

The Scroll

the Middle School student newspaper

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The American School in London

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RULER program implemented in advisory

Isabella Hetzler
Scroll Editor

This year a new program, Recognize Understand, Label, Express, and Regulate, better known as RULER has been implemented in the middle school to help students better acknowledge and deal with their emotions. The core point of the program is for students to understand their emotions and learn how to deal with them in healthy ways, which is an important step to take in a learning environment where well-being is key for overall happiness.

RULER is still in its early stages of development so each grade level is receiving more of an introduction to the program. Next

year, the goal is to go into further depth and personalize the program for each grade level, to make RULER more relevant to them. Mr. Bullard, the Director of Student Life, said, "I like the RULER program a lot. It has helped me in terms of conversations I have with kids and it allows them to better express how they feel and what caused them to make that decision."

From the research that's been done, not only does this type of social-emotional learning help students communicate how they feel, it also can impact their grades and class behavior. When kids feel like their emotions are being understood by their community, it makes them

See RULER program, page 2



Photo by Emily Iannazzo

Eighth-grade advisor Ms. Shivik explains how to categorize words on a Mood Meter. This is one of the many activities that take place during RULER lessons.

New homework policy introduced to grades seven, eight

Gabriella Marcotti
Scroll Editor

This semester, a new homework policy has been introduced to seventh and eighth-graders, requiring them to attend an after-school homework completion session if

they don't complete their homework on time. Teachers and administrators created this policy to tackle the growing issue of students not finishing homework on time. However, some students feel the homework policy needs to be revised.

The new homework policy

states that if students don't submit their homework on time, they can complete it by 8:00 am the next morning; otherwise, they must attend a mandatory homework completion session after school the next day.

Before winter break, seventh and eighth-grade teachers came together to discuss possible strategies to make students do their homework on time.

The grade level leaders then passed on the best ideas to the middle school administration, who, in the end, chose an idea from eighth-grade English teacher Ms. Karisti Cormier's previous school, where students had to attend an after-school session to complete the assignment. Middle school Director of Student Life Mr. Payson Bullard, said "We thought about different ways to help students be more accountable for their homework, and we chose this new system because we thought it would be a fair and useful system to put in place."

Seventh-grade English teacher,

Mr. Talim Arab, agreed and thinks that the homework policy will benefit students. "It acts as a reminder to students and helps them organize themselves by using solid deadlines."

However, only some think that the policy is fair towards students. Seventh-grader Cosmo Kendall-Yoon, said, "I feel like it motivates students to finish the homework, but I also think that students have a lot of stress already with other activities, and this adds a bit too much stress."

Eighth-grader Sophie Yeliseev has mixed views about the new policy. "I think it's a good way to create discipline and to get people ready for high school. However, I also think there should be more exceptions for after-school activities or doctor's appointments."

The middle school administration does offer some exceptions if students have pre-arranged appointments that cannot be easily cancelled. However, a homework completion session does take prior-

ity over ASPs or athletics.

Even if some people don't see the homework policy as fair, most agree with its necessity. "I know some people were slacking off a bit, and I think it might help people focus more on their schoolwork again," seventh-grader Gemma Andreasson said.

Ms. Cormier has already seen an improvement in students completing their work due to the homework policy. "I've noticed very few of my students don't have their notes, which means that they can fully engage in their book club discussions the next day."

At the end of the school year, the middle school administration, with the help of teacher feedback, will reconsider whether or not it is still necessary to have after-school homework completion sessions. They will also see if the middle school administration should make any changes; as Mr Arab said, "All we can do now is see if it works and reassess the situation when necessary."

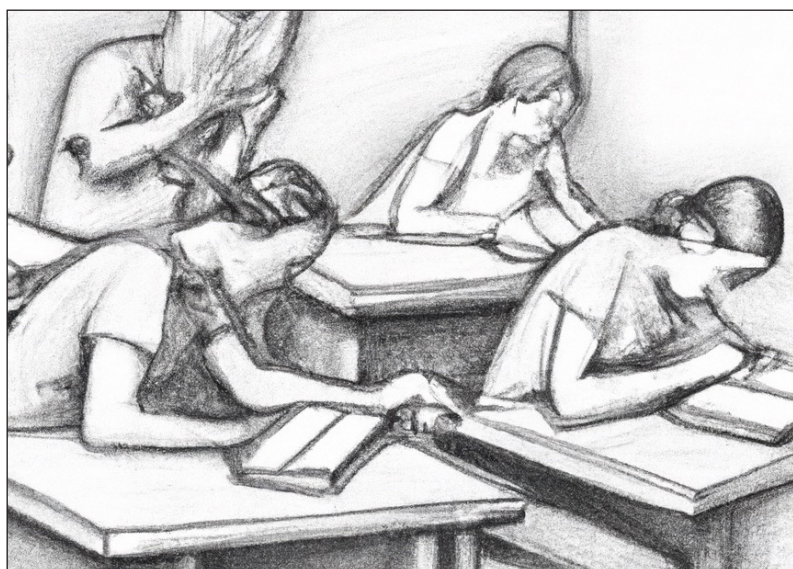


Illustration created by DALL-E

If homework is overdue, a one day extension is provided. If by 8:05 the next morning it's still not complete, it's required to attend homework completion.

INSIDE



Read more about the cookies from Blondie's Kitchen in Selfridges. Turn to Features on page 3.



The Lunar New Year festival was held on January 23. Should there be more cultural celebrations? Read more in Opinions, page 8.



New rom-com movie recently released, 'What's love got to do with it?' Read the review in Arts on page 10.



Eighth-grader Nora Von Bulow is a national champion for show jumping. Read more about her in Sports, page 12.

Students no longer allowed in theater foyer after school

Josie Carson and Ella Chapin
Staff Writers

Middle school students are no longer allowed to sign in to the theater foyer as a space they can be after school. This new rule has been implemented due to distracting behaviors such as shouting, playing, and running around, making it difficult for others, including high schoolers and teachers, to concentrate.

Mr. Payson Bullard, the director of student life, said, "We have had to make the decision to ask kids to go elsewhere from the theater foyer. There was disruptive running around, yelling super loud, and then also using their school technology for games."

Mr. Bullard said that the video games certain students played after school were unnecessarily violent and inappropriate. However, many students believe that it was an unjust decision. For instance, seventh-grade student Saher Punshi said, "I think that it was an unreasonable decision because now

people will have to go to the library, which closes early, or to the playground, which is too cold."

The library is also a quieter space than the theater foyer, so students wouldn't be able to talk loudly there, given as it is a space generally used for quiet reading. Sixth-grade student Jet Fisher said that he doesn't like doing homework in the library because it is too quiet for him to work with friends.

Other students believe that the new rule is unfair to students who use the theater foyer as a place to wait before they go home. Seventh-grade student Lauren Thompson said, "I think this policy can be unfair for students who can't go straight home after school and use the foyer as a place to do homework."

Mr. Bullard does plan to allow students to return to the theater foyer after school, but only once he finds an adult to supervise the area after-school. "It's the number of things that we didn't feel comfortable with all happening in a space that didn't have adult supervision."



Photo by Aden Ovenden

Although banned from staying in the theatre foyer after school, seventh-grade students still gather there on their laptops. Students still used it to do homework, talk with friends and play games on their laptops. Many students did not like the decision to ban students from this space.

RULER Program

From Page 1

more comfortable and relaxed in the classroom. Regulating emotions also have a social impact, where pupils feel like their peers recognize and appreciate their well-being.

Nevertheless, there are some mixed emotions about the program. "I personally don't think I need the RULER program. I'm sure it's helpful for other students to learn about their emotions, but it's not relevant to me," seventh-grader Grace Robb, said.

However, over time the MS Administration believes that the program will leave a positive effect on students. "I do have confidence in this program and I think it's important for us to give it a try and see how students could benefit from it. The overall message this program gives you is really impactful so it'll be good to stick with it and see how it goes." Mr. Bullard said, "I personally think that student feedback on the program is also a good perspective that we should take into consideration more often instead of trying new programs, stopping them, and starting over."

Mr. Arab, 7th Grade advisor and English teacher agrees, saying "I think the program has really helped advisory because even if not in the moment, if they feel they aren't learning anything, maybe later on, they'll understand the nature of how important it is to navigate your emotions or in your day to day life.

Overall, there are some mixed emotions about the program but it's generally been a positive start. Faculty are excited to see where the program will lead students and how it can help them in the future beyond middle school.

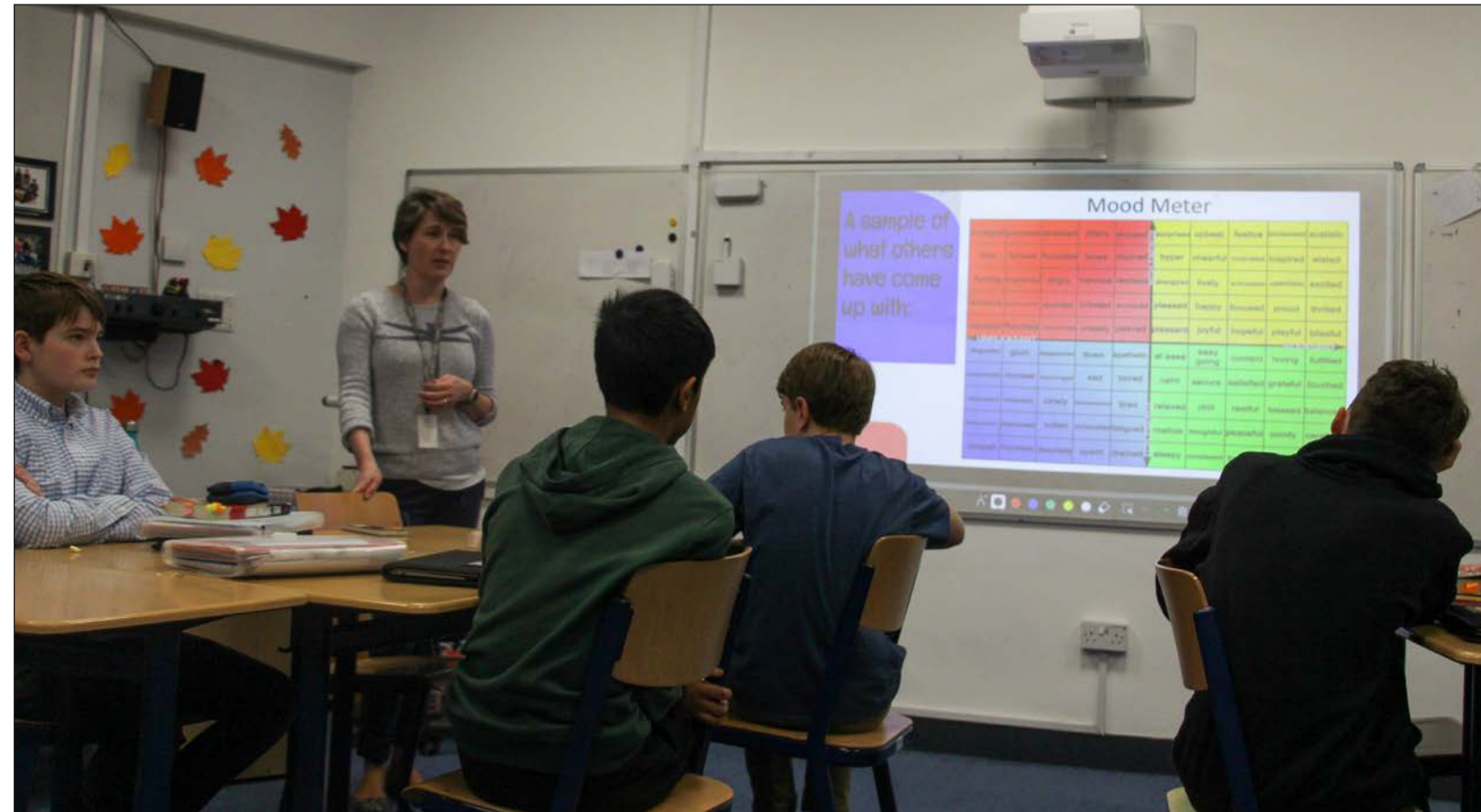


Photo by Emily Iannazzo

Eighth-grade math teacher and advisor Ms. Maida Shivik talks to students about the Mood Meter. The Mood Meter is a graph used by teachers in advisory and other classes to help students understand where they are on a scale of pleasantness and energy. Seventh-grader Antonia Waterman said, "I think that it helps students deal with their emotions, particularly in bad or stressful situations."



Photo by Emily Iannazzo

Ms. Shivik talks to eighth-grade students Xavier Davydova and Gabriela Sims about how to identify where emotions are on the Mood Meter.



Photo by Emily Iannazzo

Xavier and Gabriela look at the different emotions students put in different places on the Mood Meter.

Wahaca attracts students with delicious food

Amelia Bassi and Ayla Rafiq
Scroll Editors

Wahaca is a chain of Mexican restaurants in the UK, serving a variety of Mexican dishes and street food. There are currently ten Wahaca restaurants across London, the closest to ASL, Oxford Circus, being just 16 minutes away by tube.

The restaurant is also available on Deliveroo, Click and Collect, and other takeaway services.

The restaurant itself is very passionate about environmental sustainability. Certain ingredients are replaced for more environmentally friendly alternatives, such as the Wahacamole, Plant-Based Chicken & Avocado tacos, and more. The menu also provides icons

on the menu which informs customers how sustainable dishes are, encouraging people to choose those options.

Wahaca offers a separate menu for Mexican street food such as tacos and quesadillas. In this review, we focused on those dishes.

The first dishes we tried were the free-range chicken avocado tacos for £6.95, and the chargrilled steak and cheese tacos for £7.95. Both dishes came with two small tacos.

The chicken avocado tacos, a soft corn tortilla with guacamole, salsa verde and grilled chicken, tasted delicious. The warm and spicy chicken contrasted the guacamole very well. However, we felt the grilled chicken was slightly dry, but otherwise the dish was flavorful, warm and spicy.

The steak and cheese tacos, warm steak, grilled cheese, and spicy avocado salsa, was filling and tasty. Once again, the taco was slightly dry and the steak a bit overcooked, but overall the dish was tasty and spicy.

We then tried the black bean and three cheese quesadilla, costing £6.50. Although it was delicious, we thought this quesadilla had too much cheese. The addition of feta



Photo by Amelia Bassi

Wahaca's chicken and avocado tacos are definitely recommended, as they're very delicious. Their grilled chicken and guacamole make the taco flavorful and appetizing.

cheese was unnecessary and took away from the bean flavors. The beans were spicy and flavorful, and too much cheese dimmed their flavor.

Finally, we had tortilla chips with guacamole, which cost £5.95 for a large portion. These were delicious. The guacamole was spicy yet tasteful, and it was our favorite dish from the restaurant.

Price-wise, Wahaca was slightly more expensive compared to some other Mexican restaurants in London. However, Wahaca is high-quality and prepares authentic Mexican street food. The value for price is proportional, although expensive. Wahaca's food is appetizing, enjoyable, and authentic. Out of ten, we would rate Wahaca nine stars.



Photo by Amelia Bassi

The three cheese quesadilla was delicious and very filling. The mix of cheese and beans was tasty and enjoyable. The outside was crispy, whilst the inside was soft, providing a nice texture.

Blondie's Kitchen's serves appetizing cookies

Amelia Bassi and Diana Mynzhanova
Scroll Editors

Blondies Kitchen is an English biscuit shop with multiple locations across London. The closest shop to school is in Selfridges food hall. It is approximately 20 minutes away from school by tube. Bond Street Station, where Selfridges is located, is only two stops from St John's Wood Station via Jubilee Line.

The original biscuit is Blondies' classic cookie with milk chocolate. It had a soft

doughy texture and wasn't very crunchy. The cookie was also slightly oily, which was unpleasant and distracted from the chocolate flavors. It was very sweet and filling, so each cookie could probably serve one or two people.

"Blondies Kitchen had unique biscuits and a range of flavors which are definitely worth trying."

The Get Stuffed cookie was Nutella and Oreo filled. It was very flavorful and overall less sweet than the classic cookie. However, the outside part of the cookie was too bland and crunchy, whilst the inside was too sweet and soft. Although the different textures were pleasant, the contrast of the sweet and bland flavors tasted slightly off.

Their Blondies cookie was white chocolate and Lotus Biscoff flavored. The texture was a satisfying balance of crunchy and soft, which made this particular cookie's texture more enjoyable than others we tried. Whilst the white chocolate biscoff filling was delicious, there was too much of it and not enough actual cookie. As the cookie and filling ratio was unbalanced, the cookie was extremely sweet which was unpleasant. The biscoff aspects of the cookie were more enjoyable as they were slightly less sweet.

Overall, we would give Blondies a rating of 7/10. Their cookies were soft, doughy and filling. However, they were slightly oily and possibly too sweet. Each cookie costs



Photo by Diana Mynzhanova

Blondie's Kitchen's Get Stuffed cookie was their second best cookie. It wasn't too sweet, yet very flavorful. Although it was quite oily, the texture was pleasant.



Photo by Diana Mynzhanova

Their classic cookie is definitely one of their best cookies. It had many good qualities, such as its soft texture and sweet flavor. It was also quite filling.

about £3.50, which was relatively expensive compared to other available options. Despite the high cost, Blondies Kitchen had unique

biscuits and a range of flavors which are definitely worth trying.

Students like diverse holiday destinations

Amy Sergeant
Scroll Editor

Asha Ganeshanathan Grade 5

Fifth-grader Asha Ganeshanathan's favorite holiday destination is Hastings-on-Hudson, New York. She said, "It's really fun and there's lots to do there. Also, you can drive pretty easily to other states, so you can visit and do lots of stuff on the East Coast."

Ganeshanathan visits every winter and summer. She enjoys visiting her friends and going to a pizza restaurant called Slices. One thing she doesn't like about New York is that you have to drive most of the time rather than walk.



Photo by Aden Ovenden

Kuzey Matras Grade 6

Sixth-grader Kuzey Matras likes going to Bodrum, Turkey. He said, "It has a lot of wildlife; I think it has wild pigs."

He also said there is lots of nature. Additionally, he likes Bodrum because it is sunny, and he enjoys visiting his family.



Photo by Aden Ovenden

Rayna Shaya Grade 7

Seventh-grader Rayna Shaya's favorite holiday destination is Bethany Beach, Delaware. Shaya said, "I like it because I get to see my family there, and it's a beach town, and everyone's really friendly to each other."

She added that there are lots of different activities and things to do, such as playing tennis and doing junior life-guard classes. However, she wishes Bethany Beach had more restaurants.



Photo by Aden Ovenden

Leila Beal Grade 8

Eighth-grader Leila Beal's favorite holiday destination is Little Rock, Arkansas. Beal said, "It's really fun, and has got a lot of cool history connected to it. It's also got some nice wildlife places - rivers, forests, that kind of thing."

Little Rock was founded in 1821 and has some history to do with the civil rights movement. Also, she likes it because she can see her grandparents. The only thing Beal doesn't like about Little Rock is that it can get pretty hot - over 30°C in the summer.



Photo by Aden Ovenden

Almost
40%
of students' favorite holiday destinations are in the United States.

The
second
most popular country is Italy with 7.7% of students.

The
third
most popular country is Spain.

There are
49
different favorite holiday destinations in the middle school.

All stats are from a survey sent by The Scroll on January 23. There were 117 responses.

Twins' experiences aren't always identical

Zoe Kowall
Staff Writer

Having a twin in your school gives you a unique and different experience to others.

In fifth grade there is one set of twins. In eighth grade there are two. But the most are in sixth grade, with three sets of twins! Surprisingly, there are no twins in seventh grade. Altogether, there are six sets of twins in middle school.

Rani and Adam Wahbeh are sixth-grade fraternal twins. Rani said it can sometimes be difficult to have a twin. He said it can be good or bad, and a challenge is that you have to share everything. Adam says that sometimes it is nice but most of the time it is annoying, something that people with an older or younger sibling can relate to. He said that a challenge is that they both have the same friends. This makes it more difficult to be on your own.

Sixth-grader Neha Garudhad has a twin brother named Nihaal. She said: "I have someone to play with and if I have any questions about the homework, I can ask my brother as

we are in the same grade. We are very close to each other so we have a good time together."

Nihaal is just as enthusiastic. "It feels reassuring that there is somebody that is part of my family around me most of the time at school." Nihaal explained that having a twin is a very special thing. "Twins are very rare," he said, "and I am proud to have this unique characteristic. I feel like I am closer to my sister than any other pair of siblings because we're twins. Another thing that is special is knowing that there is somebody in the world who will always support me."

Nihaal also agrees with his sister on the fact that there is no big challenge to having a twin, and that life would be very boring without one. He said, "I love being a twin with my sister. It would also be very boring because then I wouldn't have a person to have fun and play with."

Jack and Harrison MacDougald are the final pair of twins in sixth grade. "It feels like having a friend, sometimes," Jack said. "Something special is that you have someone your age that is in the same grade so you understand what we are talking about."

Harrison agreed, "You can always have someone to hang out with," he said, "although, we sometimes fight."

However, people can't just assume that twins are the same person because they are actually very different people. Twins often look different, and they also often like different things.

Eighth-graders Augie and Feodor Ramin are fraternal twins and find there are times when being a twin is better than other times. "Honestly, I'm sort of bipolar when it comes to how I feel about having a twin, mainly because it is rewarding when I am in a new environment to have someone to whom I can talk," Feodor said. "At the same time though, it can be very competitive in terms of achievements because I always subconsciously compare myself to him which I don't like."

"We both like sports," Feodor said. "For me it's swimming and football and for him football and basketball."

Something that they don't have in common is their organization skills. "I am a lot more organized than he is and I like

See Twins on page 5

Faculty children reflect on their school experiences

Esme Bagtazo Barsoum
Staff Writer

There are many possible scenarios that a student could experience once the school day ends; students could get on a school bus, go to musical rehearsals or ASPs or take a short

walk home are all some of them. However, there are a minority of students who can experience a more abnormal ending to the day - those whose parents are also staff members at school. For many of those students, the end of the day means heading to their parent's classroom or office.

Having a faculty parent can come with

several positives. Sixth-grader Benji Goff's father is Mr. Chris Goff, a sixth-grade science teacher. "If you need anything, like if you get sick or if you get hurt, your parents are there," Benji said.

Fifth-grader Isla Luheshi's mother, Mrs. Deb Luheshi, is a high school science teacher. Isla appreciates that having a parent at the school can help them see each other more. "I like going to my mom's office after school."

Students also said that if they struggle understanding something about their schoolwork, their parents can help them. Another positive aspect of having a faculty parent is that their holidays almost always line up, which can make family plans or trips easier. However, sometimes the kids have time off school when their parents don't.

Every time there is a half day, whatever day of the week, teachers don't normally stop working. Instead, sometimes they keep going until late in the afternoon. For students who need to go home with their parent, this can cause a struggle, and students often stay in school until their parents are done.

There is a system called faculty child care (FCC) to take care of this problem. It runs on Fridays and non-ASP days in K1 through grade 4. During conferences, it is also an option available to fifth and sixth-graders. On half days, they alternate between going outside and playing inside games, and while their parents run conferences, they normally run a day-long field trip on Thursday or Friday. Previous FCC trips have ranged from going to Kidzania to the London Zoo.

When a child's parents work at their

school, home life and school life might conflict with each other. Students have experienced this in both positive and negative ways. Eighth-grader Keely Gladis, said that she and her dad, high school social studies teacher Mr. Terry Gladis, can talk about general school events and news, plus she sometimes finds out some stuff a little beforehand. However, she also said, "There's not much privacy. Anything I do, my dad finds out about. I don't mind much, but sometimes it bugs me."

Additionally, seventh-grader Drew Richardson said, "[Home and school] overlap in parent conferences, as when I was in one of my parent's classes in fourth-grade, they had to write a report about me and show it to the other parent."

Sometimes being a faculty kid can lead to unexpected situations. Gladis said, "About two-thirds of the teachers I run into say hello to me, or know who I am. It can be awkward, though, because sometimes I don't know who the person talking to me is!"

Richardson, Goff and Luheshi have all shared similar experiences of running into teachers.

Faculty students truly get a unique glimpse of school. Some differences are good, like forming closer and more personal relationships with parents, or having help or extra support. But some are less fun, like feeling pressure to get top grades in a parent's specialty or not having much privacy. However, it is vital to remember that they are still students. They join extracurriculars, get homework and make friends just like everyone else.



Photo by Aden Ovenden

Mr. Chris Goff teaches his son Benji during a sixth-grade coding class. This is one of the few times they interact during the school day. Benji mentioned that having a faculty parent can be very helpful.

Twins From page 4

things to be organized and he leaves things messy," Augie said. "I think that having a twin is just like having a brother, except he is in my grade and I am closer to him."

Augie said, "I think if I did not have a twin, it would be different because I wouldn't share as many things, and I wouldn't always have someone I can talk to, because another brother isn't in the same grade as me."

However, Augie also said, "a challenge can sometimes be having to share things to an extent." Understandable, even for people with siblings instead of twins.

Some things that Augie likes about having a twin is being able to play sports or games together, and always having someone to talk to.

Fifth-grader Shlok Agrawal is a twin of his sister Shakti. "Having a twin feels pretty cool when you actually think about it, but mostly it seems like it's part of my daily life," Shlok said.

"Something special about having a twin is that we're here for each other and that sometimes can think the same things, which is sometimes pretty cool," Shlok said. "Also, if I had an older brother

or sister and I have a twin, I would feel more connected with her because she is the same age and likes the same things."

Finally, Shlok mentioned a challenge. "Arguments and fights often come about because most of the stuff we use, we use it to share and I often need her help but sometimes she doesn't want to and I get frustrated, but better than not having a twin."

Shakti is a little more enthusiastic. "Having a twin feels good because you don't have an older sibling who sometimes isn't really interested in what you're doing or you don't have a younger sibling that is too young to play what you're doing. With a twin, you can really connect with them, because you're the same age."

However, like all twins, there are also downsides to being so close. "Something I dislike about having a twin is that we have the same classes and teachers, therefore we will have the same homework which I do not like because then my brother keeps bugging me and asking me to help him with the homework because I've already done it."

An interesting fact about our



Photo by Aden Ovenden

Eighth-grade twin brothers Feodor and Augie Ramin meet and talk, whilst also playing football during lunch recess. They're one of the six sets of twins in middle school, and recess is one of the times they see each other during the school day. Something that Augie likes about having a twin is being able to play sports and games together.

middle school is that there are no triplets. This may be surprising, but the odds are actually 1 in every 9,000 births. This explains why

there are no triplets. Twins might be similar, but they are far from being the same person, even if they are identical

twins. In fact, they are each interesting, and unique individuals, even if they have a twin.

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The Scroll is an extracurricular student-run newspaper at the American School in London and is open to students in grades 5-8. The paper is edited and laid out by editors who are chosen from a pool of applicants at the beginning of each school year. Anyone in grades 5-8 may attend open writers' meetings about six weeks before each issue to choose or suggest an article topic. Writers' meetings will be advertised via Morning Announcements.

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Unless an article is in the opinions section or is labeled as a review or a commentary, the writer's opinion should not be included. Instead, those articles aim to offer balanced coverage showing multiple sides of an issue in an objective manner.

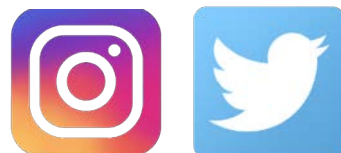
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Spirit days promote student bonding

Several times a year, the middle school student council organizes days where students embrace school spirit by dressing up, attending special assemblies, and watching their favorite teachers partake in games and festivities. These celebrations are often some of the year's greatest hits amongst students across different grade levels and have positively affected the middle school community for numerous years. Spirit days promote bonding among students, and hosting them more often would create beneficial connections across the middle school community.

On February 3, the first spirit assembly of the second semester was held in the Farmer Gym. Students from grades 5-8 were seated by grade level on bleachers while teachers across the community watched from the sidelines and a balcony above.

In the assembly, games were held between members in orange and black color groups, including a soccer penalty shoot-out, a game of tug of war, and a limbo competition. Students also watched performances from teachers, including dancing and lip syncing.

Days like this are sometimes noted as students' most favorable memories from their times at ASL, and the outcomes are almost always positive. It can be argued that keeping spirit days like this rare will make them more enjoyable when they take place, but the warm feelings of bonding with friends and peers should not be something that is seen as a rare occasion but rather a privilege that we are lucky to enjoy in school.

Although spirit days are enjoyable experiences for nearly all students, the time and effort into creating them are made by an elected group of students named the student council, organized by the director of student life, Mr. Payson Bullard.

This year, eighth-graders Audrey Gahr and Oliver Rhodes are co-presidents of the student council, meaning that they are in charge of running and organizing meetings, as well as hosting events for students.

Gahr said, "We try to organize 5-7 events for students each school year, depending on the student council representatives. For me, the goal in spirit days is for everyone to come together and appreciate where they are and the people they are with."

This highlights that organizing spirit days is something that the student council has volunteered to set up as they care for their community, meaning that they, too, agree that they are beneficial for the student body.

If the student council organized more days to celebrate school spirit, the community benefits would be significant. Not only can assemblies bring together students, but other gatherings too. Ideas for this include more competitions, grade and inter-grade gatherings, or even buddies to allow the youngest members of the middle school to make connections with older students.

Community have proven to enjoy Spirit assemblies, and many enjoy the friendly competition between orange and black color groups. A sense of accomplishment comes from watching color groups win, and nearly all students enjoy winning friendly competitions, meaning that this will also provoke more participation from students and teachers.

Spirit days provide nothing but worthwhile encounters across the middle school community, and the student council does an important job of making the most of the eagle spirit. They allow students to take a break from their learning and embrace school spirit. Hosting them more often would benefit community members by creating lifelong memories that students can reflect on for many years to come.

Homework detention rules need altering

Apollo Gettleman
Staff Writer

In an assembly with students and an e-mail to parents at the beginning of the second semester, Middle School Principal Mr. Pete Lutkoski introduced a new policy to encourage middle school students to complete unfinished assignments. These sessions – sometimes called detention by students – are officially called "homework completion sessions." This new program is helpful to students; however, the rules should be changed.

Homework completion sessions were set up to help students complete homework that was not turned in on time. The sessions started in January because Mr. Lutkoski reported an increase in seventh and eighth-graders who needed to complete tasks on time last semester. Information that this was happening came exclusively from teacher observations and notes; no student survey was done about students' observations about homework completion.

The homework completion sessions were created with very specific rules. First, a student is assigned to a homework session the day after they fail to submit an assignment on time. They must stay for the entire session from 3:15 pm to 4:00 pm, even if they finish their work earlier. Mr. Lutkoski explained that this rule is in place because it helps "organize" students, allowing sessions to align with the late buses and contributions to safety.

For example, if a student has finished at 3:20, they will have to stay for forty more minutes instead of going to their ASP, rejoining their sports team, or hanging out with their friends. The sessions take priority over everything else, no matter what, including the musical, ASPs, and sports. Many students love participating in these activities, but with these sessions overpowering them, activities like these can get canceled unnecessarily. This rule needs to change.

These sessions take too much priority over other activities for two reasons. Firstly, missing activities impacts students and their extracurricular groups negatively. For example, in the musical, every day is crucial to the final musical

performance. The musical is not an individual activity, meaning that missing entire rehearsals can significantly impact final performances. Secondly, students should only have to take part in the portion of the session that they need to finish work because making a student that finishes their tasks early have to stay the entire time is unfair. If the work that a student was assigned is completed (which is the goal of the sessions), it does not make sense that they must skip other events that they have scheduled.

It is understandable why Mr. Lutkoski and the middle school staff created this session since turning in homework on time is a key to learning and makes students more responsible. The rules of how the sessions takes priority over other events and how students must stay for the full hour are unfair. Making students work hard is understandable, but some rules do not make sense and need to change. Students should be allowed to leave after homework is completed, and the session should not take priority over other school activities.



Photo by Emily Iannazzo

Students must stay at a homework completion session for the full 45 minutes even if they complete their tasks early.

Eighth-graders should have option to use own laptop in school

Meher Sareen
Scroll Editor

Eighth-grade students should have the same option as high school students to take their personal laptops to school. This year, dozens of eighth graders have had struggles with their laptops, most of which are laptops breaking with students claiming to not doing any harm to them. Complications that follow the breaking of laptops are students being given loaners that don't connect to other school devices, missing work that was only on their old laptops, and more. Middle schoolers cannot take their personal laptops to school because being provided with laptops is part of the designated middle school structure. Still, as the eldest of the middle school,

eighth-grade students are mature enough to make their own decisions about managing their technology while complying with middle school rules and standards.

Eighth-grader Edith Labriola was one of the almost fifty students in the Middle School that found themselves with a broken laptop after claiming to contribute no damage to the school-provided device. She said, "I would bring my laptop into school if I were to be given the option as I would feel less stressed about handling it all the time. Of course, I would still treat it with respect, but I would not be so worried about what could happen to the school's property at all times. When I broke my laptop, there was a crack in the screen, and I still don't know how it got there. Teachers treated this as an extreme issue for which I was at fault, making me feel guilty

about something I barely knew anything about."

The school's technology rules are primarily implemented for safety and protocol reasons. If eighth-graders were allowed to use their home technology at school, they should be granted access to the same WiFi as high schoolers. Administrators prefer middle schoolers to use technology that they know is safe while students learn to be independent. In their final year of middle school, eighth-graders are already learning to experiment with their responsibilities. Technology will always be essential in their learning, meaning that it should be something they feel comfortable using without worrying at all times.

Individuals may argue that students bringing home technology to school risks the safety and security of ASL data. Some of these risks could include students going on non-school-appropriate websites during class time, having too much access to school data on a home device, or not having the same software downloaded on their laptops that others in their classes using school-provided laptops may have. The list of counter arguments may be long, but if ninth-graders (who are just one year older than eighth-graders) are able to use their laptops without these faults, why should they be any safer than eighth-graders?

Mr. Nadjib Aktouf is the director of technology. He said, "It is important for us (teachers) to create a structure for middle school students, and one of the ways that we create this is by providing laptops and making sure that laptops are set up in a way that they are safe for students to use."

Others may argue that there are more complications if eighth-graders were to be provided with the home laptop option, such as students needing to bring in suitable laptops. Similarly to high school students, there should be guidelines that all students and families would read and agree with before access is granted for them to take their home laptops to school for work. The system has worked for high schoolers, meaning there should be no fault for the students who are just a year younger, if not the same age as the youngest of the high school. If a middle school student fails to comply with the technology agreements, it will make sense for administrators to take away their home technology privileges.

Middle school is a time for students to thrive and grow, and as the leaders of the middle school, eighth-graders should be granted the privilege of taking their home laptops to school if that aligns with their family values and personal needs.

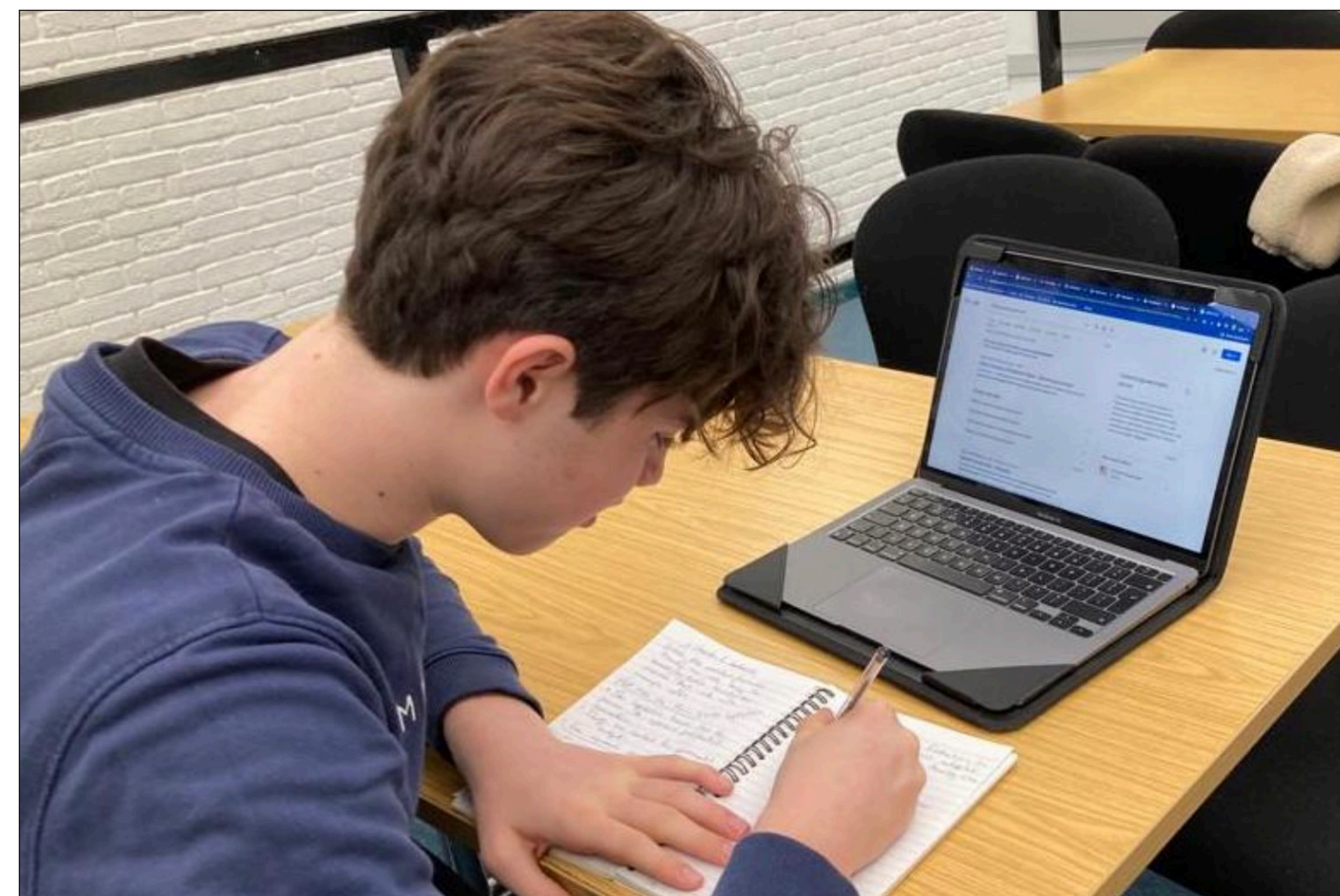


Photo by Emily Iannazzo

Eighth-grader Sasha Gooch uses her school-provided laptop in the Commons after school.

Eagle Eye: What is the best food sold at the cafeteria?

"Chicken katsu because I like the flavor of the chicken and the spice of the sauce."
Joachim Sachs, fifth-grade



"Either pasta or pizza because with pasta it's really simple and plain and can be eaten at any time. With pizza, it's really good."
Gemma Andreasson, seventh-grade



"The ham sandwich because it's classic and nice to eat after being really hungry from school."
Simla Atalay, sixth-grade



"The burgers because they taste fresh and I like eating them with fries."
Ronan Dutt eighth-grade

Interviews by Meher Sareen, Scroll Editor

Cultural gatherings help students express their heritage

Meher Sareen
Scroll Editor

With our school being international, students come from 71 countries, speak 62 languages, and have up to four passports. This means a diverse assortment of cultures is prominent in the community, and feeling comfortable and proud of traditions is something all middle school members should learn to experience with those in and outside their communities. Events hosted by the school

community used to celebrate different cultures help students express their identities and should be more hosted often to help them connect to their heritage.

For several cultural holidays, communities host events in and out of the middle school to allow students to partake in festivities. These are often memorable moments for students and are talked about even years after being hosted. This year, Lunar New Year was celebrated on January 20 at the Waverley Playground, where middle school students

gathered to participate in games, eat sweet treats, and listen to music. Individuals in and outside communities were given a chance to learn about Chinese traditions and get an insight into their unique customs.

In addition to hosting cultural gatherings during the school day, nights are hosted in the Commons several times a year, where students, parents, and faculty members can celebrate cultures in the community. The South Asia Committee in the high school aims to host at least one annual gathering for all com-

munity members called South Asian Night.

There, students, both in and outside of the South Asian community from all numerous grade levels to join together for festivities such as dancing, eating, and spice competitions to make connections to South Asian traditions.

Eighth-grader Kyrah Badhwar said, "Gatherings with the South Asian community in ASL have taught me not to be ashamed of who I am because I could finally connect with the people that share something similar to me. Not growing up in India means that connecting and learning stories about people who have is all the more special to making relations to who I am."

While what is currently on offer for community gatherings has joined students together and positively affected those who choose to participate, more events being hosted would benefit students all the more. Until now, all cultural gatherings have proven to have positive effects, whether during the school day, classroom, or off campus.

Students should take advantage of the diverse opportunities the middle school offers as they can create lifelong experiences that change perspectives for years to come. A change can only be produced if a call for action is made. If a student sees fault with any community gatherings, all teachers will likely have open-minded approaches that are friendly to new ideas or changes.

Our school is one of the most diverse communities in London, and middle school students join annually from across the globe. Cultural gatherings are vital in helping students feel proud of their cultures and should be hosted often to continue the experience.



Photo by Emily Iannazzo

Seventh-graders Bryan Kim Short and Andrea Agostinelli dress up to take photos for Lunar New Year on January 20. The photo booth was a hit amongst students in all grade levels. Students gathered in the Community Arts building and Waverley Playground to participate in games and activities for the celebration.

Art should be offered alongside music for seventh, eighth-graders

Maya Gillanders
Scroll Editor

For some students, music is not a passion of theirs, and they would rather take art classes. This is the same for art, meaning that allowing students to take art instead of or alongside music would create a distribution of kids that have an interest in music or art, and allow them to explore their passions all the more. Seventh and eighth-graders should be able to choose between music and art classes in order to learn more about their interests and passions before reaching high school.

Currently, at the start of fifth-grade, students choose an instrument to play and participate in a whole-grade choir. In orchestra, the choices consist of violin, viola, cello and bass; meanwhile, in band, options have a wide range of brass, woodwind, and percussion instruments.

Most students stick with their instrument throughout middle school, although new instrument choices open up when they reach seventh-grade. The choices shift to Music Exploration, Choir, Band, and Orchestra, meaning there is no longer any obligation to play an instrument. Music Exploration is a class where students study a variety of musi-

cal topics, such as music literacy, theory and musical history.

In eighth-grade, instead of Music Exploration, students are offered two classes called Musical Theater and Digital Music, each involving music expression in different ways. Another change for eighth-graders is that instead of taking two music classes, students are required to pick one that they will focus on for the year, unless they show teachers that they can pursue a larger commitment. As well new music class opportunities for seventh and eighth-graders, electives are implemented in the schedules, meaning that art (that previously fell two times an 8 day cycle) is no longer a part of their schedule.

Eighth-grader Kayra Ak said, "I think there should be a choice; it allows students to be creative in whatever they choose, as I enjoyed art in fifth and sixth-grade." Other solutions to the subject could be switching music blocks back to half and half for students that wish to take music and art. This would be a choice and would flow similar to selected eighth-graders that currently choose to double in the choir, musical theatre, band, or orchestra. It is a large commitment, but if students feel that they can put in the work and are passionate enough, it should not be a problem.

Middle school is an essential time for students to experiment with their interests to get an idea of their passions and the classes they would like to pursue in high school. Art classes in high school are well established,

with courses for all skill levels; if students are not given a chance in middle school to learn what they enjoy and why, they could find themselves lost when picking classes for high school or when they get to their classes.



Illustration by Kyrah Badhwar

Simple padlocks should be provided for all locker users

Alexandra Theofilopoulou
Staff Writer

Lockers are integral in the eighth-grade to keep students' belongings safe, and eighth-grade students should be provided with more accessible locks that would not make this standard practice difficult.

This year, grade seven students were supplied with simple padlocks to protect their belongings. These locks have 4 digits ranging from 1-9 that are to be moved into place along a line to open. These locks are simple to unlock as long as students remember their codes and are also used in PE locker rooms when they were part of the PE curriculum last school year.

This year, grade eight were also given locks, but instead of a simple 4 digit code, they were given a 3 digit code with numbers from 0-50. Many students find these codes challenging to remember as a series of turns and clicks must be performed before the locks can be opened.

Grade eights were given these locks last year and often noted their struggles, leading to the new grade sevens being given new, more straightforward locks. It is unfair that grade eight must work with complex locks while other grades are provided simpler alternatives, and eighth-grade locks should be changed.

While seventh graders may have an additional number to remember, they have an easier situation as they don't need to worry about following complicated sequences of turns. The reason the current grade seventh-graders do not have to struggle with these complex locks is that the current eighth-graders making several complaints and expressing frustration last year when they were forced to use the same complex locks they are using now.

"We decided to change the locks because we felt like many students have problems using the other, traditional 'twirly' locks as they get stuck a lot," seventh-grade aide Ms. Diana Souza said. "We chose to do ones with a 4-digit codes because we thought it would be easier for everyone to

remember. Now, halfway through the year, I love the locks; I think everybody knows how to use them, and they work really great. It's a great idea, but it's important to get ones with keys on the bottom."

If an eighth-grade student inputs their code incorrectly or turns it wrong by the slightest touch, their lock won't open and the process must be repeated from the start. As a result, students are much more likely to miss out on parts of their learning because they are late to class. Many students have experience with these types of locks before due to grade eight having them when they were in grade seven, but even so,

many have still not mastered the complex technique. Eighth-grader Penny Kessler is in favor of the locks being changed. She said, "These locks make us late to class, for which we get in trouble. Instead, we should have the simple padlock locks we had for PE last year."

Making students in grade eight go through the same struggles as last year is unfair. Getting new locks for eighth-graders will help them get to class faster to make the most of their learning, cause less stress during break times, and make keeping their belongings safe a more easygoing experience.



Photo by Aden Ovenden

Currently, seventh-graders use locks with four digit codes. Students set their passwords at the beginning of the year, and the locks have been a successful change for students to keep their belongings safe.



Photo by Meher Sareen

Seventh-graders no longer use complex locks, as many kids struggled to unlock them without difficulty last school year.

Students reflect on Critics' Choice Awards

Saher Punshi
Staff Writer

The 28th Critics' Choice Award Ceremony was held on January 15. This Canadian-American award show, which was watched by several middle school students, honors the most prestigious cinematic achievements and was hosted at the Fairmont Century Plaza Hotel in Los Angeles, California.

"Everything Everywhere All at Once" was a popular winner with 14 nominations and five trophies. Some of the awards it received included Best Director for Daniel Kwan and Daniel Scheinert, as well as Best Supporting Actor for Ke Huy Quan. It was also awarded Best Picture, Best Original Screenplay, and Best Editing awards. This action and sci-fi film, rated 95% on

Rotten Tomatoes, is about a Chinese immigrant on an adventure who faces a parallel universe and multiverse.

Of all the films that did well at this awards function, one that has been popular with the youth is the 2022 movie "Elvis" which depicts the turbulent life story of the legendary musician Elvis Presley. It won the award for Best Hair and Makeup Actor Austin Butler played the lead role and resembled him convincingly.

Seventh-grader Ava Ellison said, "Austin Butler was really good in the movie. You could see the sweat on his face from working so hard and he even ended up keeping the accent. I think Elvis was great because of him and he completely deserved the award."

Best Actor and Best Actress

were awarded to Brendan Fraser who starred in "The Whale" and Cate Blanchett who starred in "Tár." In an emotional acceptance speech, a tearful Fraser said, "I want you to know that if you too can have the strength to just get to your feet and go to the light, good things will happen."

The newly released movie "Glass Onion: A Knives Out Mystery" won Best Acting Ensemble and Best Comedy. This crime and mystery family movie has an all-star cast that includes Madeline Cline, Daniel Craig, and Kate Hudson.

Oscar nominated "Glass Onion" has attracted attention from cinema fans, as many believe that these awards indicate which movies will do well at the Academy Awards taking place this year on March 13.



Illustration by Kyrah Badhiwar

Ellison was happy with these wins. "I'm really glad that "Glass Onion" won an award. I think Mad-

eline Cline was great in it. I think she should have won an award herself," she said.

"What's Love Got to Do With It?" is engaging, funny

Ayla Rafiq
Scroll Editor

Written by Jemina Khan and directed by Shekhar Kapur, "What's Love Got to Do With It?" is a 2022 British romantic comedy about arranged marriage. This movie follows the male lead, Kaz, in his journey to find a wife through his parents' connections in Pakistan.

His best friend, Zoe, is a filmmaker in search of a new topic to create a documentary about and decided to record Kaz as he looks for someone to marry. This movie is entertaining and worth watching as it shows how arranged marriages

work in modern society while including comedy and humor.

Components such as the mix of South-Asian and Western songs and the great acting added to the well written script by engaging viewers and making them feel more connected to the actors, enabling them to understand the character's emotions and decisions.

Additionally, the screenwriting is both meaningful and uplifting, as it not only has emotional moments but motivational and relatable moments, making this film extremely heartwarming to the viewers. A part of the movie that did this well was during Kaz's wed-

ding when he discovers a different side to his wife, which was both funny and surprising.

A major part of "What's Love Got to Do With It?" takes place in Lahore, Pakistan, which is an interesting sight for many viewers and provides a vast contrast from London. This makes the movie more engaging and interesting for a wider audience.

"What's Love Got to Do With It?" is a worthwhile film as it includes funny and enticing, touching themes that many others do not have. Additionally, it educates many on arranged marriages and Pakistani culture.



Photo from studiocanal.com

"What's Love Got to Do With It?" characters Kaz and Zoe, acted by Shazad Latif and Lily James, admire the bright colors at Kaz's traditional Pakistani wedding celebration. Kaz wore a salwar kameez, a type of South-Asian clothing usually worn at weddings and other celebrations.

"Every Falling Star" portrays life in modern-day North Korea

Amelia Bassi
Scroll Editor

"Ever Falling Star" is a memoir by North Korean author Sungju Lee. The book, which was published in 2016, is the first story to describe North Korean modern life to children and adolescents. The story follows Lee's life as he struggles to survive and eventually escape North Korea. This story was inspirational and insightful, and I would recommend the book to older middle-school students.

Lee's memoir was very powerful. The story itself was written beautifully, as well as being interesting and compelling due

to Lee's unique experiences. Lee effectively portrayed difficult topics in ways that could easily be understood by younger audiences. For example, his experiences of starvation, gang violence, and grief were described from the lens of a teenager, which could be more easily understood by young audiences.

The story had powerful themes of friendship and perseverance. In the book, Lee finds hope in his friends and family. Lee's experiences are truly inspirational to readers. His abilities to persevere through grief and loss are moving. The story also includes themes of dictatorship and corrupt governments, which can be interesting to learn about.

As the book follows life during a corrupt dictatorship, parts of the story can be difficult or disturbing to readers. However, the story's message is centered on Lee's perseverance through these hardships.

I would recommend this book to students in grades seven and eight as the story does contain mature content such as gang violence and death. "Every Falling Star" is a beautifully written and inspirational story of a young boy who perseveres and finds hope through his struggles.

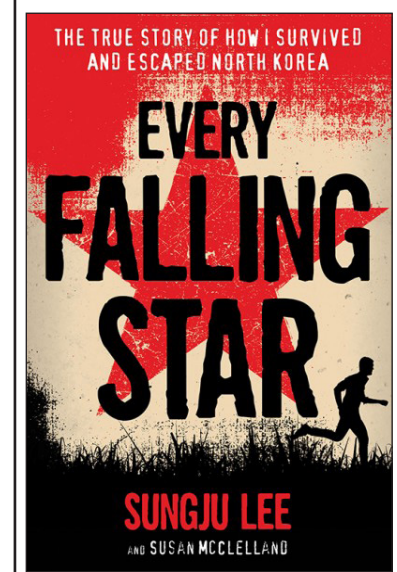


Photo from abramsbooks.com

Correction

In the November 2022 issue of *The Scroll*, due to an editing error, the High Notes feature on page 9 was incorrectly credited. Mimi Chalabi, Amelia Kara, and Defne Yoney should have been credited for that feature. *The Scroll* apologizes for this mistake.

Andre Dias Reis inspires seventh-grade girls basketball team

Libby Cushman
Scroll Editor

Andre Dias Reis has been coaching middle school basketball for four years now. Before that, he played Division 2 basketball for Westside, a semi-professional basketball league based in West London. As soon as Dias Reis stopped playing professional basketball, he started coaching.

Coach Andre, as his players call him, has been coaching basketball for six years, with four of those years on the staff at ASL. In addition to coaching boys soccer, Coach Andre chose to lead the seventh-grade girls basketball team. "I thought it would be a challenge for me as I'm a relatively new coach and I like to develop players," Coach Andre said.

A highlight for Coach Andre is watching the team improve and pick up new athletic and social skills. "It makes me happy to see the girls improve," he said.

Coach Andre said he puts a lot of time and effort into his coaching because his philosophy is that "hard work beats talent when talent fails to work."

According to team captain Zoe Moss, Coach Andre is a really supportive coach. "When we're in games, he's super nice. He tells us what we're doing wrong and what we should be doing."

Coach Andre teaches the seventh-grade girls new game strategies, including a five-point offensive play that "helps me to improve my playing," said Niamh Powers, a seventh-grader on the team

Coach Andre said he uses his coaching philosophy to drive himself in his coaching and to make sure his team works hard to be the best they can be by teaching them leadership skills and new strategies to help them improve.

Seventh-grade player Rayna Shaya agreed that Coach Andre is really good at helping the team improve and know-



Photo by Libby Cushman

Coach Andre Dias Reis gives a game-plan talk during a time out while co-coach Lynn observes. Coach describes the five-point play that the team has been learning in practice.

ing what to teach them.

Coach said, "I enjoy developing players because in a

couple of months time, I look back and see improvement and it really makes me happy and proud as a coach."

Financial inequality shown in sports between genders

Lauren Thompson
Staff Writer

Historically there has always been a disadvantage for women in sports. The founder of the Olympics, Pierre de Coubertin, described the inclusion of women in the Olympics as "impractical, uninteresting, unaesthetic, and incorrect."

In the past, women were often prohibited from playing sports. For example, in 1921, the English Football Association banned clubs from allowing women. Evidently, this caused women to be set back when it came to sports; they have not had enough time to develop in sports as men in sports have. Men's football has grown exponentially over the past 30 years, while women's football has simply not been able to grow as quickly due to previous prejudices.

This bias continues to exist in sports. In 2021, during the US college March Madness basketball tournament, the women's facilities were staggeringly different compared to the men's, as shown through players' social media. On March 18th 2021, Ali Kershner, Women's basketball coach at Stanford, posted two images side by side of the training rooms with a caption explaining how the contrast needed to be addressed.

These differences can be further demonstrated through

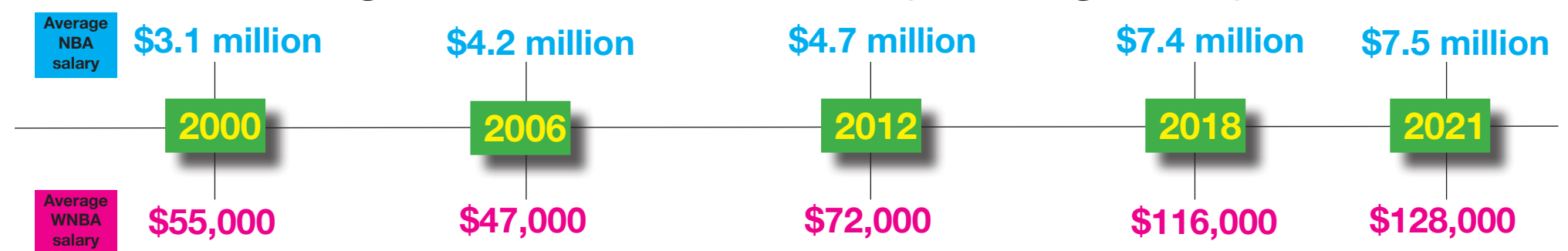
their payment. According to Sporting News, the average salary for WNBA players is \$120,648. This appears to be a great deal, but not when it is set beside the average salary for an NBA player in the 2021-2022 season, which was \$7.3 million, according to USA Today.

Many students were very shocked to hear this. "I don't think it's fair, but to be honest, people don't really watch many women's sports, as men's sports are more publicized, and they have just been around longer, which just adds to the fact that women's sports are less valued," seventh-grader Maggie Lawrence said.

The percentage of the WNBA's revenue received by players from games is 23%, whereas the share of income that goes to the NBA's players is 50%. These comparisons may be surprising, but they can be reasoned with the historical difficulties women in sports experienced. Seventh-grader Leyla Tepekoylu said this was unfair but continued to say how it makes sense as women's sports often are not as publicized and lack the quality media compared to men's sports, due to a lack of spectators, which influences their funding.

In an article by WSN, it is said that the average attendance for an NBA game is 18,000 people, whereas the at-

Average NBA vs. WNBA salary through the years



NBA stats from 'The Hoops Geek'
WNBA stats from 'The data jocks' and 'The Washington Post'

Infographic by Libby Cushman

National champion Noora von Bulow jumps to success

Zoe Moss
Scroll editor

Eighth-grader Noora von Bulow, who has been riding since she was the age of two, has been crowned the 2022 English and Danish National show-jumping Champion for last year's 12 to 16-year-olds organized by the British show jumping Association and Danish riding Federation. Von Bulow said

that show jumping is basically a timed obstacle course for the horse to jump fences of certain heights.

When von Bulow was five, she got her first pony called Tiny, and ever since then, she has continued competing. She now has six horses to herself which have two names each; they have a competition name and a home name. "Lisa who's Lucky Lisa. Flipper who's Delflip, Julius who's just Julius, and Belle

who's Debele."

The horse von Bulow won the English national championship with last year and the Danish National championships in 2021 was Elando Van De Roshoeve, also known as Larry. Although Larry is quite old, he is her favorite so far, and he is one of her two ponies, alongside Delflip.

Even though von Bulow lives in London, she keeps all her hors-

es out in Hampshire so she says it takes her a while to get there when she practices on weekends and Wednesday afternoons. On weekends the time she wakes up can vary if she's staying at the stables, or driving there in the morning. Alarms can be set from 5:30 am, but the earliest she's woken up has been around 4:00-4:30 am, which clearly shows the dedication both she and her family contributes to

this competitive sport.

Talking about family and the sport, seventh-grade sister Sula and fourth-grade sister Luluwa also show jump.

Von Bulow's mom used to ride as well. "My mother is my number one supporter and comes to all my competitions," said von Bulow. Her mother loved horses and wanted her daughters to give horse riding a try like she did when she was younger.

Von Bulow prefers to ride around three times a week, but this is not always possible considering her need to balance school and other educational activities. This semester she has only missed eight days of school due to show jumping but two years ago when she was in sixth-grade she missed 15 days in the first semester. Nevertheless, Noora also says that her mom tries super hard to schedule her riding days so it doesn't interfere with school. Von Bulow also agrees that missing school is worth it, because of all the hard work that show-jumping demands. "If you want to succeed you have to dedicate yourself to the sport."

Von Bulow is hoping to attend the World championships or the Olympics most probably representing Britain and to pursue this professionally. "However, it's quite an expensive sport so you have to be really good to be able to get owners and sponsors," she said.

In order to be really good, the relationship between the rider and horse must be strong. "I just think it's quite amazing that you can do so many things with an animal that you can't even communicate or speak to," Noora said. "If anyone would like to go after or start show-jumping, all you really need is the trust and bond between you and your horse."



Photo courtesy of 1cllphoto

Noora von Bulow show jumps at MET Oliva showground in February 2022. Von Bulow travelled to Oliva Valencia, Spain, where the competition was located, to compete in a series of challenges. Noora placed 1st and 2nd in a variety of challenges, although ended up sustaining a broken collarbone soon after.

Students share predictions for upcoming March Madness

Benjamin Pordurgiel
Scroll Editor

Each year, the National Collegiate Athletic Association (NCAA) men's division 1 basketball league plays various games that begin in November and continue until March Madness, the season finale. This is a large opportunity for players attempting to be drafted as NBA professionals, or for the majority to display their skills in the sport. Team toward a potential victory. However, with March Madness approaching, students have had conflicting opinions on how far certain teams will progress through the tournament and who will end up ultimately winning the championship

game in the finale.

Some people, such as Louie Dean in seventh-grade, have been supporting teams from the Atlantic Coast. Dean said, "I think that Duke will do very well, at least to the Sweet Sixteen, if not higher."

Dean is also very proud of the players this year and hopes to see specific ones make their mark when March Madness comes. "They are so talented," said Dean, "especially Jeremy Roach. I think he'll be a valuable asset. So will Dariq Whitehead; he's already up there with everyone else and he's only a freshman. If the time comes, they're bound to beat UNC as well. Duke is only ahead by a little bit right now but they're for sure going to pull

away soon."

Others have had different predictions about March Madness. Grade seven student Nina Borg is more optimistic about West Coast teams, like UCLA. "UCLA has had a great season - they're winning Pacific 12," Borg said in reference to their number one position on the Pacific 12 table, over Arizona in second place, and the University of Southern California in third. "Amari Bailey is doing really well, too. I'm hoping to see him play in March. So is Dylan Andrews. It'll be really fun to watch."

However, not all students agree with the idea that UCLA will end up prevailing throughout the tournament; in fact, some are in fa-

vor of opposing teams in the same division. Isabela Souza, a seventh-grader, has instead displayed support for the second-ranking in Pacific 12: Arizona. "I'm not hugely into NCAA, but my grandparents live in Arizona so I watch the Arizona games sometimes. Ben Ackerley is really great - he seems to be doing pretty well. He's not as tall as some of his teammates, but his skill is insane once he starts playing. Hopefully, he can help the team make it pretty far."

Souza enjoyed the competitiveness between Arizona and some of its rivals last season and hopes to see some again with this March Madness. "I think they're definite contenders for March Madness this

year," Souza said.

The varying opinions of these supporters will cause many emotions throughout March Madness, whether it be through the loss or victory of a team or a memorable moment from a player. Based on the results of teams throu

ghout the seasons, as well as conference tournaments at the end of the season, the 64 March Madness teams will be selected, with the first game on March 14 and the finale on April 3. Students are excited about the suspense of their favorite teams competing in the tournament this year and will find out soon as the tournament arrives who will succeed.