

The Scroll

the Middle School student newspaper

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The American School in London
One Waverley Place
London NW8 0NP

All language trips cancelled as deadly Coronavirus spreads



Sophia Bassi
Scroll Editor

The eighth grade language trips to Spain, China, and France have been cancelled by the Senior Leadership Team after the new deadly coronavirus, officially named COVID-19, spreads throughout the world. The Grade 8 language trip to China scheduled for March 20-27 was the first to be cancelled on January 29, and the trips to Spain and France were then cancelled on February 28.

The coronavirus, which is known to affect humans and animals, originated in the Wuhan City seafood market in China in December 2019; it was most likely transmitted to humans through these animals. The virus has pneumonia and flu-like-symptoms, and the majority of the people who die from it have a weaker immune system.

According to the John Hopkins Center for Systems Science and Engineering, as of

March 9, 111,363 people globally have been affected, and 3,892 have died with the toll still increasing.

The China trip is a language trip for eighth grade students learning Chinese, where students visit and see sites in Beijing, Nanjing, and Shanghai. The trip was planned to be from March 20 to March 27, and the goals were to immerse the students in Chinese culture and get them to practice Chinese in real life situations.

Middle School Principal Mr. Peter Lutkoski sent an email to families of students on the trip on January 29 of the decision to cancel it. The email explained how the school is closely monitoring the spread of the virus by tracking news updates and international and government guidance; the security team worked with external security and government agencies. The email explained that arrangements for alternative local activities for the planned trip days were being made, which were later cancelled.

Many students were disappointed by the decision but understood the risk going to China would have been. Eighth grader Mahalia Eddy said, "When I first heard about the China trip being cancelled, I was quite disappointed as I had been looking forward to going. However, I understood why it was cancelled and I agree with the decision; it would have been dangerous if we had continued to go."

On February 28, Head of School Mrs. Robin Appleby sent an update by email to ASL families. The email included information about the number of ASL families that visited Category 1 and Category 2 areas over February break and announced the cancellation of multiple school trips outside of the UK, including the French and Spanish language trips. The email also stated that eighth graders would have normal classes the week of March 23 instead of having alternative

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Kwame Alexander inspires community as Innovator in Residence

Sophia Bassi
Scroll Editor

Students stared at the stage, ready to hear the first ever Innovator in Residence speak at the schools' opening assembly on August 28. "Dribble, dribble, dribble, shoot, swish," said Author Mr. Kwame Alexander when ending his inspirational speech. Students applauded, ready for a year of improving their writing with the help of a Newbery Award winner author.

ASL is experiencing its first Innovator in Residence at the school. The program was developed over the course of the last school year as a result of a donor who wanted to make a gift to the school. The idea was to have an innovator in different fields come to the school every year; this would give students the life-changing opportunity to work with these people.

During the winter of 2018, Mr. Alexander was invited to be the first Innovator in Residence by Head of School Mrs. Robin Appleby. Before coming to ASL, he was living in Virginia, writing books, travelling the

world, and speaking to students about the power of literature in school assemblies.

When asked why he was invited, Mrs. Appleby said, "Inviting Kwame happened simultaneously with the idea that he had really liked visiting the previous year and speaking in the middle school, so he was thinking about the opportunity for him and his family to live abroad. At the same time that we were developing the idea of Innovator in Residence, he was exploring the idea of working abroad in a school."

Mr. Alexander explained how he accepted the opportunity since he wanted to get out of his comfort zone and challenge himself; he wanted to experience change from the easy rhythm that he had fallen into, which would lead him to create better work. He thought that it would be interesting to design the Innovator program so future intellectuals would be able to impact the school. Lastly, Mr. Alexander wanted his sixth-grade daughter to experience being abroad.

Throughout the school year so far,

See Kwame Alexander, page 3



Photo by Sophia Mancuso

Author Kwame Alexander speaks to middle school students on September 12 in the School Center. He was reading verses from his book *Crossover*, while his friend Randy Preston played the guitar. Throughout the school year, Kwame has done many of these presentations to students and staff, as well as leading workshops about literature.

INSIDE



When asked about stress levels, over 50% of middle schoolers answered 7 or over out of 10. Turn to page 5 to read why teachers must ease academic stress.



To reduce plastic use, there are alternative and effective products. Turn to page 12 to learn about three products to make you a more sustainable shopper.



What is the best burger in London? Flip to page 8 to read a review on the top 3 burgers chains.



From the outside, kids sprint to the Booster Club, but what goes on behind the stacks of candy and snacks? Turn to page 14 to get the scoop.

Welcoming face of ASL retires

Sophia Bassi
Scroll Editor

The welcoming face of ASL, always at the front desk to help and support students, is now gone. Access Control Officer Bhupendra Patel retired from ASL on December 13 after working at the school for 21 years.

Before coming to ASL, Bhupendra, who went with his first name with students, parents, and faculty, had been working a variety of jobs. His most recent job before ASL was working at Baskin Robbins selling ice cream; he was then directed to the school through a good friend whom he met up with on a holiday in India.

Since security experience was not required at the time, originally Bhupendra's job was to welcome people into the school. However, after the 9/11 attacks, school security started to tighten, leading to Bhupendra being moved to the Waverley Place entrance and being assigned access control officer in 2003. As Bhupendra had been at the school for a long period of time and can remember people easily, his job was to monitor the people

entering and exiting the school building, as well as keeping up the role of the school's welcoming face.

Bhupendra's retirement from ASL was originally due to the fact that his 88-year-old mother, who later passed away, was very sick; he therefore wanted to go back to India to take care of her. After his retirement, Bhupendra plans to go back to India for three months in order to spend more time with his family and visit the holy sites. He also wants to visit his sister who lives in the US.

Memorable events of Bhupendra's time at ASL was meeting Tom Cruise and several other celebrities who came to the school, including Barack Obama and Glenn Close. As Tom Cruise's child went to school for one year, Bhupendra had the privilege of escorting Tom into the school building from the back door.

In addition to these memories, Bhupendra will miss faculty and staff who he has interacted with at ASL. This includes the high school drama teacher Mr. Buck Herron,

See Bhupendra retires, page 4



Photo by Lucy Abner

Access Control Officer Bhupendra Patel shows a student a book of memories from his time at ASL at the Waverley Place entrance. To the left of Bhupendra's desk is also a poster with multiple pictures of Bhupendra with students and staff. Due to his kind and welcoming nature, Bhupendra became known as "the face of ASL" before retirement.

Canons Park makes the switch to sustainable energy

Kate Marine
Scroll Editor

Having and maintaining a sustainable carbon footprint is something ASL takes very seriously. However, generating renewable energy in the middle of London is difficult. That's why in January of 2019 a group

of high schoolers brought up the idea to install a grid of solar panels at the Canons Park playing fields. Those panels were then installed in September 2019.

The proposal was brought before the administration, including facilities manager, Mr Kevin Moffat. Mr. Moffat explained that when the solar panels were first installed,

they had a fixed price of 15 pence per kilowatt of energy generated each hour, and this rate would remain the same over the next twenty years. Right now, ASL is paying less than 15 pence per unit for the rest of its electricity; however over the next few years, this price will keep increasing, while the energy generated by the solar panels will stay at a cost of 15p per unit. "It's a like a long term investment," Mr. Moffat said, "and we're making a saving."

All the energy generated by the solar panels goes towards the Canons Park clubhouse, so a portion of the energy they use to operate the building is purely from the sun. Although the solar panels don't generate enough energy to cover the complete operation of the clubhouse, they still are effective in that they reduce ASL's energy bill and will continue to do so as the years go by. According to Mr Moffat, on a clear sunny day, ASL "gets a lot of energy and (the solar panels) generate up to nine kilowatt hours."

The solar panels have been effective, as well as environmentally friendly, as the energy they produce is purely what can be captured from the natural sunlight. According to Mr. Akay Mustafa, the middle school athletic director, the solar panels have been producing more electricity than is needed, so some of this extra energy sold back into the

main London grid so that other people get the benefit of clean energy.

Perhaps the most beneficial effect of these solar panels is the trend they are setting for a more sustainable ASL. It would be even better to have solar panels installed on the main campus as well, however due to legal reasons, this is unfortunately very difficult. "This campus sits in a conservation area," explained Mr Moffat.

A conservation area is a way of trying to preserve the natural appearance of a neighborhood. "So if we wanted to change the appearance of our building and put so-

lar panels on the roof, we would have to get planning permission. For Canons Park, we didn't need to."

The solar panels at Canons Park have not only taken ASL's

sustainability a step further, but they have been a practical benefit for the school as well, and their effect has greatly raised awareness to eco-friendly alternatives in how we source our energy.

The athletics department alone has stopped selling plastic water bottles at sporting events and have limited the amount of gas expended from bus transport. "We are also looking into ideas around eradicating plastic trophies," said Mustafa, "and planting trees to commemorate winners instead."



Photo courtesy of Mr. Bridgewater

Solar Panels sit on top of the Canons Park Clubhouse. The idea to install the panels was brought up by a group of high schoolers in January 2019, and they were put into use in September 2019. The panels have generated energy from the sun for the Canons Park clubhouse, which reduces ASL's energy bill and makes ASL more eco-friendly.

Student council executives chosen to lead council

Sophia Bassi
Scroll Editor

The majority of the middle school student council executive committee, consisting of the president, treasurer, and communications coordinator, was elected on November 21 by all student council members. The grade five/six vice president of the council was later elected on December 2.

Eighth graders Ela Gulener and Lihi Hamburger were elected as co presidents. Their roles are to plan the student council meetings, approve the changes the council will make, and make sure that the council is working towards students' needs.

Gulener has one specific idea for what will make her a successful co president. She said, "I encourage everyone's ideas to be heard at ASL."

Hamburger said, "I'll be good at this job because I know how to organise events well and I have good collaboration and communication skills."

Seventh grader Aris Perrotis was elected as treasurer, and his main role is to decide how to spend the money that the student council is budgeted.

Perrotis said, "As a treasurer, I will make sure that the student council will spend this money on causes that we believe

in, whether that [is] more environmentally friendly decorations for spirit days, funding events, and donating to good causes."

Seventh grader Michael Quintin was elected as communications coordinator, whose main role is to communicate the progress of the council to the middle school community. This includes posting on the council's social media accounts, communicating via word of mouth and on Schoology, as well as talking at assemblies.

Quintin said, "I think that I'll make a great communications coordinator because I am great with technology and social media, and I have pretty good communication skills amongst others. I tend to plan a lot, so I have already planned how to meet the requirements of a communications coordinator."

Fifth grader Ayla Rafiq was elected as the fifth/sixth vice president, and her role is to share the thoughts of the younger middle schoolers when decisions are being made.

In terms of what will make her successful, Rafiq said, "I am known to be very organized, and I am willing to speak up when there is something that younger kids would disagree with. Most importantly, I try to have a friendly and kind personality so that people feel comfortable speaking to me."



Photo by Sophia Mancuso
Co President Ela Gulener, grade 8



Photo by Sophia Mancuso
Co President Lihi Hamburger, grade 8



Photo by Lucy Abner
Treasurer Aris Perrotis, grade 7



Photo by Sophia Mancuso
Communications Coordinator Michael Quintin



Photo by Lucy Abner
Grade five/six vice president Ayla Rafiq, grade 5

Upcoming middle school student council events

Fifth/sixth grade dance:

The fifth/sixth grade social will be on March 27 and will be in the Farmer Gym and the commons. It will have bouncy castles, food, and dancing.

Seventh grade social:

The seventh grade bowling social will be on April 17. It will have food and bowling.

Eighth grade dance:

The eighth grade dance will be on April 17, will be in the Farmer Gym, and will be semi-formal. It will have music, food, and decorations.

Kwame Alexander From page 1



Photo by Sophia Mancuso
In a middle school assembly on September 12, Alexander interacts with seventh-graders Olivia Holmberg, Markus Algard, Nuria Alvarez Martin, and fifth grader Samuel Bocanegra on stage in the School Center. He was reading them parts of lines from his book *Swing* and challenging the students to see if they could complete the lines. Prior to this, Alexander had read verses from the book while his friend Randy Preston played the guitar.

Mr. Alexander has done workshops for students and faculty teaching writing, and has spoken at large group assemblies.

Some of these include being the kickoff lecturer for the faculty at the beginning of the school year, being a kickoff speaker to the students about his book "Swing", doing a series of reading with lower school students, and working with teachers on professional development and students on book publishing projects.

Students have improved their writing based on Mr. Alexander's advice. Fifth grader Hallie Zilberman met him after signing up on a spreadsheet available to the community.

She said, "Kwame Alexander helped me build confidence in my writing and make it better. He taught me to always ask for other people's opinions too."

All these events that Mr. Alexander leads tie to sharing his passion for books and his love for literature; he aims to convey the message that words can empower us and that poetry is a great way to express our thoughts on life.

Mr. Alexander explained how it inspires him to see how his poetry has impacted students. "I think one of the things I'm really excited about is to see the impact that my poetry has had on students writing poetry, whether it be in first grade, or seventh grade, or high school," Mr. Alexander said.

Throughout the school year, he has been writing a book about Muhammed Ali, as well as the first episode of the "Crossover" TV show. In terms of what he will do after the end of the school year, Mr. Alexander said that he does not have a set plan, but he will keep writing.

Teachers shift on Ms. Liniere's return

Clara Martinez
Scroll Editor

Health teacher Mrs. Jess Liniere left on maternity leave in the 2018-2019 school year and is returning on February 10. This will actually cause two other teachers to move to different positions.

Ms. Leilani Brower covered for Mrs. Liniere and has been teaching grade five and six health and has been the fifth and sixth-grade counsellor.

When Mrs. Liniere returns, Ms. Brower will be returning to her original position as a seventh

and eighth-grade health teacher and Psychology elective teacher. She said, "I really enjoy getting to know the fifth and sixth-grade students and teachers as well. Also, I enjoyed doing counselling work because that's what my education is in. I wouldn't say I prefer one or the other... I really like the counselling work. I'm excited to go back to seventh and eighth-graders as well."

Mrs. Liniere and Ms. Brower will work together from February 10 until February Break, and then Ms. Liniere will be fully back into her role.

Ms. Hayley Canton has been filling in for Ms. Brower since August. However, she will not be returning to the same position that she had last year as the fifth, sixth, and seventh grade P.E. teacher. Instead, she will be moving to the high school as the ninth grade Wellbeing teacher.

She will teach until November 2020 when high school teacher Ms. Mariam Mathew returns from her maternity leave to take her job back. "At this point I'm leaving [ASL] in November but I've said I'm leaving about three times so I don't know if people will believe

me anymore. We'll see what happens," Ms. Canton said.

Ms. Canton enjoyed the opportunity to work with students in a different setting and do more research for the elective she is teaching. "I loved the chance to see the kids in a different position than I do in PE, so seeing them in the classroom is really different. I love that health is a bit more flexible, and you can talk to the students about things that are happening in their life. Psychology was really interesting for me to do research and help students with something a bit different," she said.



Photo by Lucy Abner

Ms. Hayley Canton teaches eighth grade health on January 30.

Bhupendra retires From page 2



Photo by Lucy Abner

Bhupendra often helped students at his front desk. Bhupendra's job was originally to welcome people into the school, but he was moved to the front desk in 2003 when he was assigned access control officer. He retired on December 13 and will miss the students the most.

who Bhupendra considers to be a brilliant director; he has seen every single one of his plays since 2001. Despite specializing in security, Bhupendra also felt very proud to be considered an adopted member of the advancement, maintenance, and admissions teams.

Faculty and staff have great memories of Bhupendra too. Head of Security Mr. Roi Yefet, who worked with Bhupendra and knew him since 2003 said, "The vibe around school was that everyone loved him. He is a very nice and kind man and was always doing more than what his job required."

Mr. Peter Lutkoski, middle school principal, also recounted a memory he has of Bhupendra. When directing the Shine program, which is an educational enrichment program for students in local areas, Mr. Lutkoski came in on Saturday mornings to lay out all of the break-

fast catering supplies in the foyer for the students. After doing so for a few weeks, he noticed that it had already been done and realized that Bhupendra, who was on duty at the front desk, had decided to take on that responsibility without anyone asking him.

Bhupendra said he will miss the students of ASL the most. As well as the lower and middle schoolers, he knows every student who has graduated from 2000 onwards and has created close bonds with many of them. He said, "When alumni come back, they will say, 'Bhupendra, because of you, I have become this.' I will say that it is not because of me, but it is because of the American school. I just gave them some small pieces of advice, but when I hear that kind of thing, it brings tears to my eyes because I know they are doing something nice for the world."

Language trips From page 1

trips.

These decisions were made at the Senior Leadership team level, which includes principals and other key leaders in the school. Appleby said, "By Friday we felt we had enough information to make an informed decision. There was no specific reason for the date itself."

The trip leaders for the eighth grade French trip are Ms. Laure Pothain and Ms. Solange Kidd. The French trip was planned to be from March 24 to March 28, and there were 38 students who were supposed to travel to Nice.

The purpose of the trip was for students to immerse themselves in French culture and French language, as well as to apply their language skills in real life situations. Some of the activities included were making macarons in a cooking class, watching a French mov-

ie, riding through the Promenade des Anglais, visiting the Matisse museum, as well as visiting multiple other sites in Nice.

Pothain said, "We have been running this trip for many years, and the feedback that we've had from students is, 'Wow, it really has boosted my confidence or it has increased my enthusiasm for this subject.' For those lucky ones who have applied and got a place on the trip, it's a wonderful experience, and there are some really linguistic benefits. [The cancellation] is a shame, but in my opinion it is the correct decision."

The trip leaders for the eighth grade Spanish trip are Mr. Carlos Alvarez Santos, Ms. Melanie Manuel, and Ms. Carmen Montaraz. The Spanish trip, which was also planned to be from March 24 to March 28, was split up into three

different locations with about 15 students on each: Madrid, Seville, and Valencia.

The purpose of the trip was for students to immerse themselves in Spanish culture and language. Some of the activities involved were meeting students of similar ages in different schools, tasting the authentic Spanish food, having cooking and dance lessons, as well as exploring the city and places outside that city too.

When the trip was cancelled, Alvarez was disappointed with the decision but also agreed with the school's opinion. He said, "I am really sad because I was really excited about the trip, about the students that were going on the trip, and about the opportunity that the students are given to improve their skills during this trip. It is not until we return that they realize how

well they've done and how good their Spanish has become... However, my main concern is always the health and safety of the students and the families, and I would never have risked it."

Like Alvarez and others interviewed, eighth grader Yifei Yan, who was supposed to go on the Spanish trip, expressed disappointment in the trip's cancellation. He said, "It's a shame that the trips got canceled because the trips were an opportunity for us to engage. It was an opportunity for us to engage in the culture of the languages we are studying and to enrich our understanding of it."

Families are not charged any money until after the trips conclude. They are given a letter stating how much the trip might actually cost, and based on that they decide whether they want their

children to go on the trip or not. They are not charged until the final expenses of the trips are noted afterwards, and then the school sends an invoice to the parents.

In terms of how much money the school will be able to get refunded from the trips, Mr. Lutkoski said, "There will probably be some things that we can get money back for but not everything. Sometimes the way it works is we pay a tour operator, and they will have that money in their account ready to pay for meals and things like that. If the money hasn't been spent, then we should be able to get it back, but most of the money would already be committed to aspects of the trip that we would not be able to get back."

News Editor Clara Martinez contributed to this article.

School should start to address students' stress

Mayaan Becher
Staff Writer

If a student were to go to a parent and tell them that they have a busy schedule, most of the time the adult would probably laugh in their face since kids our age aren't busy. And sure, maybe students are not *as* busy as adults, but they are in middle school, and they are almost just as busy because of that. Many adults turn a blind eye to the fact that kids are busy. Parents, guardians and teachers alike look down on students for saying they have a heavy workload. However, this needs to change.

A lot of parents make the point that there are 24 hours in a day, so students can't be very busy. The ignorance in this statement is overwhelming because that's not true. Although it may be surprising, students have a life separate from school. Not all 24 hours can be used on doing school work. Doctors

recommend kids in middle school sleep 8-10 hours per day, so most students get around nine. Then, they spend seven hours at school, which leaves only eight hours for students after school.

This seems like a lot, but really most students have after school activities which usually last about two hours, and then they get home activities from walking their dog,

Although it may be surprising, students have a life separate from school. Not all 24 hours can be used on doing school work.

getting ready for school in the morning, getting to school or family dinners which all takes two hours at least. At this point, with all of these things that students need to do after school, they are left with one hour and thirty minutes or even less to do whatever

they want. *One hour and thirty minutes.* So if you look at it, there aren't 24 hours in a day to do work. If anything, there are barely two.

All this work leads to stress. A poll was sent to middle school students and a question how stressed students were on a scale of one to 10, ten being the highest. Over 50 percent

of the students said seven or over.

Most people have no idea how many times a student would say "I can't, I have homework." Students are constantly stressed out because of all the things they have to do for school, to the point that they are sacrificing things like time with their friends or family.

Having so much homework and studying has led to students saying things like, "I went to sleep at three in the morning last night because I had so much homework."

What's even worse is that it's glorified. Getting four hours of sleep is terrible for your health, but if a student

were to say that in the middle school environment, instead of being told to take care of yourself, you would basically be seen as some sort of hero. Sometimes it even turned into a competition - "you think four hours is bad? I got *two* hours of sleep last night!" Which only drives students to 'win the competition' and work more and sleep less.

Small things lead to big sacrifices and prioritizing work over basic human functions. Things like, "My head hurts, and my mom says that going to sleep early will help. But I have a lot of homework. So I'll finish my homework first, and then I can go to sleep."

Saying this is like saying, "I'll finish my homework and then I can take care of myself."

Students are just that stressed. Sixth grader Kyra Kamalia said that she "... couldn't go to an after school class because I had too much homework so I felt like school was taking over."

However, it isn't just our immediate friends and family. Our *society* constantly pressures us into getting good grades. Most of the time, it comes from their family. If they had a successful parent, they might feel pressured to be as good as them. Even worse is having a successful older sibling. A student could be pressured to do well in school to step out of their sibling's shadow. Or even if they have a younger sibling, and they could feel pressured to be better than them because they're older.

But then if those things don't apply, they could feel pressured because of social media. They would get on some sort of social media site, trying to escape all the pressure, only to see some article about an extremely successful person who is their age, and this causes them to feel like they're not good enough.

And even on the off-chance that doesn't happen, they would have to deal with their peers. Imagine a student getting a rubric back for some sort of project or quiz or something, and thinking they got a good grade, only to discover that their friend got a much better one. Imagine how bad they would feel about themselves. The point is, students are constantly getting pressured by things that they can't even control.

But it's not all school, is it? There are

so many other things that stress students out. Students in the middle school have said that there are so many other things that stress them out like friends, practicing for outside of school sports, and family problems. Imagine having to deal with all that, which could already stress someone out to their limit, and on top of that having to deal with all the pressure of school.

"I put aside everything for studying and homework and it really stresses me out."

— Paulina Reznikova, seventh grade student

They wouldn't have time to deal with all that, so they would forget to do homework and then their grades would drop, because they missed an important assignment. This would only cause more work to catch up. It's a never ending cycle of work, and stress.

So now what? Do students just end up in a never ending cycle of stress, with no way to help them? Well, hopefully not. Most people in the middle school said that to help, teachers just need to give less or even no homework, but sometimes that is not an option. In most grades, homework assignments can range from fifteen minutes to two hours long and that's only one class. So what *would* help?

Well, students are at school for a full seven hours, with only one of those (lunch) spent being able to unwind. So if students are at school for seven hours, why can't they spend some of that time doing homework?

And sure, there's Flex, but that's only in seventh and eighth grade. Why not have it in fifth and sixth grade, too? Instead of giving sixth graders five blocks of math, turn one of those into a Flex class.

Or let students sit in the pod and do homework if they choose, instead of being outside in the freezing London cold. Or give them time during advisory to do homework.

Maybe don't give them that Buzzmath assignment if they feel like they really know the material or don't make them do more NoRedInk if they already know the rules of grammar.

It can still be even simpler, though. Just explaining what the homework is in a more effective way could stop students from having a panic attack because they think they didn't do enough of it. The point is, there are so many ways school could help students have less work and be less busy, and they're not even that complicated.

So would that really help? Well, yes. Because students are stressed, and it can be really bad to the point of quitting school. It's hard to deal with all that, so if school would at least try to help students in any way possible to help lift off weight from their shoulders that help would be valued and help various students. Because with schoolwork, on top of the pressures of society, and then the stress of things that aren't really school-related, students only have an hour and a half to do whatever they want. Seventh grader Paulina Reznikova said that, "I put aside *everything* for studying and homework and it really stresses me out."



Illustration by Kaili Kandarakis

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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.

Content

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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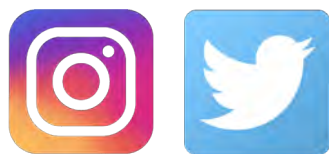
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Changing rooms should be renovated and combined

The P.E locker rooms are over 20 years old and in need of renovation for multiple reasons. The setup of the current locker rooms only works for students that are either male or female; nonbinary and transgender students don't have a comfortable place to change. For ASL to stay inclusive as well as protect kids who might be embarrassed about their body image and finally change the changing rooms to be more current, they should develop a large united changing area with different cubicles to change in.

editorial

Having one unified gender-neutral changing room with multiple cubicles would make students feel more welcomed and further improve ASL's inclusivity message while putting the open locker room space to better use.

There aren't just two genders: male and female. Some nonbinary students do not identify with either conventional pronoun. The separate gender changing rooms benefit these students who aren't sure what gender they identify with, as well as transgender students who identify with a gender different from the one they were born as. For those students, seeing these changing rooms, one for males and one for females, don't make them feel welcome.

Some middle school students are often uncomfortable or embarrassed about their body image, so having individual changing cubicles and showers would mean everyone would

have a more private and less judging area to change and shower.

This would also make it easier for adults to supervise the changing room because teachers would be able to be in the room without invading students' privacy and entering the changing rooms while students are undressed.

Some have suggested that the PE departments turn the guest changing rooms into an inclusive changing room, but teachers and coaches use that space; it is also very busy and could be inappropriate.

K-12 PE Department Head Mr Partick Severijns explained how people may look under the cubicles as just one of the problems that this change could create. However he did think it was a good idea overall. He said, "I've also worked at a pool. The problem there was because it was in the Netherlands, and we had these big changing rooms with all cubicles; if you put teenage boys and teenage girls in a space, they're going to try to look under a cubicle. So in essence, it's a good idea. But it requires a different design."

This gives us an idea of the design of the united changing rooms. They would be split up by grade level and would have different cubicles for students to change in.

Non-binary changing rooms would help ASL become a more inclusive environment and would make students feel more comfortable. ASL prides itself on efforts to be inclusive to all nationalities and identities. In recent years, ASL has be-

Standardized tests aren't a reliable education tool

Vittoria Di Meo
Scroll Editor

Although standardized tests aren't a primary source of measuring a student's ability, they are still used as one of the many data points by thousands of schools including ASL. They are an unreliable measure of student performance, cause harmful stress, and there are better alternatives. ASL uses standardized tests such as the MAP test and ISA test as data points to determine a student's understanding in subjects such as math and English.

There are thousands of factors that can cloud a student's mind when taking a standardized test that can make their performance level deteriorate. Whether it's a family situation or the fact that they had no breakfast that morning and are dying to get something to eat, all of these factors can highly affect a student's performance on that test which will determine the student's overall grade.

Additionally, standardized tests that are generally administered are doing nothing but measuring a student's ability in retrieving memorized information according to a Washington Post article published in 2015 named the important things standardized tests don't measure. Whether it's having to memorize the different functions that different symbols have or having to memorize the definition of various vocabulary words and later applying them, to get ready for standardized tests, students are often required to memorize the content. When the student is given such a test they are forced to regurgitate the information onto the test. The act of memorization is the exact opposite of understanding which is the key to learning information.

Furthermore, standardized tests don't prepare students for productive adult lives. They simply teach them how to be good at taking tests, an extremely unnecessary skill. This point is often disagreed with by various students who believe that standardized tests are needed to do a good job in high school. However, it is very valid and maybe one of the most important points to why standardized testing shouldn't be the primary source of measuring a student's learning. Nevertheless, this doesn't apply to all subjects. There are some subjects where you can creatively show your learning in many

different forms such as different projects that might benefit visual learners.

China is known for its highly successful education system causing it to top all countries in the international rankings for reading, math, and science as well as its frequent use of standardized tests. China used to be at the top of the educational rankings when Shanghai debuted on the Programme for International Student Assessment. Nonetheless, things changed in 2009 when Finland replaced it, causing China to drop down to fourth.

As found in an article titled "The Test Chinese Schools Still Fail" from the Wall Street Journal, this was because of how Chinese schools are very good at preparing students for standardized tests, but they fail to prepare students for higher education. This shows that in the long run, standardized tests don't prepare students for the future, as many would think.

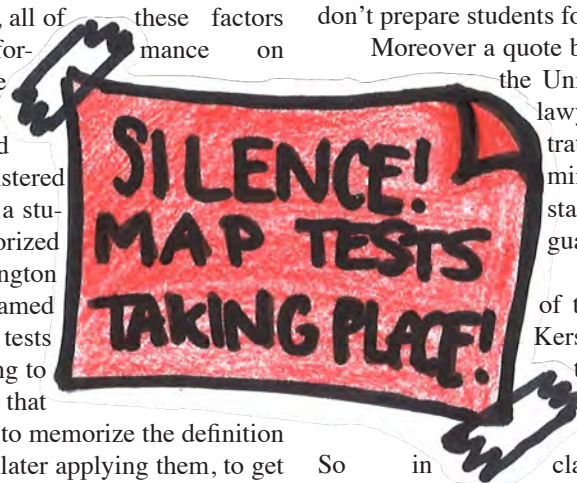
Moreover a quote by Michelle Obama, the first lady of the United States as well as an American lawyer, writer and university administrator states, "If my future were determined just by my performance on a standardized test, I wouldn't be here. I guarantee you that."

Moreover, when asked what type of tests ASL administers, Ms Jennifer Kerstein who is in the department of teaching and learning stated the following: "At ASL we use a variety of different kinds of assessments.

So in class, you have formative assessments and you have summative assessments, and then we use standardized assessments as well. So we would never only use standardized assessments to determine a student's placement or to look at their growth."

I felt relieved by this since it's good to know that ASL doesn't use standardized tests primarily to determine a student's understanding and just as a minor data point amongst many others.

Overall, standardized tests are unreliable, create harmful stress, and don't prepare students for productive adult lives. I hope that someday, not too far from today, we will recognize this and finally stop forcing students to take standardized tests. Students can be creative and show their work in their way if the experience is enjoyable they will be more likely to remember it.



Teachers should limit amount of homework they assign



Illustration by Annabelle Blakemore

Talitha Stern
Scroll Editor

In the Middle School, teachers usually set thirty minutes of homework per subject, however, teachers don't know the actual truth about how much homework we have per night. This leads to overloading of homework on students and extends the time spent on homework by at least 20 minutes on top of the limit per day. The official homework limit is meant to be thirty minutes per subject but the limit is exceeded quite a lot. Gabi Dawson, an eighth-grade student, said: "It takes me forty-five minutes to an hour to do my homework per subject."

Even though many teachers know how much homework students do per night, they still want their students to have a balanced life. Nonetheless, more often than not, that doesn't happen, and - truly - it cannot happen.

This is an example of the lack of communication meaning if teachers don't talk to the students about how much homework they have then the overload will continue. It leads to piling amounts of homework on students every day. For example, if a student had four subjects and received homework in all of their subjects, they should receive approximately 30 minutes per subject which

totals two hours. In eighth grade this does not reflect the truth.

Many students hope to excel in many assignments but sometimes they don't have enough time to do so. In most cases, students receive excessive homework amounts from school and it leads to overloading throughout the week which has many bad effects including stress and sleep deprivation. This shouldn't be happening in middle school.

Then again, sometimes students aren't as fast to finish assignments meaning their homework would take longer. Ms. Penny Giehl, a grade 8 social studies teacher said, "It depends on the student on how much time they take in order to finish the assignment, but sometimes the assignment does take a lot of time depending on whether a project is coming up or not."

Teachers do realize sometimes students have too much homework from all the subjects piled on top of each other but if there was a more effective teacher-student communication, students wouldn't have to have so much overload each day.

While homework and school are very important things, life is still about balance, concentration, and happiness meaning that if the communication between teachers and students would happen, the overload wouldn't have to be so hard on so many students.

Airplanes should have separate sections for families with babies

Eva Swanson
Scroll Editor

Over time, travelers have experienced many hardships when it comes to travel. Although in the 21st century, most of us won't have to deal with starvation, babies are definitely an inconvenience. I am not proposing a total ban on babies on airplanes, but the disruption that can be caused by one little body is astonishing and frankly, alarming.

Currently, infants are allowed on all flights but personally, I think that is not only unfair to the rest of the populace of the plane but downright frustrating that everyone has to deal with the parent's problems. Even though I sympathize with them, airlines should be trying to find a solution to this problem rather than wholly ignoring it. Many people have openly complained about their terrible experience with infants on planes. Ms. Hayley Canton, a health and elective teacher in the middle school said, "I do find it frustrating but I try to be aware that there's not much they can do because it's a baby. But considering I don't want kids myself, I do get more annoyed than other people."

Also, an online presence of people who have expressed their emotions with this such as Reddit threads shared their opinions and said things such as the following: "Would you pay extra for a child-free flight?" and "It's time airlines introduced child-free zones" as well as core threads like, "What do you think about banning babies on airplanes?"

Due to the overwhelming online presence of people complaining about problematic children, you would guess that airlines would at least post a mission statement to

better the quality of passengers flights when it comes to babies, but no companies have come out with one.

The only companies that have done anything about this issue is Japan Airlines who offers a seat map with details such as age so you can see who you would be sitting next to and Malaysia Airlines, AirAsia, Scoot Airlines, and IndiGo have introduced kid free zones where customers can buy seats without having the chance of sitting next to a whiny baby. Also, in a poll conducted by *the Mirror* in 2015, a British national daily newspaper, on wholly banning children from flights, an overwhelming 41 percent of voters claimed that they would like to banish tots from being on planes. Another poll conducted in 2014, by *The Daily Mail* said 70 percent of British passengers said they wanted child-free areas on planes. A third of the 70 percent of passengers are willing

to pay extra to travel on a child-free airline. Finally, an article by *The Wall Street Journal* said: "Infants appeared to face a higher risk of death from sleeping in the same seat as an adult; small children can be suffocated or compressed by an adult shifting position during sleep."

A researcher at Rainbow Babies and Children's Hospital named Alexandre Rotta stated that "What was unexpected was the number of healthy lap infants who ended up dead. It's a rare event but this is clearly a pattern."

So not only is it a personal issue but it is also a concern for babies to be in the current conditions that they fly in. There are four possible solutions. First, there could be a seating map similar to Japan Airlines'.

It would display the age and other various identifiers about the person so that you could choose who you are sitting next to and

know that you got a bad seat since you didn't plan well and waited until the last minute.

Secondly, you could just listen to music. Ms. Jill Broderick, a seventh-grade math teacher said: "I use headphones so it's [babies whining] usually blocked out for me."

Another point Ms. Broderick raised is the embarrassment that comes along with bringing a baby on the flight, "I once brought a dog on a flight and he cried on the flight under the seat in front of me. He cried only a little bit and I felt that mortification, so I know what it's like to have a disruption around you that you can't control."

My solution to this issue is to create a separate section for those who have a child under the age of three. The area would be soundproofed and give privacy to mothers and fathers who need to nurse their children. Additionally, there could be multiple of these sections so all of the parents aren't cooped up in one.

On the other hand, people are saying that both adults and kids can misbehave on planes and that since children are paying passengers as well, they should get equal opportunity. However, adults do not bawl their eyes out, are more easily controlled and they pay for their own seat. I am not suggesting that we ban children under the age of 12. I'm just suggesting that kids that can't control their volume are separated to better the flights or those who can. Due to the many customer complaints, online and offline, as well as concern for child safety and health, airlines should do something about children on airplanes. Air travel is one of the most common forms of travel so airlines should strive to make the experience as best as possible.

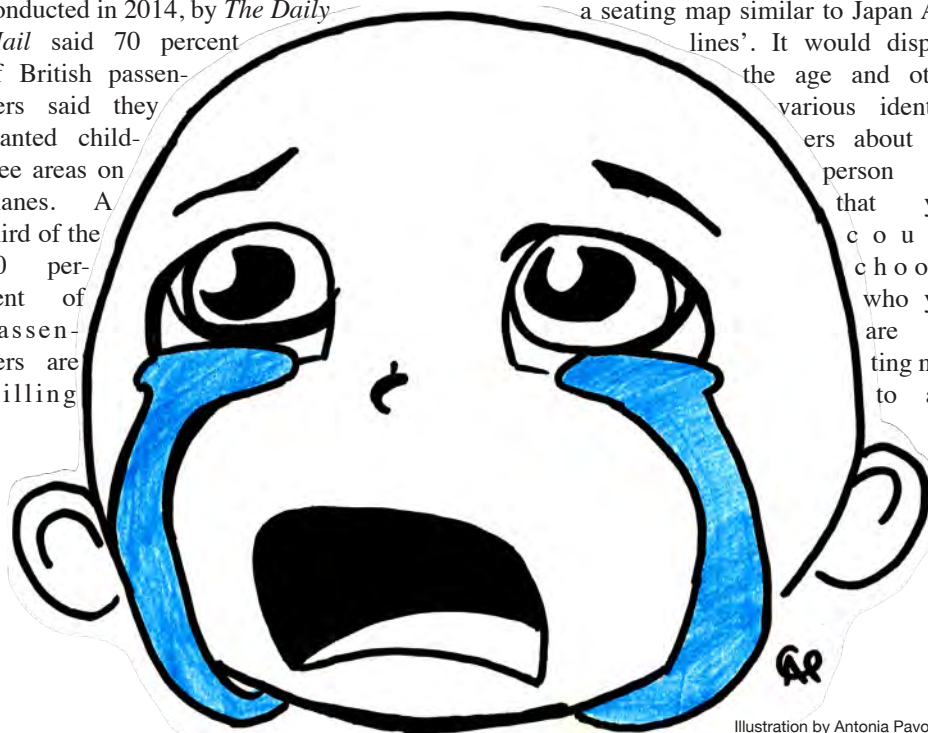


Illustration by Antonia Pavoncelli

London’s best burgers

Five Guys

Address: 266 Tottenham Court Road,
Fitzrovia - W1T 7RQ
Distance from ASL: 16 minutes by tube



Five Guys had excellent burgers that were juicy and had wonderful buns. It also has a variety of milkshakes.

In first place, Five Guys serves some of the best hamburgers in London. It has a wonderful variety of burgers, including bacon cheeseburgers.

A regular hamburger costs £7.25 and a regular cheeseburger costs £8.95.

It is also in the convenient location of Fitzrovia and it’s only a 16-minute tube ride from ASL.

Seventh-grader Olivia Holmberg believes that Five Guys is the best burger place in London. “Five Guys has juicy burgers and all the toppings are free.”

Since the toppings are free, it is possible to have pickles, ketchup, tomatoes and many other options for no added price. There is also a milkshake menu which adds to the classic diner experience.

Photos and reviews by Luisa Marcotti, Scroll Editor

Shake Shack

Address: 1-2 Coventry Street,
Soho - W1D 6BH
Distance from ASL: 18 minutes by tube



Shake Shack’s unique Shack Sauce gave the burger a subtle flavour. Their cheesy fries mixed together with the fries very nicely.

In second place comes Shake Shack. The closest location to ASL is in Soho, and it is only an 18-minute tube ride away taking the Jubilee and Bakerloo lines.

It has an ideal meat to bun ratio that really enhances the flavor. Additionally, it’s vegetarian-friendly, with its ‘Shroom Burger (£5.75) which is made with black beans, brown rice and roasted beets and comes with a number of delicious toppings.

However, Shake Shack makes close to perfect meat burgers as well, and they come with a special sauce called the Shake Sauce that many people enjoy.

“It has a unique shake sauce,” said fifth-grader Azlan Khan.

Shake Shack is definitely one of the better burger chains in London.

Byron

Address: 255 Finchley Road,
St John’s Wood - NW3 6LU
Distance from ASL: 9 minutes by tube



The Byron cheese came together with the burger wonderfully and the crispy courgette fries were delicious.

Although Byron is in third place and is nine minutes on the Jubilee line.

Byron has a selection of both traditional hamburgers and cheeseburgers but it also has more interesting options such as Smashed Avocado Burger (£13.45) and Le Bleu Burger (£14.95).

According to seventh-grader Ziad Ben-Gacem, the cheeseburger is by far the best thing on the menu. “I love the cheese they use because it goes perfectly with the rest of the meal, and creates a whole new flavour which completely coats your tongue with warmth and an almost indescribable feeling.”

Byron also has vegetarian options, such as their courgette fries which are fried courgette sticks dipped in sauce. Byron is a great place to go for a traditional or modern burger.

Eagle Eye: Should standardized tests be the primary source of measuring a student’s learning?

I don't think that standardized tests should be the only source of analyzing students' ability. I think this because some students don't like them so try to rush them and they don't check their answers before they submit.

Elise Eddy, fifth grade



No, because sometimes when you take a standardized test you may have an off day and not do well on that one test when you know the information that has been given to you.

Olivia Holmberg, seventh grade



No, I think it should be the teacher assessing how you do throughout the year because sometimes a student won't be in the right mindset on the day, let's say they'll be depressed from one thing or another so on the day of the test they will get a lower grade than they would've if they were happy.

Nicholas Kenedy, sixth grade



I think that everything shouldn't be based on one test because that's like everything in one minute in one time, right now right then.

Fernando Harthogs, eighth grade

Interviews and photos by Luisa Marcotti, Vittoria Di Meo, Lucy Abner and Ava Massenot, Scroll Editors

Overheard ASL entertains middle schoolers online

Rudi Chamria and Sophia Bassi
Staff Writer and Scroll Editor

There are many unheard snippets of funny conversations that arise in the hallways of ASL, but no one has ever recorded them until now. Overheard ASL is an anonymous Instagram account that posts quotes of conversations that students at ASL have, only providing the grade of the student and the location of where the comment was said. The account began at the start of the 2019 school year to entertain high schoolers.

After receiving quotes from middle schoolers, the audience grew to middle school too, as well as parents and alumni who follow the account. Through a DM conversation on Instagram, one of the owners of the account said, "The hope was to initially bring some smiles to the faces of [HS] kids at ASL, but it grew into much more than that very quickly."

According to the owner of the account, it is anonymous due to the fact that the focus should be on the quotes and not on the admin that run it; this makes sure that people

are following solely for the posts. Secondly, it is more exciting for people to try to guess who owns the account.

Overheard ASL is an original account, yet its inspiration came from many places; this includes Overhead accounts from other cities. This was the first Overheard ASL account that was created and inspired other replicas to be made after its success. The owner of the account explained how it is very reassuring and flattering for it to be inspiring others.

In terms of how long the owner(s) spends on the account, it depends on the frequency that they post. As the account runs on the quotes DMed by students, time needs to be spent sifting through the quotes that come in every day, as well as planning these posts and the hashtags to complement them.

It is additionally important to be careful with choosing hashtags and quotes. As this account is meant to bring the ASL community together and make everyone more light hearted, no one should feel offended by any of the posts. To add to this, hurtful posts could cause the

account to be taken down from Instagram. Around half of the submissions get posted to the account; the only reasons a submission would be rejected is if there was another quote posted that was too similar or if it could offend someone.

ASL students agree that it is essential to make sure the posts are not offensive to anyone. Eighth grader Sage Saunders said, "I think that Overheard ASL isn't harming anyone because it's anonymous and because they try not to use slurs or racially offensive phrases. However, I think they have to be very careful with what they post."

The success of the account has been unexpected by the owner(s) as the account grew in followers rapidly. They explained how the results are probably due to the relatability that ASL students have to the quotes, as well as the fact that anyone can contribute and send a quote in. Commenting on this success, the owner said, "The results have been fantastic, from chatter in the halls, to appreciation DMs, to replica accounts, there has been nothing but good feedback from the MS, HS, parents and teachers."



Screenshots from Instagram

ASL students agree that the account is not harmful to students and is a great way to entertain students. Ninth grader MacCoy Weil said, "I think that the account isn't intended to be offensive, but it's a clever idea that is meant to make ASL students/graduates laugh. After looking at some of the posts, I see that it's possible that some could be offended by its content. However, I think that if one is read-

ing them in a serious light, then they are missing the point."

As for the future of the account, the owner(s) hope to pass the account down through students when admin graduates. The future of the account is in the hands of the students that send in the quotes, but the main goal of their account will always be to make their followers laugh.

Students debate tradeoffs of band, orchestra sections

Luisa Marcotti
Scroll Editor

Band and Orchestra are mandatory subjects up to seventh grade, and students are constantly trying to compete over which is better. However, although students don't

realize it, the sections are quite similar, in that they have closely related pros and cons to them.

One thing that many students enjoy is the sound that the instruments make together. Sixth-grade cellist Stella Albrecht said, "I think that the sound it makes is really

nice."

Additionally, seventh-grade trombone, euphonium and tuba player Tommy James pointed out how the music comes together. "I really like how everyone is playing together and that everyone is complementing each other's sound."



Photo by Lucy Abner

Fifth grade students Jude Marty, Sebastian Seminara, and Tarek Ahmad practice their trumpet during band class. Middle School students have to play an instrument as well as sing in choir for grades 5-7.

Although James and Albrecht both come from different sections, they both believe in the positives of the ensemble they belong to.

Other students enjoy their section because they enjoy playing and hearing the music once it has all been put together. However, it is not only Band students who enjoy the playing part of the music. Seventh-grade viola player Om Agarwal is an Orchestra student who enjoys getting the chance to play different arrangements of music. "I chose Orchestra because I love epic pieces of string instruments."

As in every activity, there are some negative characteristics to it. The lack of students in Orchestra is something that irritated some members from the ensemble. Fifth-grade cellist Lilly Roth commented on the small number of people in cello. "There aren't a lot of kids in cello because a lot of them are moving, so I think if we had more kids it would make a better sound."

Roth thinks that if more students were in Orchestra, it would be better for the whole Orchestra's sound and progress. Additionally, seventh-grade violist Om Agarwal stated that more students would be beneficial to everyone. "I feel like

the issue is that people cannot join the Orchestra past seventh grade and in sixth grade, they only have two options."

Agarwal is saying that students who join in sixth grade and up might prefer band because of the fact that it offers more instrument options.

A negative side effect to Band is that students don't get to practice together until the week leading up to the winter and spring concerts. This was the view of fifth-grade flutist Samuel Bocanegra. "We only practice together before concerts," Bocanegra said. "I think that we should play with the other band members more often."

A vast number of students prefer when the Band and Orchestra practice altogether because they can hear the different parts in a better way as well as how they fit together. However, this isn't always possible as it is also necessary for students develop specifically in their smaller parts.

Overall, there are pros and cons to both Band and Orchestra, and although students compete over the two, it is not logical because both are good and bad in similar ways.

Eighth grade books open students' eyes to mature themes

Clara Martinez
Scroll Editor

Eighth grade students started the Book Clubs unit in English class at the beginning of January. Students chose from a selection of 25 books to study and discuss. This presented difficult and mature content that challenged some students.

The purpose of the Book Clubs unit is for students to analyze what decisions writers make and why, and what lenses can be used to understand narrative more deeply. Every year the book list for the Book Clubs unit changes. They all have things in common: some are new award winners, while some are based on current events. Ryan Cushman read *Noughts and Crosses* by Malorie Blackman, and said, "Maybe just a tad over the grade but the reading level was perfect. Some of the content may be just a year ahead."

Eighth grade English teacher Ms. Carolyn Woulfe said, "We think they're all about important issues. They might be about growing up, or diversity, or there might be a social justice angle."

To gather ideas for books, the teachers asked students for recommendations, looked at the National Book Awards winners, the American Library Association, and Kirkus Reviews. "We also want books to be quite diverse; we want representation in our books about all sorts of identities, so we tend to make sure that books do that," said English teacher Mr. Mike Boodey.

In grade eight there is a vast range of maturity both emotionally and in what kids read, so the teachers do their best to offer a range of

books. Ms. Woulfe said they try to be really up front so kids can make an informed decision that aligns with their families' rules. She said she hopes students are aware of what their parents want them to read, "and if they have certain rules at their home that they will follow through with book club."

Both English teachers tell the students the maturity level and reading level of the books before students rank them, and the teachers place students in groups according to their top choices.

Eighth-grader Alexandra Mancuso read *Allegedly* by Tiffany D. Jackson, rated 14+ by Common Sense Media. She said, "I think it was a very high maturity level, but I don't think anyone felt really uncomfortable reading it."

Mrs. Woulfe explained that teachers do not want to police students, and by eighth grade believe they should be trusted to decide on a suitable book. "We're not going to say, 'You're going to read this book that we think is really for a 16 year old and it's going to be inappropriate for you.' We would never force anybody to read anything."

Mr. Boodey said he goes to the English department if the teachers are questioning a specific book. "We bring things to the (English) department and talk things over with the department about if we're feeling anything or just to check," said Mr. Boodey.

The Office of Teaching and Learning works with all three divisions in the school including teachers and administration to ensure that the curriculum and assessment is aligned from kindergarten through twelfth grade. Ms. Jennifer

Kirstein, the assistant head of the office of teaching and learning said that teachers have a lot of choices in their pedagogy and what materials or mediums they use. "The non-negotiable is that all teachers who teach English are using those standards," she said. These standards refer to the Common Core State Standards for English Language Arts.

If a student or parent has a concern about what is being taught, the first step would be for the student to speak with their teacher. "So the first thing that would happen is... for the student to talk to the teacher first, and then potentially have the parent talk to the teacher," said Ms. Kirstein.

The Office of Teaching and

Learning does not monitor the books chosen, but rely on trust that the teachers will make decisions for what is best for the students. Ms. Kirstein said, "We trust that what they're choosing is appropriate. If teachers want to have conversations with us about materials, we're happy to do that."

Originally, 25 books were available for the students to choose from, but only thirteen are being read this year due to the demand for some books over others. The mean and mode of age level among the books is 13, with most books being recommended for ages 13+, according to data from Common Sense Media and Scholastic.

The book with the highest age level recommendation by Common

Sense Media is 16+. *The Kite Runner* by Khaled Hosseini was given this rating for language, violence, sex, consumerism, drinking, drugs, and smoking. Sophia Bassi read *The Kite Runner* and said, "It did have some very mature topics that could trigger some students, but I also think that it is important to start reading about those topics."

The matter of suitability for eighth graders in these books is subjective based on the individual student and their family. On the unit as a whole, Mancuso said, "I think it was a good unit because it showed us topics that we might not normally choose and helped open our eyes up to issues going on in our world."



Photo by Sophia Mancuso

There was a range of books available for eighth graders to choose from. Each book dealt with different themes and explored issues going on in the world. Each book challenged students to think critically about their reading and participate in rich discussions in their groups.

Students debate harmful effects of global animal abuse



Photo by Lucy Abner

Mascara, bronzer, and other cosmetic items sold by MAC abuse animals in their testing. MAC products that are sold in China allow the government to use animal testing before being sold to the public where animal testing is allowed.

Melisa Atalay
Staff Writer

Animal Harm is a major global issue. According to Sentiment Media, over 200 million animals are killed every day. That means about 56 billion land animals are killed in a year. ASL connects to Animal Harm in a good way, because, in a survey sent to middle schoolers, overall all of the students said that they wanted animal harm to stop.

Many big makeup and skincare brands, such as MAC and many others allow governments to test on animals as a part of their safety assessment to see if they are harmful to people before the products can be sold.

However, it is not just beauty brands that test and kill animals.

More than 1 billion rabbits and 50 million animals are killed for fur accessories, coats and furniture. Animals play a key role in our environment, and we are only hurting ourselves by hurting them.

Animal harm may be considered normal by some people because of something called Speciesism. Speciesism is where people think that humans are above animals in natural order, so they see no problem with animals being harmed unnaturally by other humans, and they may even support it.

Seventh grader Sophia Ianazo thinks that animals should have equal rights to humans. "People usually want to save animals like monkeys and dogs from animal testing, but even animals

like rats and mice are equal to humans. Animals have feelings just like humans and we should treat them the same way. Just because animals can't communicate to us, doesn't make them less important."

Sixth grader Stella Albrecht thinks that animal testing should stop because animals have emotions as well. "I think that animal testing is cruel. If you wouldn't test on a human, why test on animals? We both have emotions and we can both feel pain."

Overall, 36% of ASL middle school students said that they wouldn't shop from their favorite brand if they found out that the brand hurt animals, and that they wouldn't test animals for a research project. The majority (59%) said that they wouldn't buy some-

thing made of animal fur and that they would prefer brands that don't harm animals over ones that do harm animals.

They said that they also wanted testing on animals to stop, and most people thought that 100 million animals were harmed in a year, showing how they are well informed on the subject.

Many students feel passionately about the subject. Eighth grader Parker Forgash believes that eliminating animal testing will help improve the world. "I think that animal testing is just another thing in our world that needs to stop; there are so many things that need to stop including plastic pollution, racism and more. So getting rid of one is another step closer to all of them never happening again."

Being an editor is more than just writing

Clara Martinez
Scroll Editor

Scroll editors face waking up on a Sunday morning, thinking they set their alarm by mistake, only to remember it's Layout Day. They drag themselves to school, doing their best to write polite emails to all the writers whose articles are overdue. Then they strain their eyes into the abyss of a larger-than-life iMac computer, trying to see what text box Mr Colin Bridgewater, the advisor of *The Scroll*, is pointing at on InDesign, even though it seems to line up just fine.

For a few *Scroll* editors, this is exactly what is going through their minds. Sports editor Leo De Giorgi in eighth grade said, "It's more than you really think you're going to apply for; you know you apply for a Monday session for two hours and a couple weekends, and instead you're running around like a headless chicken all the time."

The Scroll advisor Mr Bridgewater said his role is to advise students about the practices of being a good journalist, but he doesn't tell students "what they should and

shouldn't write."

The Scroll is different from the high school paper *The Standard* because it is an after school activity and not a class. "I like the fact that students are doing *The Scroll* because they want to. It's not a class they're being forced to take," Mr. Bridgewater said. "And the skills that, especially editors, learn from working on *The Scroll* are more valuable than any single class they could take in middle school."

Editors have meetings on Mondays after school. They brainstorm and vote on editorials, create surveys, listen to mini-lessons on the basics of journalism, discuss current events, and brainstorm article ideas. "You have to think of something other people will read or want to read or that will catch their eye," said seventh-grade opinions editor Eva Swanson.

One of the struggles of being an editor is time management, especially in the weeks leading up to publication. Seventh-grade features editor Luisa Marcotti said, "I don't (deal with time commitment). I write (the articles) all on the Saturday before editing day."



Photo by Ava Massenet

Scroll editors meet at one of their Monday sessions after school in O309. During these sessions, editing is done and editors discuss what to write about. They also learn new writing skills and how to improve as journalists.

A challenge for Mr Bridgewater is having almost all brand new editors every year, and having to re-teach everything from scratch. However, the turnover of students has also become a benefit. "The exciting thing about that is, if I get a bad crop of editors, I only have

them for one year and then they graduate and go to the high school and I can start fresh," said Mr Bridgewater.

Despite these challenges, editors of *The Scroll* really enjoy informing and writing about the middle school. "It's a nice way to

get involved with the ASL community, and... I like writing, and I know that a lot of other people like writing, so to be able to create a place where people can share their writing like the newspaper is really good," De Giorgi said.

London's best winter caffeinated drinks

Sophia Bassi and Kate Marine
Scroll Editors

As we are experiencing cold winter months in London, hot drinks at Starbucks are ideal. The nearest Starbucks to ASL is on 79 St Johns Wood High St, which is about a 5-minute walk away from school. As well as hot and cold drinks, Starbucks sells snacks, pastries, and quick meals, including sandwiches, salads, and paninis. The drinks we reviewed were all tall, which is the smallest size you can order, and they all contained caffeine. We rated every drink out of 5 stars.

Address

79 St John's Wood
High Street, NW8
7NL

Website

starbucks.co.uk

Phone Number

020 7586 4365

Distance from ASL

6 minute walk



£2.75

Latte

The latte is the ideal drink if you enjoy strong coffee. It had foam on the top, which gave it an appetizing appearance, as well as a smooth and silky texture. However, we do not like coffee; the drink did not have much flavor other than coffee, and it left too much of a strong aftertaste for our taste. In terms of the price, it was reasonable and relatively cheap compared to other drinks, but the overpowering taste of coffee is why the drink scores a 2/5 on this list.

Photos by Sophia Bassi
and Kate Marine



£3.40

Golden Honey Macchiato

The golden honey macchiato did not look appetizing with its unappealing yellow color and swirls of brown. The drink itself was not smooth and had gritty bits, and the flavor was bland and not sweet; even though it smelled like honey, it did not taste like it. Additionally, the drink was overpriced for its quality. That said, the drink did leave a partially sweet aftertaste and had sweet foam on the top, but its expensive price and overall bland flavor is why it earns 1/5 on the list.



£3.40

Vanilla Bean Macchiato

The vanilla bean macchiato had less coffee in it than the latte and the mocha had. It tasted and smelled like vanilla, making it very tasty, and the not too strong vanilla left it with a wonderful aftertaste. However, it had no foam, making it look less appetizing and not adding an extra element of texture to the drink. In addition, even though this drink had the nicest taste, it was slightly overpriced. Overall, the texture and taste earn the vanilla bean macchiato a 4/5 on this list.



£3.15

Mocha

The mocha had a rich and nice taste that combined chocolate and coffee together. Compared to the latte, we thought that it tasted better because the coffee was less strong and was balanced by the chocolate. The drink was also smooth and had a coffee aftertaste that wasn't too powerful. A problem was that the drink looked less appealing than the latte did due to the very dark chocolate foam on top. The combination of the decent taste, the less appetizing look, and the high price is why the mocha earns a 3/5 on this list.

Eagles Read...



'Roll of Thunder, Hear My Cry'

Keely Gladis
Staff Writer

"Roll of Thunder, Hear My Cry" by Mildred D. Taylor is a historical fiction story about a black girl named Cassie living in segregated Mississippi in the 1930s. This is a

review complex and powerful book about the unfairness in black society during segregated times in the United States.

In the beginning, Cassie starts getting bullied and set apart because of her skin color, and throughout the book, she learns about the difference between fairness and injustice and suddenly, her world turns upside down. When an old friend finds trouble, Cassie learns that the rules aren't always what's right.

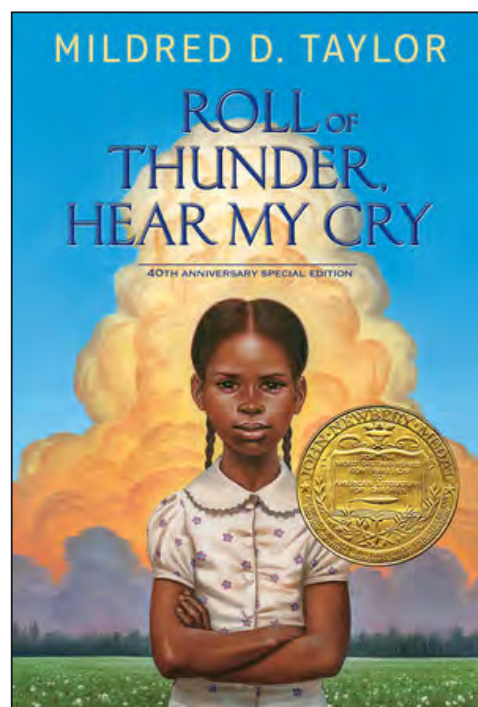
I was confused often by all of the plot's twists and turns, and though it was quite enjoyable, I found the plot ridiculous. One example is that it was the first day of school, and a very insulting word showed up in their schoolbooks. Another is that it was just a normal day, and then someone gets shot for no reason. Finally, at the end of the book, when Cassie and her siblings think that their friendship with TJ is over, then he comes and says he's in trouble and needs help.

I thoroughly enjoyed Taylor's writing style. Her language, description, and word choice emphasized each part of her book, bringing each character to life. Cassie's language was very realistic for that time, and each event was carefully worded with the perfect expressions.

Revenge was a very important theme in 'Roll of Thunder, Hear My Cry.' One exam-

ple is when Cassie drops a mean girl's books in the mud because of a fight that happened in Strawberry, a market in a faraway town. Another example is when Cassie's family drove across the bridge before a white family, knowing the white family would seek revenge soon enough.

'Roll of Thunder, Hear My Cry' is a good, yet advanced book that complex readers would enjoy. It was very interesting and historically accurate, as well as quite adventurous. I absolutely loved how the main character, Cassie, reacted to everyday life. I recommend this book to readers who enjoy a challenging, yet insightful book.



Book cover from penguinrandomhouse.com

Upcoming Art Events

The Sustainable Fashion Show

Monday, March 16 - 6PM
School Center

Middle School ISTA Drama Festival

Thursday, March 26 - Saturday, March 29

Pavoncelli's Plastic Free

Antonia Pavoncelli
Scroll Editor



Photo from uk.whogivesacrap.org



Photo from uk.whogivesacrap.org

Who Gives A Crap Toilet Paper

Who Gives A Crap toilet paper is an essential plastic-free transition that any sustainable shopper needs to make. The rolls are 3-ply and good quality and made from 100 percent recycled and biodegradable paper. There are no inks, dyes, or scents used in the production, and they come individually wrapped in fun, decorated, also 100 percent recycled, paper. The rolls arrive on your doorstep in a cardboard box with no other wasteful packaging included. The company charges £36 for a box of 48 rolls, or £24 for 24 rolls, and offers a free trial to new customers, as well as £5 off for customers who subscribe to multiple deliveries over time. Fifty percent of Who Gives A Crap's profits are donated to help build toilets for those who need them, and there is a 100 percent money-back guarantee to those who don't like their purchase. The company also makes paper towels and tissues. You can purchase any of these products at uk.whogivesacrap.org



Photo from elephantbox.co.uk

Elephant Box Lunchboxes

This box is great for bringing your lunch to school. Bringing packed lunch helps you cut down on your carbon footprint as the food you consume isn't individually wrapped. These boxes are completely leak-free and easy to carry around. They come in multiple different shapes and sizes and are all durable and long-lasting. The boxes are made from 100 percent food-grade stainless steel and are dishwasher safe too. The large box pictured costs £29.50, but smaller options range from £12 to £25, depending on size. They also come in sets (see pair on the left), that fit inside each other for easy storage. You can purchase these boxes at elephantbox.co.uk or plasticfreedom.co.uk



Photo from elephantbox.co.uk

Frank Green Cups

This reusable cup is a great sustainable swap for anyone. The cups are made in small, medium, and large sizes, and come in a variety of colors. The large cup holds 16oz and costs £27.99, the regular holds 10oz and costs £25.99, and the small holds 6oz and costs £22.99. You can also personalize your cup with multiple colors on the Frank Green website. The cups have a ceramic inner lining and stainless steel outer layer, creating a vacuum seal that keeps your drink hot or cold for hours. They are also BPA-free, and the lid is dishwasher safe. The company also sells its original reusable cup made from fully recyclable co-polymer, as well as a ceramic water bottle. You can purchase and personalize these items at uk.frankgreen.com.



Photo from uk.frankgreen.com

Student Spotlight

Elsa Semerjian, eighth-grade singer

What's your earliest memory of singing?

"I remember that when I would go downstairs, and I would sit with my mom, and we would work, and I would ... hum a tune or something. And I would just ... be singing, generally annoying my mom."

What's your favorite memory of singing?

"Probably when I managed to get a solo in sixth-grade. That was really fun. It was like really, really nerve-racking, and I ended up doing pretty well, and it started me on my journey... It was for a song 'This is Me' from *The Greatest Showman*."

Do you do any extracurricular activities involving singing?

"Yes. I'm doing the musical, so that is one thing. And I got into honor choir this year, so that's going to be really fun to do."

What's your favorite song to sing?

"I don't actually have one ... I like singing songs by Lewis Capaldi. I really love to sing 'Someone You Loved.' It's a very, you know, heart-wrenching song. I obviously cannot relate to it, but it's a very pretty song; It's in my range."

What's fun about singing for you?

"It's fun the way you can express how you are like, how you are feeling, and it's kind of like you can sing your heart out. And it's very, very interesting how you can sound in different ways, and in different words and in different songs."

What do you want to achieve as a singer?

"If I could, I would love to do it as a profession, or a side profession, because it's something that I really enjoy."

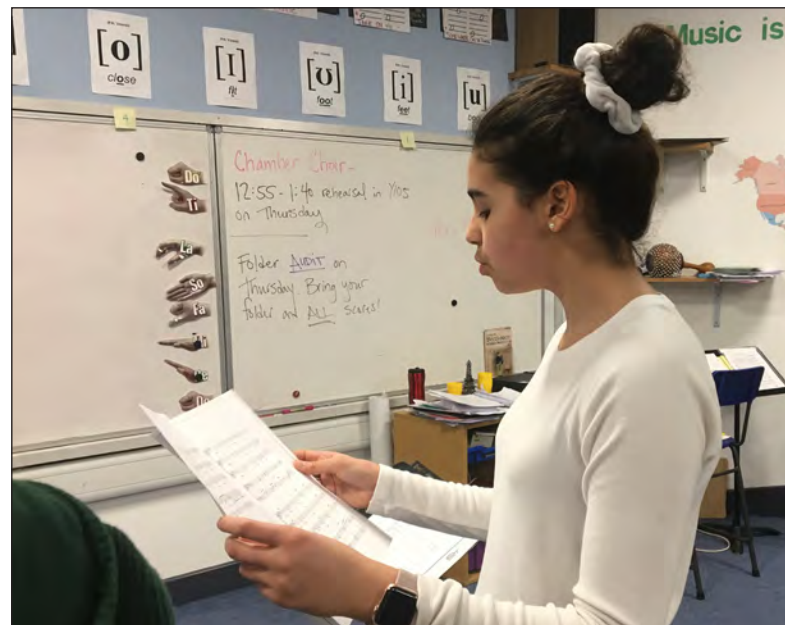


Photo by Eva Marriott-Fabre



Photo by Eva Marriott-Fabre

Maayan Becher, seventh-grade writer

How long have you been writing?

"I always kinda knew I wanted to be a writer, I just never actually wrote books until ... last year in October."

What writing project(s) are you currently working on?

"I just finished the trilogy I was writing, so now I'm just editing through it and making sure everything is cool."

What's your trilogy about?

"It's this girl. And basically, she lives in this world where, when

you're born, you're given to a different set of parents. And then, when you're sixteen, you're given back to your original parents. And then she turns sixteen, she goes to live with her real parents but then, they're not actually her real parents, and then everything is just a big mess."

What genres do you enjoy writing most?

"I like Dystopia."

What has challenged you as a writer?

"[Spelling]. But mostly committing to one idea 'cause I always have a million ideas and you know, committing to one is not easy."

What are you most proud of in your journey as a writer?

"Actually finishing books, 'cause you know, it's a commitment."

Who are your biggest writing inspirations?

"JK Rowling and Rick Riordan."

Eduardo Pilnik, eighth-grade bassist

What made you want to start playing the bass?

"When I first heard the other instruments, violins and violas both really gave me headaches, because they do not sound very nice when you're learning to play them, and I liked instruments that are lower, and in a lower range."

What has challenged you as a bass player?

"Basses have a very small range in each position because they're so low, so there's a lot of shifting and movement that you have to do ... It's more challenging which is actually quite fun sometimes."

Do you do any extracurricular activities involving your bass?

"Strings Attached [an After School Program for musicians in the orchestra], AMIS [The Association for Music in International Schools]."

What are you most proud of in your journey as a bass player?

"Getting into AMIS twice. That was like really fun last year. Last year I sort of went for it as I'd like to try it and in the end I got in, and I had a lot of fun, and then I went for it again this year and we leave [for the AMIS music trip] in a month or two."

What do you enjoy most about AMIS?

"Same thing as Strings Attached, everyone there has had to audition and practice and spend hours getting ready for this, so it's really cool. In three days, you put an entire concert together as a group of fifty or something, and you make a lot of new friends."

What's your favorite song to play on the bass?

"'Flight of the Bumblebee.' That's a joke, I've never played it. But yeah, it would be quite fun."



Photo by Eva Marriott-Fabre

What's popping in the Booster Club?

Sophia Bassi
Scroll Editor

At 3:05, students rush out of classrooms and crowd around the Booster Club, but most don't know what goes on behind the scenes of where they get their popcorn and candy. The Booster Club is a volunteer organization run by parents of students at ASL; it was established to support ASL teams, as well as to create revenue for the athletics department.

The club is sometimes open after school in the gym foyer and sells many items of food, including popcorn, nachos, candy, as well as drinks. The Booster Club has an online shop too, where you can buy personalised school merchandise.

Students really enjoy these food items that are sold, but many interviewed thought the booster club should have healthier options. Eighth grader Sara Kim said, "There's a large selection of items that students enjoy, such as candy. However, I think that the booster club should offer healthier snacks."

The Booster Club, which is part of the Parents Community Association, has a board of ten parent volunteers with different roles. Some of these include stocking the stand, finding volunteers, and monitoring the online store. The head of the Booster Club oversees everyone.

In terms of when the the Booster Club opens, it's dependent upon ASL's sports season and if there is an athletics event going on. In the winter, the Booster Club is mostly open for basketball, swim meets, and rugby at Canons Park.

In the fall, the stand is usually open for volleyball at school and soccer tournaments at Canons Park. Due to the lack of sports in the spring, the club has "Fun Fridays," where they open on some Fridays and play music.

Students really enjoy when the stand is open. Fifth grader Ayla Rafiq said, "A lot of the time, I have after school activities, and there is always something yummy to energise me up at the booster club."

To find parents to work at the stand, a link is sent out in the parent online newsletter Take Note; parents can click on it to see the days the stand is open, what games are playing, which shifts are available, and to sign up. There are usually two shifts on one day; the first shift has four people, and the second one has three people. As many of the volunteers are athletes' parents, the board tries to open the stand on days where there are two games at different times, allowing the parents to watch their child's games and work.

The board additionally creates the items that are sold to students. The menu has mostly been handed down, but the stand has introduced items. These are a result of trial and error, such as the chicken nuggets. However, all the food must be able to be bought in bulk, must not spoil and must be freezable. For this food, the stand has a microwave, a slow cooker, a counter oven, an air fryer, and a refrigerator, as well as storage closets for inventory.



Photo by Sophia Mancuso

Jacqui Kennedy and Dima Fakhry take orders and payments. The Booster Club recently introduced card payment, which helped sales as not all students carry cash.



Photo by Sophia Mancuso

Jacqui Kennedy takes an order from a hungry customer. The Booster Club is open for high school sports games.



Photo by Sophia Mancuso

Bowls of Nachos are ready to be handed out to customers. The Booster Club has expanded its menu this year, including adding chicken nuggets and a wider variety of snacks.



Photo by Sophia Mancuso

Popcorn is ready to be served. Popcorn is the most popular snack the Booster Club produces, drawing kids of all ages to grab a bag.

A beast in the water and out



Hudson sings during rehearsals. Hudson is the Beast in the musical, *Beauty and the Beast*, a main role and is excited to pursue the musical and his new interest in acting.

Photo courtesy of Antonia Pavoncelli

Clara Martinez
Scroll Editor

At 5:30 am Hudson wakes up to go to swim practice. Then, a full day of school, followed by rehearsal for the musical. And when he gets home, there's only time for homework and a meal before getting up and doing everything again. Eighth-grade student Hudson Eckart Hill is cast as the Beast in the middle school musical *Beauty and the Beast*, but he is also an athlete on the varsity swimming team.

A student may be involved in both activities, but this is generally avoided due to scheduling conflicts, a heavy workload, and stress. Hill said, "I can do swimming and the musical, but... I feel like it will make me more stressed. I can do both, it's just if I want to or not."

There is often a scheduling collision, and Hill is forced to choose one over the other. "What I do is I think about the end result. So with the musical, what makes me thrive for it is the ending result and showing it to other people. With swimming, it's just getting better and better."

The overlapping practices and rehearsals are one of the many reasons for Hudson's decision to quit varsity swimming. "It's not one hundred percent, I guess, but I think I've always loved it until recently, because I've felt like I just know how to swim, and I feel like

if I keep going on with it I'm just going to keep getting bored and bored. I feel like I'm probably quitting because I just don't really enjoy it anymore."

He confirmed his departure would most likely take place before the end of February, because of preparations for the musical. *Beauty and the Beast* shows are planned for the dates of March 3, 4, 5, and 6 and all cast members are required to attend rehearsal every day after school in the weeks leading up to it. Hill said, "I definitely enjoy the musical much more because I feel like it's something I've just recently discovered, and I've found my passion for it, which is really nice. And everyone is supportive of me."



Hudson surfaces during a race for his swim club. Hudson took the decision to stop swimming to focus on the musical.

Photo courtesy of Chelsea and Westminster photography team.

Rugby program switches to rugby 7s



Photo Courtesy of Akay Mustafa

Nicholas Farinola tries to lateral the ball during the game against Cobham. ASL took two buses up to Cobham as the eighth-grade basketball teams also played.

Nassef Sawiris
Scroll Editor

This year, the ASL rugby program is seeing a lot of changes. This year, the athletic department incorporated grade six students in the rugby program. Also, the type of rugby that they play has changed from traditional rugby, rugby 15s to rugby 7s.

The conversion to rugby 7s truly makes a big difference. The first and main reason is that instead of having fifteen players on each team, the team only has seven players on the field. However, the pitch size and rules all stay the same as rugby 15s.

There are several differences. Most regular games of rugby last 80 minutes whereas a game of 7s is only seven minutes each half.

A scrum in rugby is one of the most important parts of the game that determines which team gets the ball. In rugby 7s, the scrum only consists of up to 3 people compared to the usual amount which is up to eight.

Finally, the last big difference is defensive. There are also bigger spaces between players since the pitch is the same size but only just over half the number of players are on. This takes out the two-man tackle that is a very common way

to tackle in the traditional game. It also places greater emphasis on positioning.

The rugby program had seen a decline in players in the last five to six years. Two years ago rugby coaches and sports administrators decided to introduce fifth and sixth-grade tag rugby to the after school program offerings. They did this to try and get more interest in the sport from younger students.

Middle School Athletic Director Mr Akay Mustafa said that introducing tag rugby was very successful. "We found that it worked and one of the reasons that they really enjoyed playing tag rugby was because there were a lot more running and a lot more space on the field."

Rugby 7s provides the same running and space, which led to making a decision with all the other ISST schools to make the transition from regular rugby to rugby 7s.

Another change that took place in the rugby program is that the sixth graders are now part of the middle school rugby team. Mr Mustafa explained how this was very beneficial, "We think they're really enjoying themselves and what this means is that they will want to come back again next year as seventh graders."

This new addition is positive for the rugby program in middle school and the high school due to

the 'carry-over effect.'

Up in the high school, the switch to rugby sevens was also introduced. The high school's rugby team was only getting up to 12 players on a team. This meant that they weren't able to field a team and they needed to play with adapted rules. As a result of this switch, his transition has reinvigorated the rugby program in both divisions of the school.



Photo Courtesy of Akay Mustafa

Luke Jacobs passes the ball as two Cobham players try to tackle him. ASL won the game and returned home late in the night around 8:00 pm which is significantly late for an ASL team to return.

Eighth-grade girls basketball team left out of LBA tournament

Leo De Giorgi
Scroll Editor

On December 4, the London Basketball Association (LBA) hosted the LBA Midseason tournament at ASL. The boys eighth-grade team was able to play, the girls eighth-grade team, however, was not present at this tournament.

According to the middle school athletics director Mr. Akay Mustafa, ASL has always had spots for both girls and boys teams. "Traditionally because we host, we tend to not have to register. Everyone expects us to be in it. In the past years, we have had the luxury of having two spots and this year there

was an additional school and all the girl's spots were filled, and when we discussed that with the LBA... it was seen as we're not going to be able to put an additional team in."

Since there was only a space for one girls' team from ASL, a decision had to be made to decide whether the seventh or eighth-grade girls would represent ASL at the tournament.

Mr. Mustafa said that he made the decision after discussion with a few other people, and he made his decision based on the amount of playing each team would have this season. "Seventh-grade girls have two jamborees but one of them traditionally has not been the stron-

gest because the other teams play their sixth graders."

Mr. Mustafa also said that the reason for giving the tournament slot to the seventh-graders revolved around the playing experience for the season. If the LBA tournament was taken away from the eighth-graders, they would still be able to look forward to an Aberdeen experience. "They play in quite a competitive tournament, and their jamborees tend to be quite good."

What also impacted the decision of Mr. Mustafa were the time constraints if the girls were to play. The eighth-grade concert began at 6:45, meaning that the players would've had to finish the final by



Photo courtesy of LBA

Seventh-grader Amalya Otero attempts a shot during the first game of the LBA tournament. The seventh-graders played instead of the eighth-graders but were unable to win the tournament.



Photo courtesy of LBA

Seventh-Grader Iris Clarke dribbles up the court during the LBA tournament. The seventh-graders were unable to win the tournament. Kolbrun Gunnarsdottir, a player for the eighth-grade girls basketball team said that she and her teammates are "glad the seventh graders... got to play."

6:30 and then rushed off to their concert. Due to the rush that a late finish could have caused, Kolbrun Gunnarsdottir, a player on the eighth-grade girls team, gave insight on how she and the team felt after learning that they were not going to play in the LBA tournament, "I was upset because eighth graders in previous years... had done really well and I wanted to live up to that legacy. I understood that it was a scheduling mishap and I'm glad that the seventh graders at least got to play... My teammates felt the same way... They were upset because they were excited to play in the tournament and it was something we had been looking forward to."

The eighth-grade girls, while disappointed at missing out on an opportunity to represent ASL, are understanding of the mishap and have moved forward with their season.

Eighth-grade boys won the tournament

The eighth-grade boys basketball team won the LBA's Westminster tournament by winning their three qualifying games and the final against St. Augustines.

Both seventh-grade teams and the eighth-grade boys team attended the LBA tournament. "It was our first tournament together and we had some new players and I feel like playing together made us more of a team" said Kerem Yoney, a player on the eighth-grade boys' basketball team.

Because the boys finished just 45 minutes before they were scheduled to perform at their eighth-grade concert, they missed the awards ceremony and were handed their medals the next day at school.

Jubilee line suspension forces athletes to find alternative ways home

Nassef Sawiris
Scroll Editor

On January 30, the Jubilee line was suspended from Stanmore to Wembley Park due to a signal failure. This caused a problem because the ASL rugby team takes the tube to Canons Park every time they train or have a home game. This meant players did not have any means of transportation to return to ASL, resulting in students whose parents weren't there to pick them up needing another method of transportation.

The students who did not have their parents taking them home took taxis back to ASL. Due to the fact that it was a home game against ACS Hillingdon, parents were able to take a majority of players home.

Taxis were ordered for the students who couldn't find a ride home by Mr. Mustafa, the

director of middle school athletics, and paid for by the Athletics Department. Due to the abundant number of ASL staff at the game, all students were accompanied by a member of staff back to ASL. Mr. Mustafa, said that if this same situation took place on a day where there were not any parents watching there would still be enough staff members to make sure that all the athletes got back to school safely. "We would have ordered more taxis and made sure everyone got home safely. We had enough members of staff present that an ASL member of staff would have accompanied all students."

In the circumstances of a tube breakdown, ASL has clearly shown that their athletes will not be stranded at Canons until another method of transportation can be arranged.



Photo by Sophia Mancuso

All athletes who practice at Canons Park take the tube. When the tube was suspended on January 30, students had to find an alternative way of getting back to ASL.