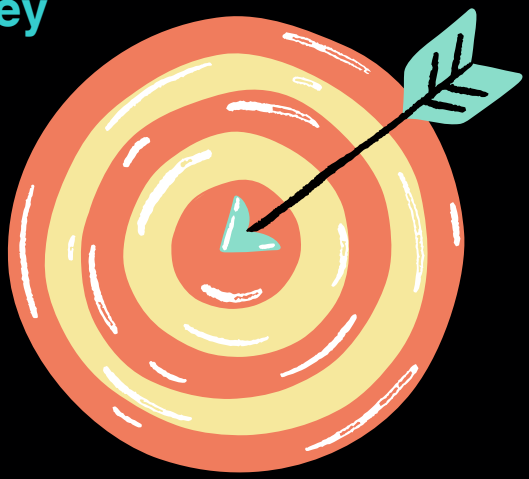
As we begin each new academic year, I am emboldened by the prospect of charting new horizons and unlocking students' untapped potentials. Together, let us embark on a journey of discovery, where the pursuit of knowledge transcends boundaries and transforms lives.



CAREER CORNER

Unlocking the Power of Learning: A Journey Towards Academic Success

by: Yiota Skitini Nicolaidis



In the realm of education, the greatest challenge often isn't the complexity of the subject matter but, rather, the approach to learning itself. Over two decades being immersed in the academia, both as a lecturer and as Head of the International Office, has enlightened me to a profound realisation: students frequently struggle not due to a lack of intellectual capacity but, rather, a deficiency in study skills. The art of effective learning, it seems, is a skill seldom explicitly taught.

As an ardent advocate of transformative education, I've undertaken a personal crusade to revolutionise the learning landscape. My mission? To equip students with the tools to learn smarter, not harder.

My aim is to instill in the younger generation a fervent enthusiasm for education. To illuminate the path towards personal growth, character refinement and self-actualisation through continuous learning.

Education isn't merely about acquiring knowledge; it's about sculpting a better version of oneself.

In my capacity as Educational Mentor and Career Coach, I've delved deep into the labyrinthine corridors of the mind, unraveling the mysteries of memory retention and cognitive optimisation. Guiding students through the maze of career choices, I endeavour to illuminate the path towards self-discovery and fulfillment.

Indeed, the decision concerning one's future vocation is a watershed moment, one that reverberates across every facet of life. It's a decision that warrants meticulous deliberation from the outset. Offering my seasoned guidance, I am confident in steering students towards a future brimming with promise and purpose.



PHILOSOPHY MATTERS

EDUCATION'S INNER POTENTIAL & THE WILLINGNESS TO DO GOOD

BY GEORGE BARGILIS

Anyone who has come into contact with young children, can recognise the **innocence and the purity in a young soul**. Repeatedly, over the centuries, we are reminded that Love accompanied by the Innocence and Humility of a child, are the t**rue nature of humankind**. Children, when they are young, are still 'in touch' with their hearts and we must ensure that their innocence and selfless humility directed by Love is sustained throughout their adult life.

As School Director, I believe in a learning environment which invites children to **explore their inner potential, their inner self.** Education should encourage children to **understand what their inner capabilities** are, what their **calling** is, and what they have to offer in order to **make this world more beautiful**.

The world is in upheaval, everywhere there is sadness, war, complete disregard for human life and indifference towards the wellbeing of ordinary people. Our countries and societies are run by corrupt and immoral politicians who are controlled by a small group of powerful and ruthless individuals without any sense of humanity.

Rudolf Steiner, a famous philosopher/educator, warned one hundred years ago that the humanity would be under spiritual attack by what he described as the "Fallen Spirits of Darkness." Every aspect of our lives is presently under "attack". Even our children, so fragile at a young age, with their personalities being still developed, are being indoctrinated with the aim to reject the values that have been the foundation of humanity.

The **only way to help the humanity towards the right direction is through our children, our youth**. It is our **responsibility as educators** to do our utmost to enlighten the path of growth and the awareness of the children entrusted in our care.

We need to provide an **innovative approach** in education which encourages children to grow into confident world citizens, respecting the culture, values and traditions of fellow human beings. We must help children comprehend that we are all here to contribute to the world and **inspire them to find their voice** through creative expression so that their visions materialise and become the reality through their **spiritual growth** and the **growth of their inner freedom.**

Through education, the will to do good, the will to spread beauty and the will to serve must all be cultivated with all that the process entails. The willingness to offer service to our fellow man must be nurtured in the young hearts. Beyond question, **when our children learn how to work together in the atmosphere of goodwill, there will be no problems which the humanity will be unable to resolve.**



EDUCATION'S INNER POTENTIAL & THE WILLINGNESS TO DO GOOD



BY GEORGE BARGILIS

The **motto of our school** is based on Plato's **"Σοφια Παντων Καλλιστον", Wisdom Above All Else.** Knowledge alone is not wisdom. Wisdom cannot be found in books, it cannot be accumulated, memorised or stored up. Wisdom comes with the surrendering of the self. Wisdom does not come through fear and oppression, but through the **understanding and embracing** the essence of everyday events in human interactions.

For the American Academy school of Limassol, our **will to do good is deeply embedded in our school's motivating force**. It is our passion to continue to grow our school community, provide an educational environment where **children are protected and encouraged to develop** as individuals and to live constructively in the world of today, but also develop spiritually in such a way that their impact and contribution to the **spiritual development** of the society as a whole will be of significant importance.

To some people, making spiritual development a part of the curriculum might imply teaching religion. The spiritual development of children, however, does not necessarily involve religion. As Alice Bailey explains, "Education must meet the needs of the human spirit. Children may be **guided to listen with the heart, to listen in order to understand and to appreciate, not to judge, but to have love and compassion**." This is what we mean by **spiritual growth:** to be able to experience fully the human spirit and become fully divine within our ourselves.



As educators, it is our **responsibility to bring out the best in** children: **academically, spiritually, aesthetically, intellectually**. Our ultimate purpose is, where possible, to take them a step further towards developing their **full potential** as children of tomorrow's world.

Therefore, as part of our effort as a school, to continue contributing towards a better society, we have decided to introduce into our curriculum the concept of empathy. Empathy plays a crucial role in creating a positive and supportive school environment, with wider benefits for the community as a whole. Schools where students and educators cultivate empathy reap several benefits, including better relationships, less bullying and improved academic achievement. Once children **embrace the concept of empathy** within their school environment, this potential will bear fruit in the wider practice of social empathy and in the making of this world a more comfortable, caring and loving place to be in.

Our children present a **unique potential for world transformation.** When the **welfare of children becomes our priority** in the wider plan for the humanity, the result will be a world with **more good will, and healthier and saner interrelationships -** one that mirrors the concept one humanity, one consciousness. In such an atmosphere and in the spirit of **cooperation**, t**here exist no problems that the humanity cannot face and surmount.**



What is philosophy? AA perspectives

by Andreas Agathocleous

Philosophy is all about being curious to know more about the deep questions in life. What's life all about? What is the nature of existence? What are morals and ethics? How can we navigate this ocean of chaos we call life in a manner that is virtuous?

In the pursuit of knowledge, philosophers either ask questions that get them in trouble with authorities, or ask questions that most people prefer not to think about. To be a true Seeker of Knowledge requires courage as much as creative and analytical thinking.

Over the past academic year, our classes 6 and 7 have grappled with the legacy of the ancient philosophers of the school of Stoicism, waded through the murky waters of Existentialism, deconstructed the old models of thought with post-modern thinkers, and learnt to see the role that art plays in our psyche with the philosophies of art in the age of mass production (eg. the cinema).

Allow yourself to take a little tour and see what Philosophy can teach. Let us delve into the thought-provoking and creatively brilliant reflections of some of our young American Academy philosophers.

Stoicism: AA perspective

Cyprus' own contribution to the Western canon of thought originates with Zenon of Kition. The Stoic school itself is often misunderstood as being heartless, favouring curtailing of emotions in favour of acting guided purely by logic and reason. The Stoics believed moderation is important in finding that sweet spot between being too emotional and too coldly rational. *"One of the main beliefs of the Stoic philosophy is in the use one's mental faculties and rationality to remain calm when emotions, either positive (like extreme joy) or negative (anger), try to override our mind. The Stoics also believe in one god, though this god is understood more as energy in the Cosmos. The Stoic god is loving and rational and tests people by giving them hardships and trials to overcome. Stoics believed overcoming hardships makes people stronger and, ultimately, makes their lives easier because by overcoming hardships we learn how to cope with them and how to appreciate the fruits of our labour."*

Aftab Baiza, class 7, AA senior Stoic

Existentialism: AA perspective

Moving along to the powerhouse of determinism, we focused on Nietzsche, an early pioneer of existentialism. He gave us great insights into how to cope with indecision in the process of choosing a path to follow. *"Nietzsche tells us to reject any pre-packaged one-size-fits-all belief systems since these cannot help us understand the randomness of life. Rather, each individual should look to himself to form his own value system and, in this way, become an Übermensch (Superman): one who is not pulled along by rules imposed on one, but who has decided on and formulated himself the values and the moral compass that will guide and define him."*

Grace, class 7, a leading AA existentialist

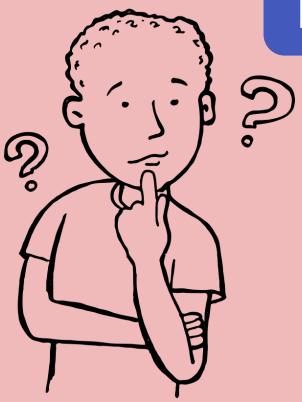
Marxist Cultural Philosophy: AA perspective

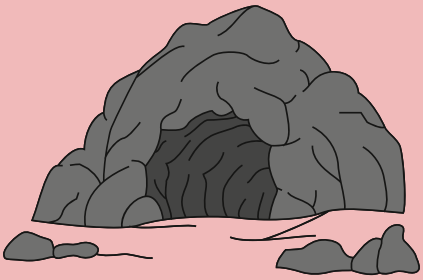
How deep can art make you think, or not think? Walter Benjamin's philosophy of Art is a brilliant snapshot of that moment in history where art went from being the handmade and mysterious expression of beauty to something that was becoming mass-produced and distributed. Through Walter Benjamin's lamentations and his commentaries about how art has changed in the Age of Capitalism, the age of mass production, our students gained new insights into how powerful the tool of cinema can be, not always for its best purposes. *"Walter Benjamin believed that in 'the age of mechanical reproduction' art became both liberating, since ordinary people could see themselves in photos and movies, but that it also became a tool for social movements and propaganda: Communism and Fascism used cinema to promote their theories. A movie can reach millions more eyes than an actor on a theatrical stage. The living aura of a stage actor got replaced by the cold and edited gaze of the camera and its operator. What is human, got chopped and spliced to fit propagandist suitability. Benjamin also highlights the fact that whereas older forms of art (sculptures, paintings, books) require participation by the viewer, modern cinema turns people into consumers since they are 'assaulted' with sensory stimuli over and over again with no time to think, merely time to consume. I can only imagine how horrified he would be if he could see what social media do to us today!"*

Kira, class 6, AA cultural philosopher

THE ALLEGORY OF THE CAVE

by Rafaella Procopiou





Plato's allegory of the cave describes a group of people stranded in a cave. They were tied up against a wall so they could not turn right or left, they could only see in front of them. Behind that wall, people would be passing by, wielding torches and different objects which those who were tied up inside could only see as shadows.

One day, someone managed to escape, got out of the cave and saw how everything is different from what they have known all their life. He tried to tell them and share with them how things really are - but that was useless as they would not believe him.

The cave here represents the self and our conditioning: the way we have been brought up. We get used to our life the way it is, impacted in many ways by the self, religion, politics etc. Most times, we believe that what we see and what we know is the Truth, and we are convinced that if we see or hear something different, it is all lies. People are not open to the endless possibilities that surround us. Same goes for the Reality.

The Reality/Realities, are endless, too, but if we get used to the one we live in, then it is not that easy to escape it. In Plato's allegory, not even the sunlight could enter the cave: the sunlight represents the open, new Reality that will not keep one in the depths of that dark cave, merely watching the shadows passing by without the ability to see the real object - how things really are.

All this usually happens out of fear of the unknown. Plato's people got so used to being inside the cave, that the one telling them that there is a whole new world out there seemed crazy to them. This is how people work too, when it comes to perceiving their reality: they fear the unknown, and that often makes them unable to take the first step out, to actually believe that there is more out there.

We can not base our knowledge and understanding of everything on the "shadows" and merely on what we think we know. When we take the first step out and dare to believe, then the rest will follow. We keep ourselves stranded inside the cave, this because the majority does so. That does not mean that we cannot break free.







SUCCESS & WELLBEING CORNER





Live well!

Take care of yourself!

back-to-basics *wellness ideas*


embrace the Sun


wholesome diet


human connection


herbal teas

simplify your routine


daily gratitude

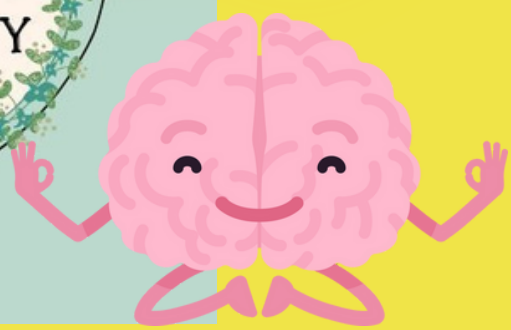

slow down


nature retreats

Source: chantfull.com

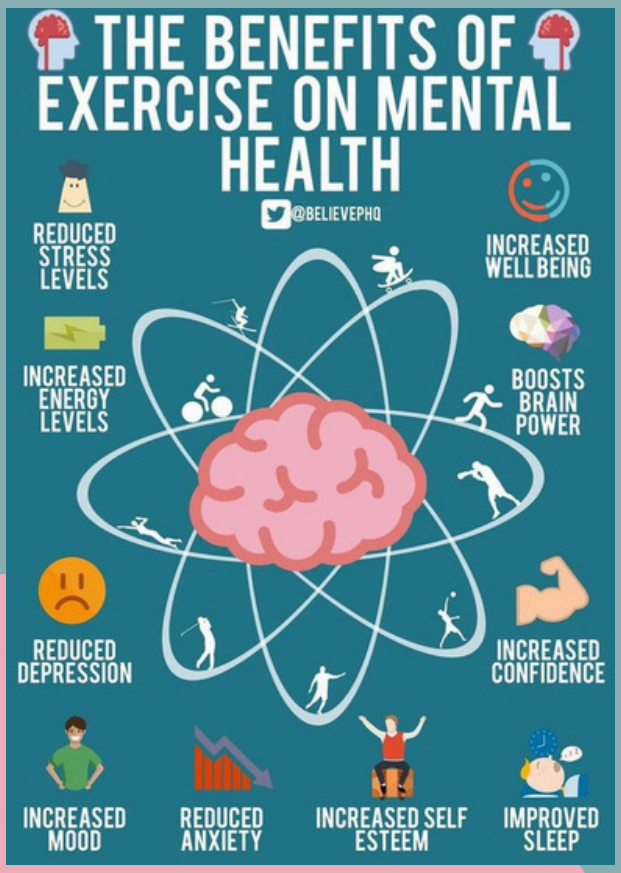
Breathe & Let Go!





THE POWER OF EXERCISE: BOOSTING SELF-ESTEEM

BY IRENE KARAS



Being active and staying fit isn't just about getting muscles or running faster. It's also about **feeling good about yourself**. In fact, exercise can also do wonders for your self-esteem!

But **what exactly is self-esteem?**

Self-esteem is how you feel about yourself. It's having a positive attitude towards yourself. When you have high self-esteem, **you believe in yourself, feel confident, and know you're worthy and valuable.**

So let's talk about how exercise helps with self-esteem.

When you exercise, your brain releases chemicals called **endorphins**. They're like little **happiness boosters**! Endorphins make you feel happier and more positive. So, after a workout, you might notice you feel pretty good; well, that's the endorphins working their magic!

Getting better at sports or seeing improvements in your fitness level can make you feel awesome. It's like, "Hey, I did that!" Achieving your exercise goals, whether it's running a little faster or lifting a bit more weight, can give you a **sense of accomplishment**. Simple accomplishments like these can **boost your confidence** big time!

Exercise can help you chill out when you're **feeling stressed or anxious.** When you're active, your body **releases tension**, and you might feel **more relaxed** afterwards. Plus, focusing on your workout can take your mind off worries, giving you a **mental break.**

So, how can you get those self-esteem boosting benefits? Try the following:

Find activities you enjoy: Whether it's dancing, playing basketball, or going for a quick run, pick activities you like. When you have fun while exercising, it doesn't feel like a chore.

Set realistic goals: Start with small goals and work your way up. Maybe it's aiming to run for five minutes without stopping, or doing ten push-ups. As you reach these goals, you'll feel proud of yourself!

Stay consistent: Make exercise a regular part of your routine. Even if it's just a short walk or a quick workout session, staying consistent helps build your confidence over time.

Don't compare yourself to others: Everyone's fitness journey is different. Focus on your progress and celebrate your achievements, no matter how small they might seem.

So exercise isn't just about physical health – it's also a fantastic way to boost your self-esteem. By staying active you can feel happier, more confident and better about yourself overall. **Get moving, have fun, and remember: you're awesome just the way you are!**

BODY MIND & *The Self*

by Stavri Tsamourlidou

A small introduction on the connection of the body and mind and how these create who you are, or maybe who you might believe you are.

Oftentimes people understand the self and the identity as something physical: the way you dress, the way you look, your culture, social standards, actions, the way you communicate, your name, through your wealth, career and goals. The list can go on and on.

But what is beneath all this, how does your character emerge and, most importantly, your thoughts?

Our bodies are miraculous tools that can both make us sick and heal us. We witness sickness very often in everyday life, but what about healing? If we knew how we truly get sick, we would understand how equally easy it is to heal. This is where the mind comes in, as the means for every thought and action manifesting itself not just externally but internally through the body as well.

Remember when, as a child, you had the idea of being unworthy or abandoned planted in your mind. As youngsters, we start building and structuring our character through interacting with our surroundings and people closest to us, therefore it is so easy for us to have ideas planted in our head and strongly believe them to be real, long into adulthood.

The body never forgets, storing what the mind creates. Based exactly on those feelings and emotions, the mind subconsciously acts according to this. This affects the way you interact with others, the way you walk, how you think and certain actions you take.

Our character is built upon this, impacting your life and choices. This may also impact us on a more physical level, depending on the depth of the emotions and lead to the escalation of these in time as anger, hate, self - victimization, jealousy ,etc.

All negative impact comes from one main feeling of fear. This creates various energy blockages around the body. In worst cases, the self turns against itself, so does the body. In many immune deficiency conditions, cells start mutating or attacking the body. Do you really think that you may hate yourself and who you are and not manifest this on the physical level?

As you build a firm and steady character from so many influences and in many surroundings, you don't question its reality as you believe it to be your authentic self. What is the real self though?

The truth is, there is no real self but the one you choose. You always choose and create for yourself what you believe is suitable by collecting, storing and filtering. The point is always to be aware of it. The awareness of the self is key to mastering, changing and evolving. Being aware of the power of the mind in healing the self, understanding the self as the key creator of the things that happen to you and changing them around. Experiences do not just happen to you, you create them. Choose wisely what it is you wish to create, both physically and mentally.

HOW TO ACHIEVE YOUR GOALS

BY PENELOPE KAPP

Do you want to really achieve your goals?

The first step to stick to your goals is to **identify your self-sabotage.** This can be procrastination, reluctance to receive help, or giving up when it gets difficult. To be able to avoid self-sabotage, understand that it comes from **unconscious beliefs about yourself and your abilities.**

The second step to **stick to your goals is identifying your negative beliefs.** How to do this? We can identify our negative beliefs by letting our mind wander in a calm setting, such as during meditation. Why should you identify negative beliefs? Beliefs drive our entire external world. **A belief generates a feeling, which then produces an action, which then creates our reality.** For example, someone believing that they are not good at school might begin to feel as though they aren't good at school, which would lead them to being less motivated, thus resulting in not turning in homework and not participating because “what is the point if I'll never be good at school?”

Rewiring negative beliefs. To understand how to rewire negative beliefs, you need to first know what neural pathways are. Neural pathways are essentially the connections between neurons that send signals from one side of the brain to the other. Neural pathways are essentially patterns which represent our thought and behavioral patterns. **When changing your thoughts and habits, new parts of the brain begin to be used.** To put it simply, the brain rewires itself with just a change of mindset. As we know, the brain makes up all of our behaviour, so creating new neural pathways not only changes your mindset and behaviour, but changes your biology.

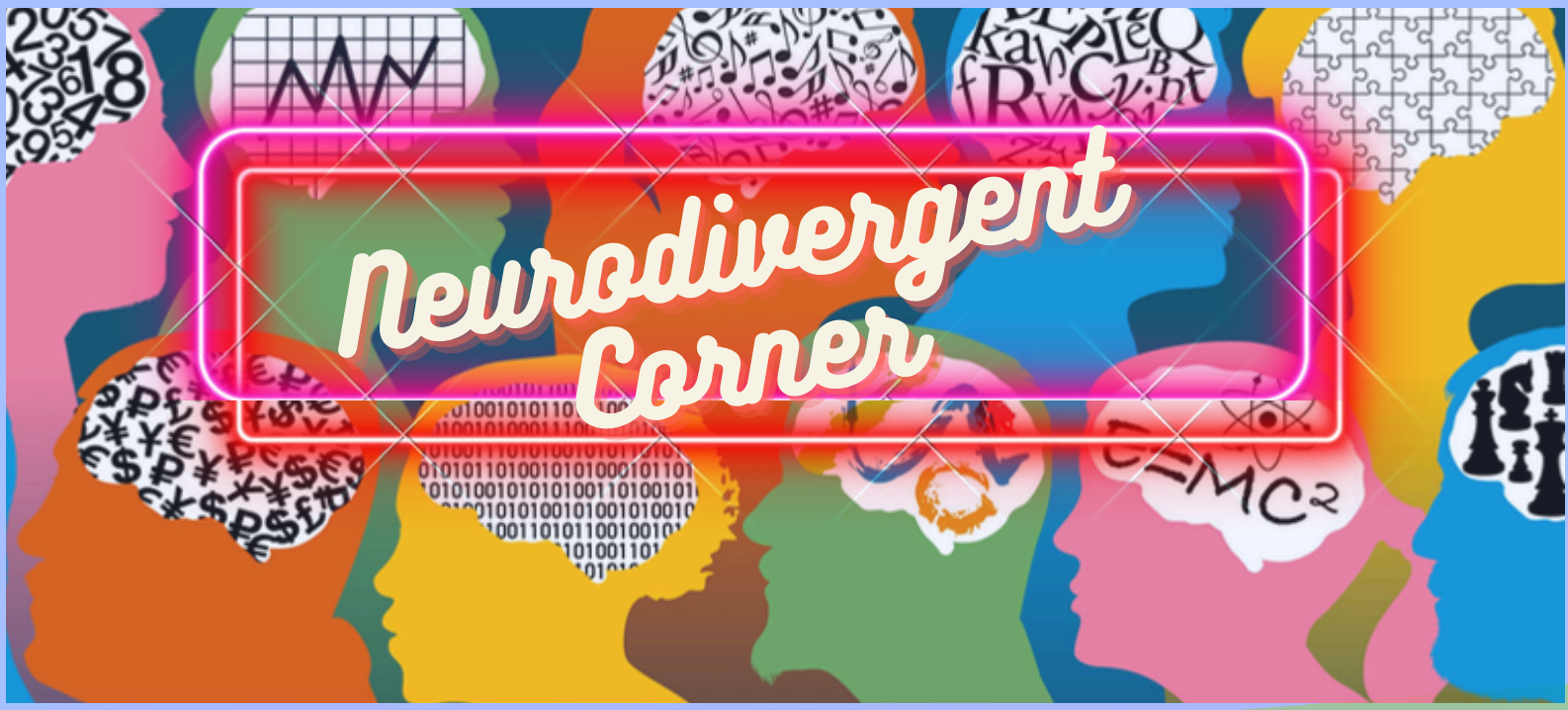
How do we rewire negative beliefs with the use of neural pathways? **It takes repetition to create new neural pathways.** Neuroscientists claim that it takes 10,000 repetitions to master a new skill. **In order to rewire these negative beliefs, we need to create a new belief and repetitively say it in order to create new neural pathways.** For example, someone with a belief that they are “ugly”, can begin to create new neural pathways by repeating that they are “beautiful”. This works in particular in the morning when we first wake up, and at night right before we go to sleep as our mind is more open to new ideas. Now you've rewired your subconscious beliefs, what's next?

Creating a plan for your goals. You will not always feel as though you have time, or you will not feel motivated. This is why you need to **come up with daily habits that align with your goals.** For example, if you want to learn a new language, start small by studying it 15 minutes every day to create a habit (a neural pathway).

Another important factor is discipline. We all like the idea of discipline: to wake up at 5 in the morning, do a workout, meditate, read, do a gratitude ritual. But what does really drive a person to become disciplined? **We become disciplined when we realise that the pain of not achieving our goal is bigger than the discomfort it takes to achieve it.** In order to become disciplined, you need to have a goal that makes you want to get out of bed and put in the work, despite the discomfort.

If all of these things have been implemented, and you still feel as though you are not reaching your goals, you need to **take a look at your relationships.** When I was younger, my sister told me, “You are who you hang out with”, and I did not want to believe her because the people I hang out with were horrible. But she was right: the behaviour and the mindset of your friends will rub off on you as you are constantly around them. Reflect on the friends in your life and how they make you feel: do you want to be like them? If the answer is no, then it is time to stop being friends with them.

The pain of not evolving is bigger than the discomfort of change. Best of luck to you.



SO WHAT EXACTLY IS NEURODIVERGENCE?

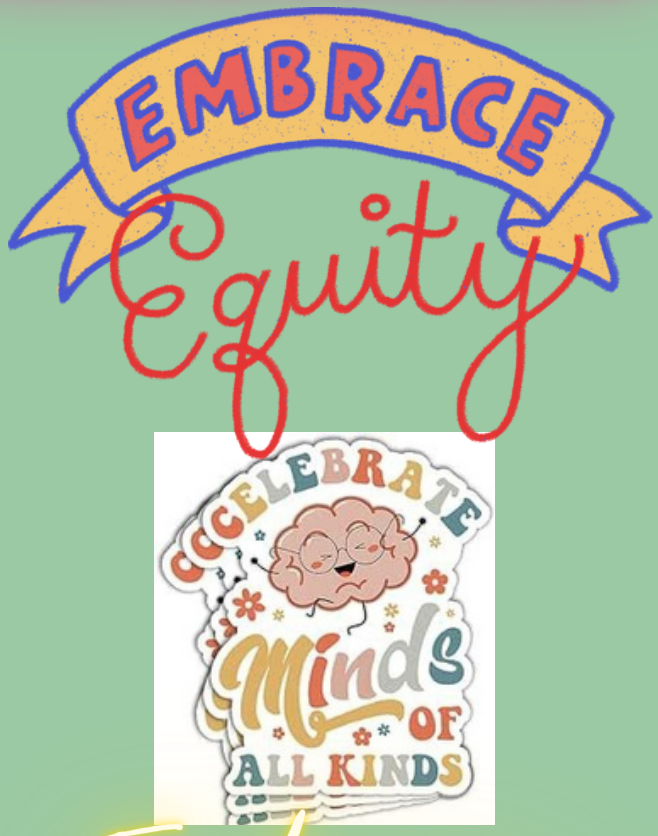
"Neurodivergent" is the term used to describe people whose **brains function differently** in one or more ways than what is considered standard or typical.

It describes people whose **brain differences affect how their brain works**. That means they have different strengths and challenges from people whose brains don't have those differences.

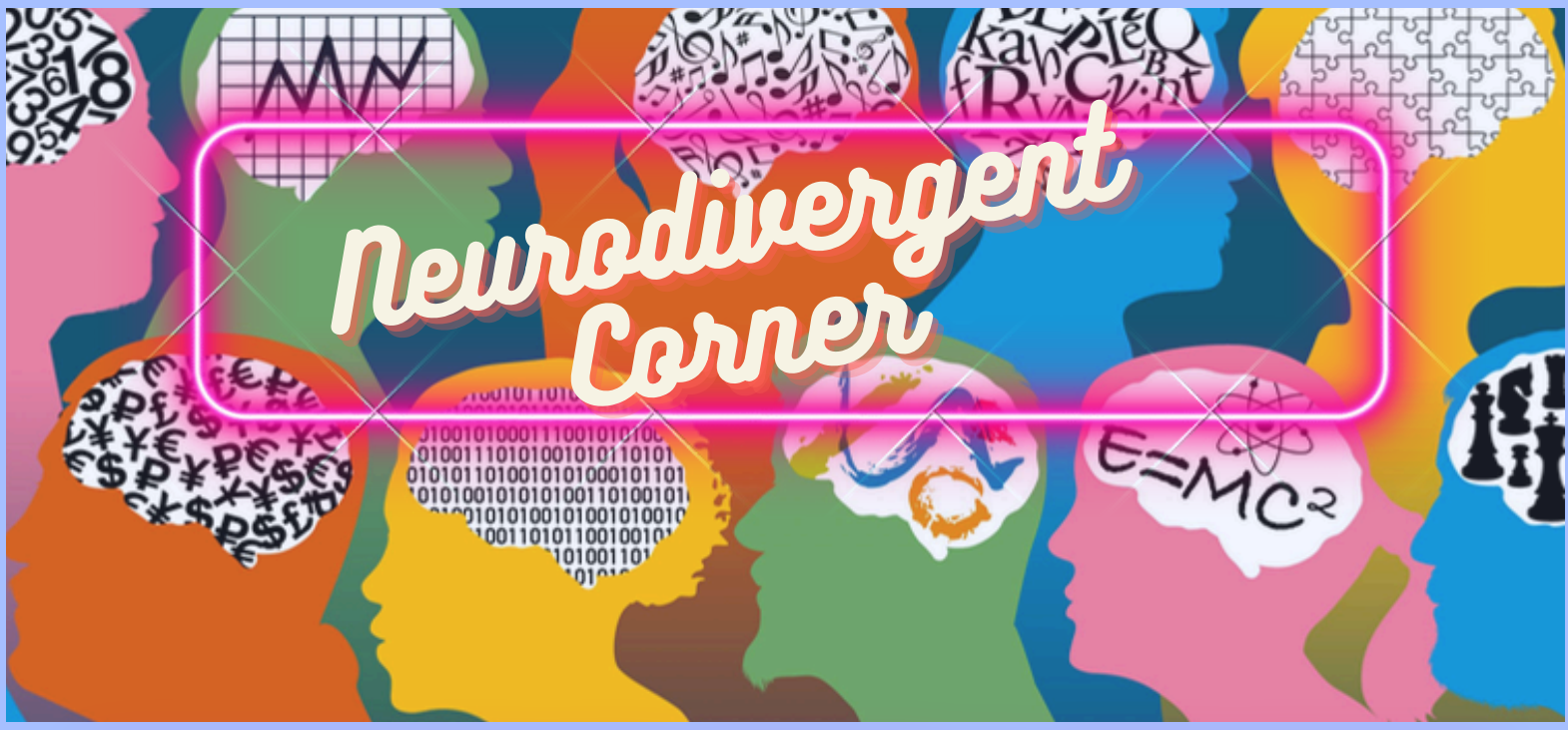
'Neurodivergent' isn't a medical term. Instead, it's a way to describe people using words other than 'normal' and 'abnormal.' That's important because there's **no single definition of 'normal'** for how the human brain works.

The word for people who aren't neurodivergent is "neurotypical." That means their strengths and challenges aren't affected by any kind of difference that changes how their brains work.

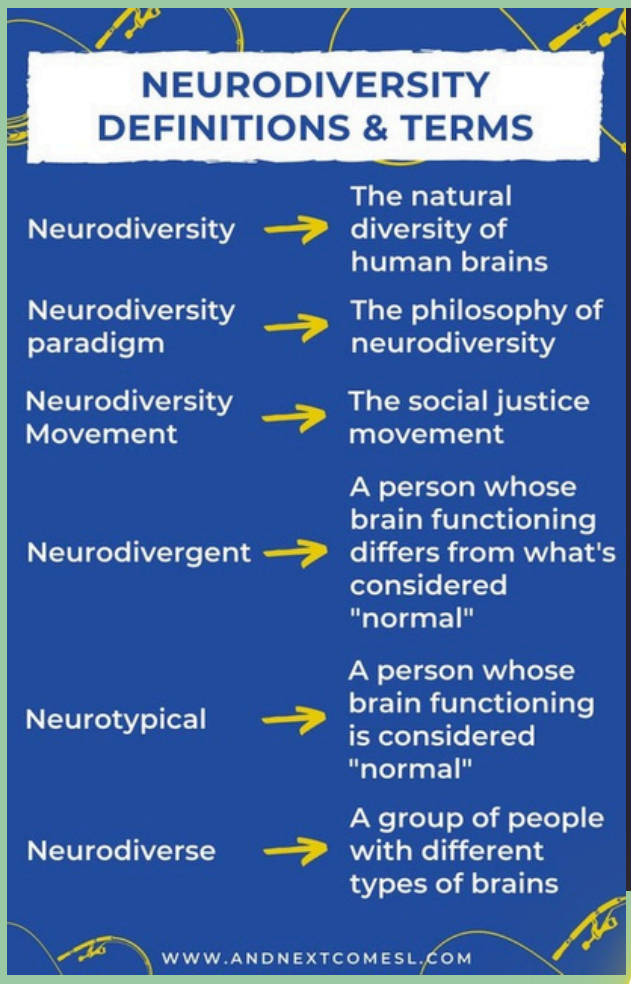
Source: https://my.clevelandclinic.org/health/symptoms/23154-neurodivergent



Embrace Differences



NEURODIVERSITY TERMS & DEFINITIONS





learn the facts



STUDENT ACCOUNTS OF THEIR PERSONAL EXPERIENCE WITH NEURODIVERGENCE

Autism

Many would agree that they **felt different** at some point in their life, whether in social situations, or just feeling 'alien-like', in general. Everyone has experienced this feeling at some point. It's how we discover who we are as a person and where we stand in the society.

Surprisingly, some people **feel 'different' to a great extent.** This is because there is something obviously different about them that the society rejects or finds odd. There are many different things the society rejects. Let us talk about something I know from my own experience: **autism.**

Despite popular belief, autism isn't what you may think. Actually, autism is an **invisible disability,** and many people have it, but have no clue that they do. You may know someone with autism who does not know it. People believe - even I believed this at one point - that autism is retardation, being intellectually disabled and rocking back and forth constantly. Sometimes, people will think the opposite, that autistic people are all geniuses and are rude, socially awkward individuals. I'm here to say that this is not true. Why can I say this? Because **I have experienced autism first-hand.**

The media represent autism in a different way than what it really is. **I'm here to tell you the truth. My name is Ann-Marie Kyriacou and I'm in class 5B.**

Autism is really **complicated** and can't be explained in one sentence, really. I'm smart but I seem dumb. I'm friendly, but can come off as offensive without meaning to. It's a **complex condition.**

One of the biggest challenges, not just for me but the whole autistic community as a whole, is **social skills**. I wasn't born with them naturally, like everyone else. I can **struggle to understand people and their intentions** and make sense of others' emotions, and my own. I might **misunderstand jokes and sarcasm**. I can also struggle to make eye-contact. So if I'm not looking at you while you are talking to me, that's why. It feels unnatural to me and I prefer to look down or to the side when you are trying to communicate with me. Yes, I'm listening - don't worry - my hearing is actually very acute. Which brings me to my next point: **sensory sensitivity**. You may not know this, but your brain tunes out many noises that are unimportant. If you are



STUDENT ACCOUNTS OF THEIR PERSONAL EXPERIENCE WITH NEURODIVERGENCE

Autism

talking to someone, the cars in the background, the birds singing, it may not bother you. You may not even hear those noises. Your brain tunes them out. My brain doesn't work in that way. I can't tune it out, and I hear everything really loud. It's the same with all my other senses, actually. **I can't tune things out** because my brain doesn't work like yours. Clothes may be too itchy for me or too tight, but you may find them just fine. I hate putting things on my face; washing my face is a challenge. I am **hyper-sensitive, or over-sensitive,** to all types of sensory information.

That is why you may see me carrying headphones around. Some other autistic people might be **hypo-sensitive, or under-sensitive,** meaning they might not hear you properly or they may be hypo-sensitive to pain. All these issues are due to the fact that their **brain is differently structured**.

You may notice I talk about the same subjects **over and over again**; this is called **special interest**. Autistic people develop special interests and become so interested that they become **experts**.

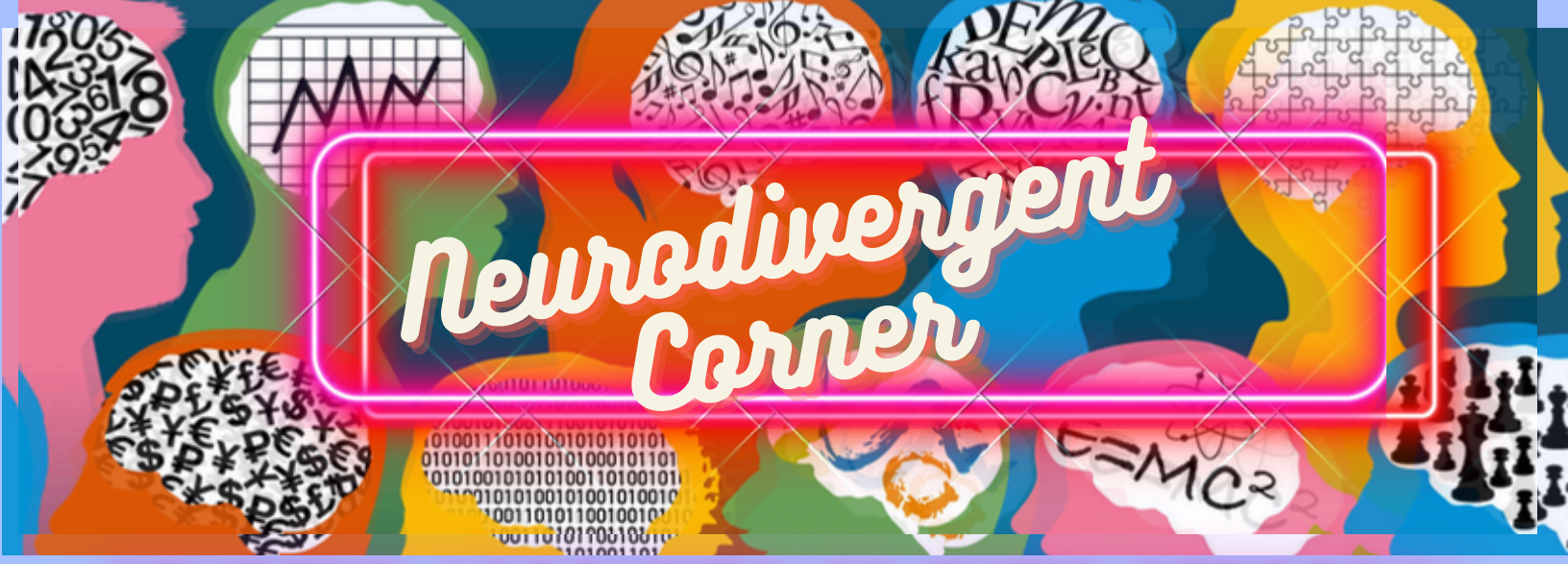
This is true for me as I have special interest in writing, psychology, art, animals and science.

As autistic people, we may stim - which is one of the things people see as most '**weird**' . Google says this: **'stimming' is repetitive or unusual movements or noises.** Stimming seems to help some autistic children and teenagers **manage emotions and cope** with overwhelming situations. This is true for me and many other autistic people. You may have seen me **fidget** or play with my hair.

Now that you have read this, does this change your view on what autism really is? It's much different from what most people think. We are everywhere. I'm eternally grateful to all autistic people I've met at school: you make me feel like I'm **not alone** and that **we are in this together.**



WE ARE IN THIS TOGETHER



STUDENT ACCOUNTS OF THEIR PERSONAL EXPERIENCE WITH NEURODIVERGENCE

Dyslexia

I am currently a year 4 student, and this is me talking about what it's like to have dyslexia and what it feels like. It is important for people to know that **dyslexia has many characteristics and it can be very different for other dyslexics, but this is mine.**

My hope is to find a way to make everyone feel equal and included and to stop people from making assumptions about me and my difficulties. I want others, and that includes my teachers and my classmates, to stop referring to me as a "special kid." **'Special' is not a good term to call us** because it makes us feel singled out, or even worse, more important and more privileged than others.

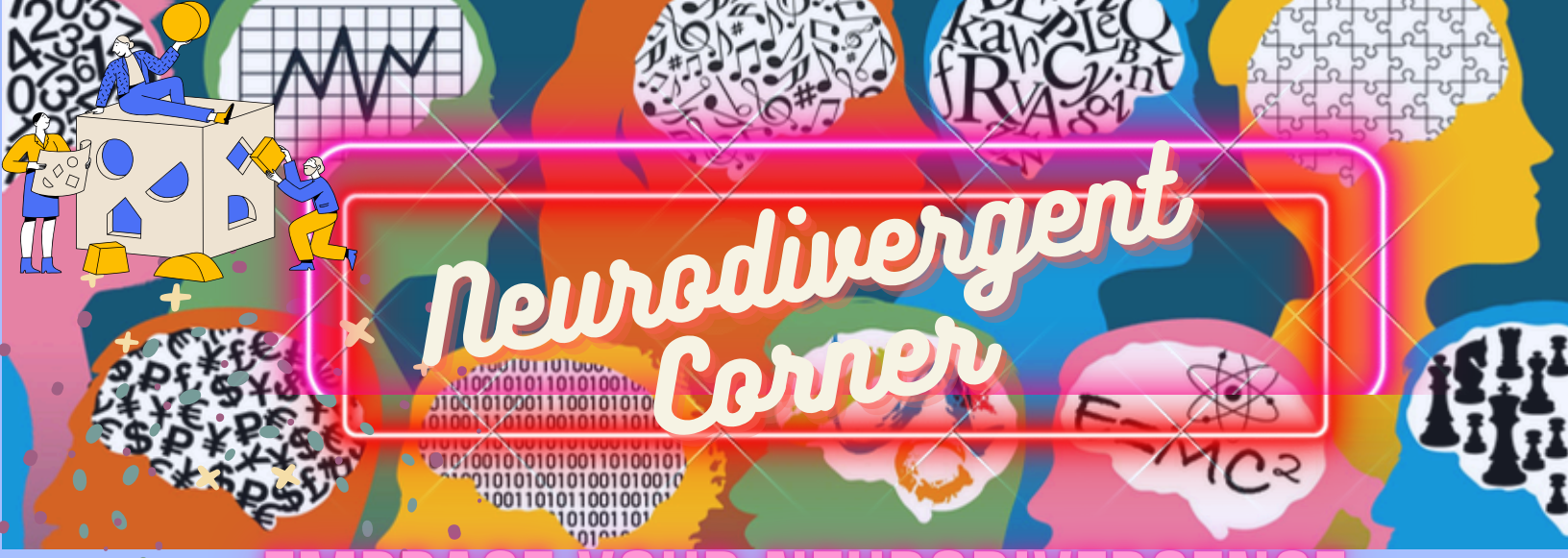
I am going to share with you some specific incidents that have happened to me in the past, as well as what affects me in the present.

When I am in a classroom and there is a lot of noise, or when a lot of things are happening at once, I feel like I could collapse. I lose focus completely to the point of not remembering anything about what I am supposed to be doing. I start feeling like I have a fever because I feel too hot. When too much information is presented to me all at once, **I get overwhelmed**; it feels like my brain stops working or is paralysed. Another thing, which can be a strength, is that I notice the slightest detail in a room.

Other things include:

- Letters on paper/on board are dancing in my face.
- When I am reading too much, I **get a headache.**
- I **forget what I am reading about** when the passage is too long, especially if it's on paper.
- When I read **text on paper, it's more confusing** for me than when I see the same text on the computer screen. On the screen, I am able to zoom in, and it's easier for me.
- When I feel too pressured (too much work, etc), **I become confused** and I **forget what I was supposed to do.**





EMBRACE YOUR NEURODIVERGENCE

BY: IRENE KARAS

Neurodivergence refers to the **natural variations in how our brains work,** so being neurodivergent means that your brain works in a way that is **different from what is typically expected.**

There are many **different types of neurodivergence** including **dyslexia, autism, and ADHD**, to mention just some of the more common ones. Being neurodivergent does not mean you are better or worse than the rest of the neurotypical or "average" population, just different! One could also easily argue that being neurodivergent can be a pretty cool thing.

For example, let's look at the **ADHD** squad. You guys are the **masters of multitasking.** You can listen to music, solve a maths problem, daydream about your next snack, and still wonder why the chicken actually crossed the road - all at the same time! Your brain is like having 100 browser tabs open, and yet somehow, you still manage to find that one tab playing that annoying ad.

Then we have the **autistic** crew, our very own **social code-breakers**. You're like human Wi-Fi detectors, sensing vibes and details others can't. Ever noticed how you can remember the exact pattern on a carpet from three years ago, but completely forgot why you walked into a room filled with people? Yeap, that's your brain prioritising data like a boss.

why fit in...when you were born to stand out! -Dr Seuss

Dyslexics, you're the **creative wizards.** Your brain flips, mirrors, and rearranges letters like a secret code. Reading might be like trying to solve a Rubik's Cube blindfolded, but when it comes to thinking outside the box, you're the champions. You see the world through a kaleidoscope of perspectives, **making connections that others can't even dream of.**

And to those with other forms of neurodivergence, you are like undercover geniuses in a world that's still trying to figure out the instructions manual. It is like your brain is operating on a different frequency, picking up signals and messages that the **"standard models" simply cannot detect.**

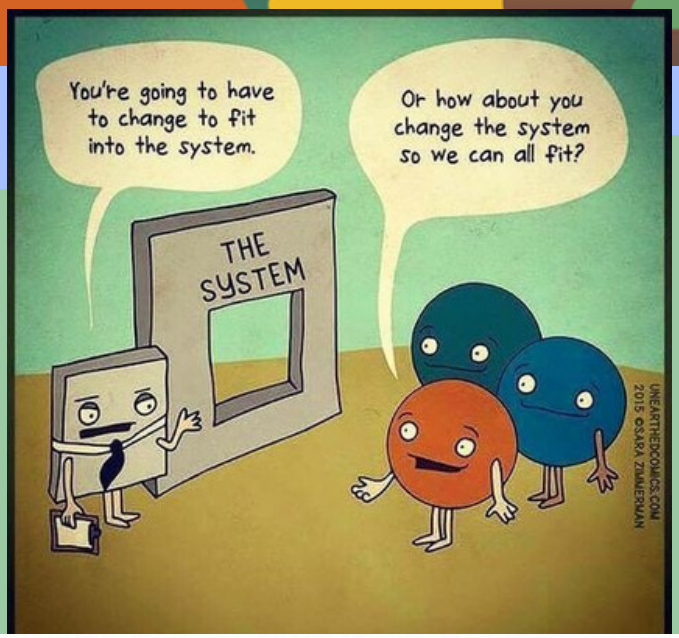
So here's the thing: a neurodivergent brain might **not always follow the "mainstream user guide,"** but that's because it's running on a custom-built OS, designed for innovation, creativity, and seeing the world from a **completely unique viewpoint.**

My neurodivergent people: **you're not just thinking outside of the box; you're redesigning the box** - and doing it in a world full of boring repeats and predictable re-runs, **your originality is not just refreshing: it is revolutionary!**

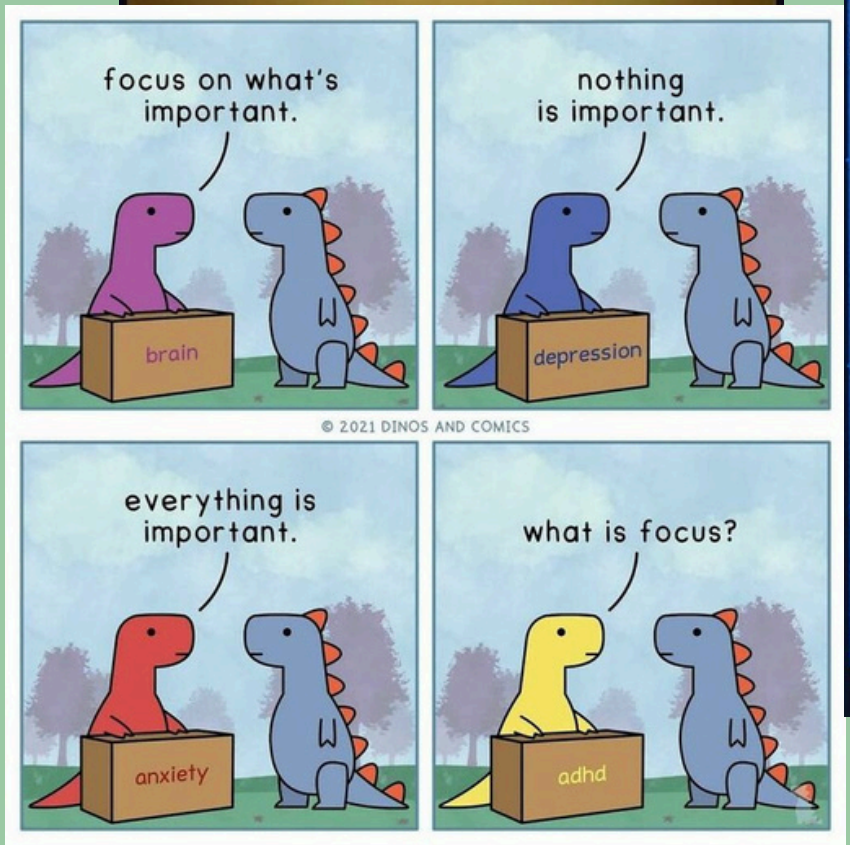
So **do not mask your neurodivergence!** It is your superpower. It's what makes you, YOU - and you should wear your neurodivergence like a **badge of honour**. After all, **why waste your time trying to blend in, when you were meant to stand out?** Keep rocking that brain of yours with pride. And don't worry if the rest of the world doesn't completely understand you or accept you YET. Soon, that too will change - one person at a time.

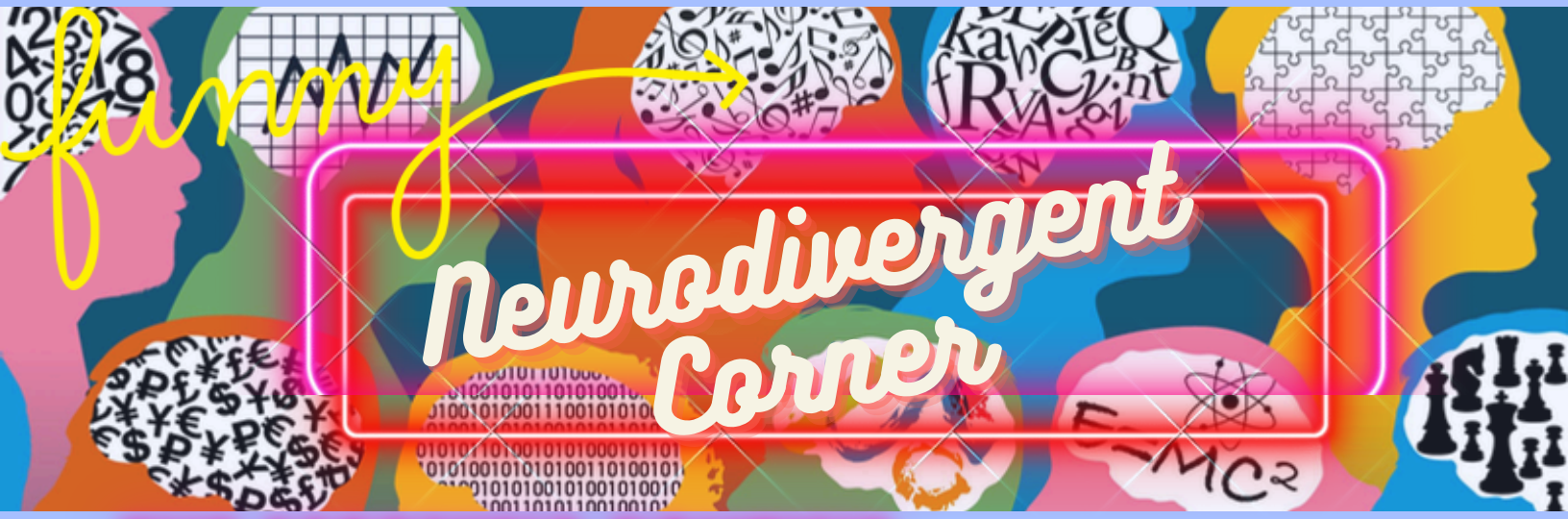
Comics

Neurodivergent Corner









THE MORNING ROUTINE

BY: ANNMARIE KYRIAKOU

The following theatrical play is a humorous parody whereby types of neurodivergence within a single human are interacting with one another.

OCD: (rubbing eyes) Ugh! Time to get up! (shivers) I don't want to go to school, there's a test. Today!

Depression: (stretches) Quit your whining! It's not like we are going to pass anyway. (rolls eyes)

Autism: (half-asleep) what is going on here?

OCD: We're going to die! (hyperventilates)

Depression: (puts hand on head) Seriously, quit it. Just accept we're all a failure.

Autism: (sighs) There is no logical reason why we should fret about all this. It's an Art test for goodness's sake! A few geometric shapes with some vibrant colours should do the trick (points finger in the air). Fun fact: vibrant colours attract people, and according to some studies….

OCD & Depression: (both at the same time) Shut up, please!

Autism: (in shock, backs away slowly)

Depression: We have to eat, but what's the point?

Autism: We are hungry?! (looks astonished)

OCD: Oh wow, Autism. (annoyed). You are a walking encyclopedia, yet you can't tell if we are hungry!!

Autism: I can't be everything!! At least I know the significant things, like the theory of relativity!

OCD: And eating is not an important thing? (raises one eyebrow)

Autism: (stutters) Well...I... I... (looks to the right) what about him?

ADHD: (looks around confused) Who?

Autism, Depression and OCD: (groaning angrily)

Autism: You, dummy! (points with finger)

ADHD: (confused) But why?

Autism: Because….

ADHD: Wait…. (looks around) WHERE ARE MY FILES WITH THE BRAIN MEMORIES?! I NEED THOSE!

Autism: Behind you! (points)

ADHD: (confused) All I can see are my animal sculptures!

Autism: Your *unfinished* animal sculptures! (picks up files) You left them here at precisely 3pm yesterday after I finished engrossing myself in the world of Shakespeare….



ADHD: Yeah, nerd! (rolls eyes)

OCD: (freaking out) AHHHHHHHHHH!

Autism: (yells) What is it now?

OCD: Our breakfast is poisoned! (hides)

Autism: (takes a look) Expired, by one day.(…) Mmm, tastes fine. Safe to eat!

OCD: We. Will. PERISH! (faints)

Autism: Expiry dates are only recommendations…. (points finger in the air)

ADHD: Like I said, nerd! (points at Autism and laughs)

Autism: I'd rather be a nerd then create goals I will never achieve!

ADHD: (horrified) How could you! I reach plenty of goals!

Neurodivergent Corner

"THE MORNING ROUTINE"

BY: ANNMARIE KYRIAKOU

Autism: Name one then! (stares at ADHD suspiciously)

ADHD: Uh, aha! (points finger in the air). We FINALLY did that school project that was being put off for two weeks!

Autism: Oh, really, now? (raises eyebrows)

ADHD: Yes! (smiles broadly)

Autism: (looks at ADHD suspiciously)

ADHD: (bites lip) Here it is.

Autism: (happily) Awesome!! I have got to say, you have really --

ADHD: (points finger in the air, looks down and continues to bite lip) I might have forgotten a few minor details…. (then looks up at Autism) …. since I do not remember what in the world Mrs. Johnson said….

Autism: (looks at ADHD and sighs) I will do it.

OCD: (horrified) THEY'LL GIVE US DETENTION!

Autism: (looks fed up) So you've woken up from your fainting spell then, OCD?

OCD: (looking pale) I think…. I'm going to collapse again! Save me . (faints)

Autism: (holds head in disappointment)

Depression: (leaning head against the wall) We will not amount to anything, just quit everything.

ADHD: (looks at Depression empathetically and sits beside him) I'm with you, brother!

Autism: So now you two are just going to sit there?

Depression & ADHD: (look at each other, then back at Autism) Yes!

Autism: I have to do everything around here! (walks away annoyed)

ADHD: (smiles cheekily) Nerd!

[Half an hour goes by]

Autism: (looks around) Where is everyone? Hello?





MISCELLANEOUS TOPICS

The Internet

by Caleb P. San Diego

The Internet has been one of the most widely used methods of communicating and spreading information, with over 5.35 billion Internet users around the world, which is more than half of the world's population.

There is no doubt that, with the Internet widely used worldwide and with world crises emerging, such as the climate crisis, wars, and so on, many people are using it to spread information and awareness; information is being shared by celebrities, content creators, or just regular Internet users. Almost everyone is joining forces to spread information, sign online petitions, and host online events - all of these are done via the Internet.

Yet this means that people can also spread misinformation. To prevent misinformation from being spread, it is important to fact-check. Fact-checking is verifying a statement or a report published online. Applications such as Google can help one verify certain information, making one safe, and avoiding the spread of misinformation.

We can use the Internet in a good, or a bad way. Fortunately, there are plenty of people who choose to be helpful, but we can't always avoid those who prefer to create confusion and chaos online. It is important to remain safe and helpful. Make educated choices, not just for your own sake, but for others', too.

Revolutionising Cancer Treatment

by Alexa Prokhorova

Cancer is a disease that affects millions of people worldwide and is often considered to be terminal.

For decades, doctors have been using conventional treatments that include chemotherapy, surgery and radiotherapy, all thought to be effective. In recent years, however, a wave of highly promising methodologies have emerged, ones that have a potential to revolutionise cancer therapies. Let us take a look at some of these remarkable breakthroughs.

One of these innovations is **a gene transfer technology**, which is a type of gene therapy. Gene transfer technology involves a transfer of genes, primarily tumour suppressors, into the cancerous tumour itself, or into the surrounding healthy tissue. Genes that are introduced vary depending on the type of cancer and actual tumour advancement.

For example, the p53 gene, which is a tumour suppressor gene, is used to treat a wide range of cancers. This gene causes cancerous tumours to shrink and the cancerous cells to die. But how do these genes get delivered into the tumour?

There are a lot of different methods, but the safest and most efficient one is modifying a virus to carry a desired gene directly into the tumour cells via a vector technique.

Another revolutionary treatment, called **targeted therapy**, uses artificial anti-bodies specially designed in a lab to target cancerous cells by attaching themselves onto their receptors to make them more “visible” to the immune system. By doing so, the cells of the immune system can locate and destroy cancerous cells easily, without causing damage in nearby tissues.

Besides doing that, these anti-bodies can change protein composition of the cell membrane to prevent hormones that cause cell division and growth from entering tumour cells, and thus help slow down progression of the disease. The most impressive thing, however, is that the anti-bodies themselves can deliver drugs directly into the cancerous cells bypassing all other organs and thus dramatically reducing the existing side-effects of cancer treatment.

The last, but definitely not the least effective approach that gives hope to people with terminal cancers, is **a sonodynamic therapy, or SDT**. This amazing technique is thought to be the least invasive cancer treatment which allows doctors to manage tumours which are so deep-seated that they are impossible to be surgically removed - such as those in the brain tissue, or stage 4 tumours.

These technologies sound like magic but they are very real and possible to apply with the use of ultrasound and a bit of chemistry. Doctors use high-intensity ultrasound directed at tumours, which in turn causes the formation of ROS , reactive oxygen species, also known as free-radicals, inside cancerous cells, resulting in the death of the cancer-affected cells.

All in all, these incredible treatments demonstrate that we are **making progress** in the fight against cancer. They are less invasive and highly effective, offering hope of better outcomes for all patients. This also proves that we are **closer** to finding more accessible and more personalised ways to treat cancer.



Hidden Dangers of Vaping

by Alexa Prokhorova

As technology evolves, so do our habits. One trend that has gained significant popularity among young adults is vaping. While it may seem like a harmless alternative to smoking, the reality is far more complex and concerning.

Vaping is inhaling **nicotine containing (sometimes) flavoured vapour** produced by an e-cigarette, or a similar device. The majority of vapers don't realise that the habit poses **severe health risks**, ones that cannot be overlooked.

Studies have highlighted numerous dangers of vaping ranging from a heightened **risk of lung cancer and cardiovascular disease** to the worsening of conditions like **asthma**, and an increased **risk of strokes**, even among young adults.

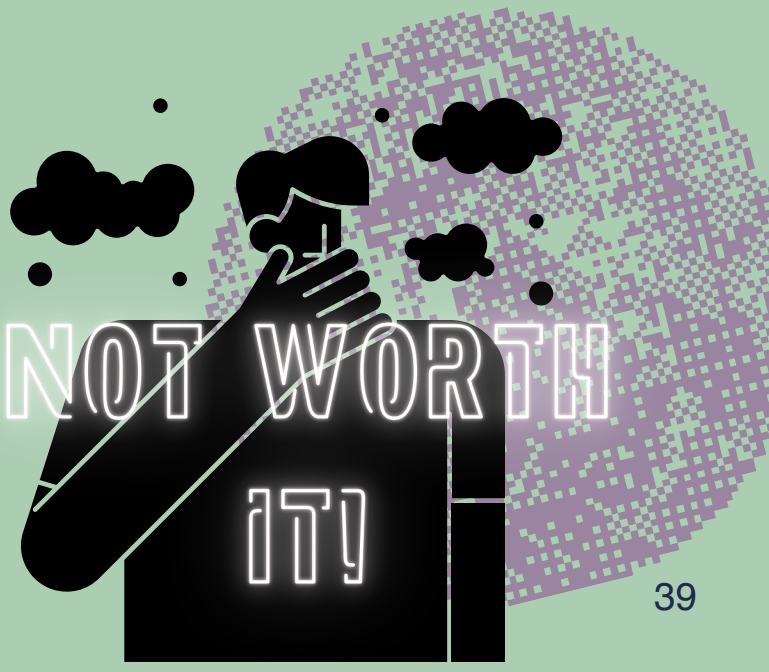
The issues extend beyond physical health; **mental well-being** is also at stake. Research indicates that teenage vaping can cause more **aggressive behaviours (**including bullying), impaired memory, and can induce mood swings. Chemicals present in vape smoke **disrupt normal development and functioning** of brain cells, compromising cognitive functions.

Vaping is not just a burden on one's health but also on one's **finances**. An average vape costs approximately 7€, which may seem quite cheap. Considering one's annual expense, it may amount to an astonishing sum of 840€.

However, the actual cost lies not in the re-purchasing of vapes, but in the potential health complications that arise from vaping. Treatment for vaping-related illnesses is not only **extremely expensive** but also offers no guarantee of full recovery. For instance, the cost of treating lung cancer can range from 25,000€ to 230,000€ for a complete round of therapy.

Taking the above into consideration, it's important to **spread awareness** about the risks of vaping. By learning more about it and sharing what we know with others, we can ultimately **make smarter decisions** that put our health first.

Let's not follow popular trends blindly without learning about the risks involved.



Boarding House Life

Living in our boarding school - our AA Boarding House - allows students to **learn how to manage their time, make better decisions, and solve problems independently. This supports their resilience** and prepares them for the challenges of adulthood.

The structured environment of our AA Boarding House, with faculty and staff who serve as mentors and guides, ensures that students receive all the support they need to flourish.

Our boarding students have a comfortable, safe and comfortable accommodation with 24-hour daily supervision offered by **trusted and experienced House Parents**.

Our Boarding House comprises private rooms, a kitchen, bathrooms and a living room. Boarders can relax in one of the common areas were they can **watch TV, play video games, read books and play board games**. Bedrooms are single-bed or with two beds, depending on availability and price. Each room can be altered and styled to suit students' and/or parents' preferences.

Our boarding students have **access to school premises** whenever needed, **WiFi** in their rooms and **three meals a day** prepared by a professional chef.

There are enjoyable **educational excursions** on Bank Holidays when the school is closed, and on weekends.

House Parents are there to provide **24-hour daily supervision** all week long. There are also qualified **after-school tutors** ready to help boarders with their homework.

During free time and on weekends, various fun activities are also organised, depending on our students' preferences and schedule.

Our American Academy Boarding School equips students with **the knowledge and skills necessary for academic success,** and nurtures their personal development, helping them become **well-rounded, confident and adaptable** individuals, ready to face the challenges of the 21st century.

Fun HOUSE

Let's Grow Together

Boarding House Life





Our students enjoy educational visits to traditional Cyprus villages and engage in enjoyable after-school activities, such as paintball. Trips and shared activities strengthen **friendships,** foster **inclusivity** and help build a sense of **belonging** and **teamwork.**





TEAM ♥ UP!

CREATIVE EXPRESSION

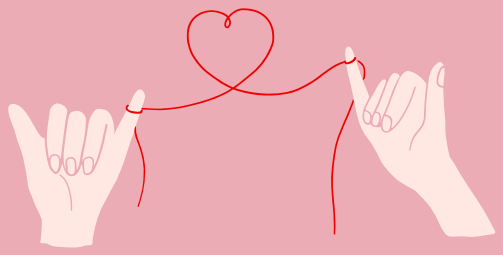


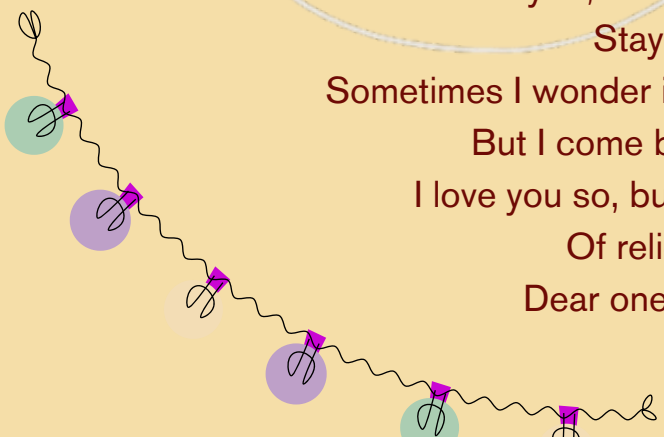
Heartstrings

BY ANN-MARIE KYRIAKOU



Heartstrings, heartstrings,
You are plucked like a guitar.
Heartstrings, heartstrings,
Sometimes you break.
Heartstrings, heartstrings,
Sometimes you are plucked gently - music is played.
Sometimes you are plucked violently - you snap.
Hiding in the depths of my chest, I protect you.
Sometimes I forget to conceal you, so others came after you.
Yes it's true.
Broken, snapped, cut and ripped-apart,
Time to recover and go to the start.
Heartstrings, heartstrings,
You play melodies I cherish,
Sometimes I feel a great relief.
Some other times you break me apart.
I roar from the bottom of my lungs: you hurt me!
But I am too innocent to actually see.
You hurt, you provide, you do all things.
Thank you; no - thank you, dear heartstrings.
Stay here, but go away.
Sometimes I wonder if I should ignore you and go astray.
But I come back to you: I wonder why,
I love you so, but at the end of the day, I sigh -
Of relief, of distress? Both.
Dear one, you are a pretty mess.





Destruction is Reconstruction

BY PENELOPE KAPP

I posed for the picture, smiling for them:
The perception of reputation is purely deception.
The camera clicked, and I felt whipped
of any truth that lies behind my smile.
I began to let myself crumble, without regret or betrayal.
But truth.
Conversations would go so differently if we were honest.
I look in the mirror and see the girl who inhabits my reflection,
except this time I don't blame her for what had happened anymore.
I give her a smile and hold her hand as I lead her out of the cave.
Each way she goes.
Each way she stumbles.
Each way she falls.
But she gets up.
I am not defined by the days when I crumble,
Or the raw intensity of what it is to feel,
but by the power that keeps me alive.
I would want nothing more but to scream from the bottom of my lungs:
"WHY?" until my voice gets sore.
No.
I am defined by the beauty of my strength to live and to laugh,
despite the circumstances of my past.
I am not defined by external validation
because you would not say gold is worth more when it's surrounded by silver.
My worth lies innately within me.
Through my beauty and my pain and my tears and my power -
I am me, and that it is enough.
I tell the mirror, one last time:
I am out of the cave of darkness.



SCHOOL CROSSWORD PUZZLE

by David Lebedevs



Across:
1.How many months of school are there?
2.What do we call someone who makes fun of others on purpose?
3.Where do students store their food?
4.What do students write with?
6.It drives people to school.
8.Who is the President of the school?
9.Where do we buy food from?

Down:
5.Who is Ms Jodi?
7.Where do we sit during break-time?
10.Everyone has this...
11.The language we speak at school.
12.What do we call our school clothes?

