Tehran International & Adaptive School

TIS MAG

Autumn 2022

The first international ISC TALK event at TIS

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Special thank to
Mr. Mahdi Rahmanian
a diligent member of PTA,
for helping us recreate the journal.

PRINCIPALS MESSAGE

Deep human knowledge is shaped by the needs, questions, and needs of life. However, the promotion of inquiring minds and life skills develops during the teaching and learning process and schooling.

We want the Adaptive and International Educational Complex to be a safe place for a 'happy life' and an opportunity for all students to express 'I am'.

One of the key goals of the complex is to host ISC talk events to showcase the individual and group research activities of students of the complex and students from other international schools in Iran and international schools abroad.

Holding an international school festival will lead to the development and growth of intercultural exchange among students, and empathy and participation in the borderless world of students of different nationalities.

Our goal for the 2022-2023 academic year is a better present and future for the students of the Tehran Boys Comparative International Education Complex.

Hasan Jiba
The adaptive and international Tehran school principal

Happiness
A cure for the world

Recently WHO1 has encouraged all governments to create happiness and joy for students and their parents who have suffered greatly due to the impact of the COVID epidemic. In the post-COVID atmosphere, it is an essential duty of the schools to provide the means to be happy which the boys' branch of TIS magazine has aimed to do so. The only way that we can encourage the verbal and written culture for introducing joy to our students and teachers is through the magazine of TIS while aiming for artistic and research activities as well. If it is going to be our aim to focus on happiness what would you as a student, parent, and teacher suggest?

Chief editor
Minoo Taheri
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TEHRAN INTERNATIONAL & ADAPTIVE SCHOOL
Since 1993

An Interview with Mr. Fayyazi

Getting to know the Director of the Center for International Affairs and Schools Abroad (CIASA), Ministry of Education of the I. R. of Iran

What kind of student were you?

I was known as a very active student. There were student groups and the school activities were usually distributed among the interested students in these groups. I was active in these groups from primary to lower and upper secondary levels; in a way that I usually used to go back home at about 7 PM.

What was your favorite food?

Other Students' food! Since our school didn't have a cafeteria, each student would bring homemade food, to warm up at school. However, they were never properly warmed up. They were either burned or too juicy. We used to share our food with other students. Everyone used to prefer other food because our food was the same as already been served for our last night's dinner.

How was education in your time and what is the meaning of education to you now?

We had life skills and lifestyle education at schools and teaching academic subjects was the second mission of the schools. This way, we truly understood the very concept of education. I have the same idea for today's schools. They should first try to teach life skills and then school subjects. Subjects are portions of life and not the whole. Children should understand the school of life during their schooling. This would be a comprehensive and all-inclusive education.

What is your perspective of the student's definition?

In my opinion, the student is an active, happy, energetic individual who should learn to flourish their talents by pursuing a variety of knowledge and at the same time enjoy the precious, unrepeatable time of youth.

What was your most memorable visit to schools?

It would be hard to answer this question since each visit had its unique feature.

What is your favorite poem?

دلبرو جانان من برد دل و جان من

برد دل و جان من دلبرو جانان من

My darling and my love took my heart and my life,

My heart and my life were taken by my love

Your best school year experience?

During my 12-year schooling, the sweetest and the best experiment was the New Year holiday and summer school camps for construction. We used to go to underprivileged and war-torn areas for the reconstruction of devastated houses. I believe those students who participate in summer school camps would have unforgettable memories.

Is there any subject to be included as news in the magazine?

Our President, Dr. Raeisi in his visit to the Ministry of Education had some pieces of advice:

The first one was the initiation of Progress Camps for students, enabling them to be familiar with knowledge –bases topics and futuristic Iranian studies, boost their sense of national pride and be safe against the false images displayed in our country.

The second one was that the students shouldn't let doubt into their hearts and the schools should clear the doubts if any, rather than ignoring them.

I hope that these two recommendations be met at the Ministry of Education.

Thank you for your time and patience.

“a student is a happy, energetic individual who must learn to flourish their talents alongside enjoying their precious moments in this age”

Photographer: Ali Tahri

Reporter: Danial Ghorbani

RESEARCH & INNOVATION CENTER

RIC director:
Minoo Taheri

Research
& Innovation Center

Minoo Taheri

This center has been established in 1401-1402 and has conducted plans and research activities outside of the official system criteria but with the aim to improve the educational actions of students. In this center, innovative and research activities from life experience and student dilemmas are chosen and conducted adaptively. The learning process is more valuable than the result itself and the students are involved in the process of inventing and producing knowledge. this center has created a suitable cognitive and sensible environment for those who wish to act, cooperate, invent, and innovate. In doing so it has tried to institutionalize values such as humbleness, passion, belief, trust, hope, and involvement in criticism behavior in students so that they could have a safer better world.

Introducing ISC[1] plans for TIS and abroad schools:

Research & Innovation Ecosystem
Media
TIS Magazine
Student Podcast
Community Building
International Students Community (ISC)
Event
ISC Talk
Communication
Teaching Persian literature to non-Farsi speakers
Incubation
Cognitive Profile
Personalized Cognitive Enhancement
Acceleration
Student Startup

1. ISC= International Student Community

Dear students,

Being able to provide society with fresh ideas has been proven to be essential to all and has undoubtedly a great impact on the progress of both individuals and overall members of TIS. It is our honor to announce that great opportunities have been provided by the authorities of the school for the students so that they can flourish and improvise in ways their desire leads them.

For this occasion, ISC* has created the ISC talk for those who wish to participate and illustrate their ideas to the academic society. For this to happen we invite students who wish to express their unique new ideas for us to collaborate in this event.

It must be noted that participation in this event is thorough of the student's and teachers' choice and there would be no obligation in doing so.

Please bear in mind that students who wish to participate need to present their written article according to the informed dates. The students who have better performance will be chosen for further participation which will be announced in near future.

The structure of the presented topic needs to be as followed:

Topic: you will be provided with a topic of teacher's choice or your choice	The date for the performance: 1401/11	ISC talk event 1402/02

A short introduction to the topic: in this field, the teacher will provide the students with what they are being asked to do and with essential keywords or information they need to complete their task. Please be advised the topics are practical and detailed academic topics would cause discouragement and confusion for the candidates.

Note: please bear in mind that the students who wish not to present in an audience are allowed to present their idea in video or sound clip form.

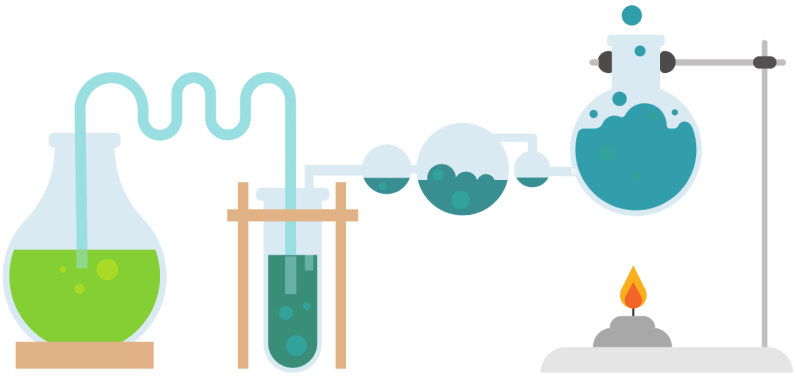
Note: the topics are not absolute and they can propose any other topic that would seem applicable to the ISC.

Sincerely yours

Research and innovation center

**ISC= International Student Community*

Chemistry Research Topics



Topics for Chemistry research (10th,11th,12th)

Mohammad Jabbari

1. Thermochemical processing of waste and biomass

recent advances in biomass and wastes thermochemical processing. Earlier in the year the ACS journal Energy & Fuels highlighted developments presented by participants at a virtual symposium organized by the Washington State University Pacific Northwest National Laboratory Bioproducts Institute. The world is gradually transitioning from an era fueled by fossil power to one characterized by sustainability and renewable resources. Recent progress in the understanding of biomass thermochemical reactions is allowing research communities to visualize these in practical solutions to mitigate environmental issues. Contents within the issue fall into four areas: (1) fundamentals of biomass thermochemical reactions, (2) liquefaction technologies, (3) catalytic upgrading/refining, and (4) techno-economic analysis/ material.

2. Next Gen Active Materials

At eight, bioconjugate biomaterials, and the next generation of active materials. Biomaterials are redefining modern medicine – from new chemical strategies to modify hydrogels, or biocompatible methods to stabilize proteins and peptides, biomaterials are changing the detection and treatment of disease. In addition, engineered systems reveal new insights into biological processes, including stem cell signaling, cellular

motions, and tissue repair, with many applications in human health.

3. Advances in TB drug discovery and diagnosis

Or how about drug discovery and diagnosis of tuberculosis? Before the emergence of SARS-CoV-2, tuberculosis was the leading cause of death from an infectious disease, with drug resistance limiting the effectiveness of current treatments. But recent advances in drug discovery and diagnostics promise new efforts to combat this global health threat, which may come back to the forefront as COVID recedes.

4. How to create new alloys or improve existing ones

Every day there have been reports for new materials which can be used for various purposes. As a scientist, one must always be ready for taking new measures and findings to help society thrive. Having said that it is obvious to the scientific community of the world that improvising new alloys are always fruitful.

5. Smoking and chemical toxicology

At six, research into the chemical toxicology of smoking – with consideration of the use of cigarettes, e-cigarettes, and cannabis, particularly given the rise of lung injury cases associated with vaping. It is likely that both conventional and innovative chemical tools will play a major role in understanding the mechanisms of toxicity of tobacco and its related products, as well as the transformation of e-cigarette constituents during vaping

6. Process safety in chemistry

Into the top five now, and our pick is process safety. Many industrial chemical incidents happen around the world every year, resulting in deaths, property damage, and disrupted supply chains. Systematically studying process performance and learning from the past is an effective way to prevent such incidents, with new research contributing to strategies for improving chemical safety across natural, social, management, and engineering sciences.

7.Catalysis and energy snapshot in China

At four, energy and catalysis, with a focus on China. Energy plays a central role in society, and the hunt for clean and sustainable resources is becoming one of the most important global issues of our time. Over the past decade, researchers in China have made extensive efforts and achieved significant advances in the fields of energy and catalysis – both in the understanding of fundamental mechanisms, and the development of efficient materials and devices.

8. Applied chemistry in healthcare

The top three hot topics in this selection all take us back into chemical applications in healthcare. At three is antifungal drug discovery. Fungal diseases cause millions of deaths each year, and can increase the morbidity of other bacterial and viral infections. Current treatments such as polyenes, azoles, and echinocandins are old, and often do not offer cure – as well as being associated with severe side effects. New research and development is needed to improve outcomes, and to keep pace with emerging pathogens.

Challenges that non-Arab Speakers have in Learning Arabic

Zeinab Falaki

1-The challenges that non-Arab speakers face in learning Arabic, eexamining the challenges of learning Standard Arabic and its dialects from the point of view of Tajik, Pakistani, Nigerian, and Iranian students.

Since Arabic language has many different dialects and there is a very obvious difference between its dialects, this problem creates many challenges for non-Arab speakers, including Pakistani, Tajik, Iranian and Nigerian students. These challenges appear in the field of vocabulary, expressions, cultural topics and the ways of interaction. In this article, the mentioned challenges will be examined from the point of view of the students of the mentioned nationalities, and a series of solutions will be presented to the students for the efficiency of teaching Arabic.

2-How to teach Syrian and Lebanese dialects to non-Syrian and non-Lebanese Arab students, for example Iraqi, Libyan and Yemeni students

This group of students have a complete familiarity with standard Arabic language, so the challenges of their progress are less compared to non-Arab speakers. They only face some cultural and vocabulary differences.

Music Research

Aria Torabzadeh Tari

Dear students, TIS magazine has given you the chance to publish your essays on music. The subjects are categorized into three groups:

An essay on different sorts of popular music (Rock, Pop, Hip-hop, Soul, etc.). For example, you may write about the history of rock music, the most famous artists of the genre, or anything you find interesting about this music.

An essay on world music. As you know there are a vast variety of cultures all around the world and each culture has a distinctive approach toward music. You can write about the culture and music of Japan, China, Vietnam, India, Tajikistan, Turkey, Egypt, or any culture you are interested in.

An essay on a theoretical subject of your choice. For example, you may write about the significance of harmony in western music, or Texture in music.

Your essays must contain at least 500 words and shouldn't exceed 1500 words. The deadline for sending the essays is the end of Aban. For more information, you can contact Mr. Tari, the Music Teacher at TIS, or Ms. Taheri, the Head of the Research and innovation center.

Email: aria.tari72@gmail.com

TIS magazine has given you the chance to publish your essays on music

Objective:

To produce consumable fresh water from salt water through desalination

Darian Jahanshahi

Water is a very important natural resource. Earth is covered with water but around 97% of that water is the salt water of the ocean. This means that most of the water on Earth cannot be used for drinking and other important things that require fresh water. Thankfully there is a process called desalination which removes salt from water providing fresh water. Desalination plants are scattered across the world and are vital in reducing water shortages. Today's large desalination plants, though, cost millions of dollars to build. As a result, it is important to propose new methods for desalinating water.

What are conventional desalination methods? Which materials has been used in this industry? What are the promising methods and materials that could enhance the performance of desalinating saline water?

Design a water desalination system by considering environmental issues. Could you make your seawater desalination plant at home?

Literature Research

Abbas Sheikh Hassan

The epistolary epistemology or the dogma of motivation letter writing is appallingly outlandish. If you're wondering how to write a motivation letter, the first thing to bear in mind is that the document aims to catch the reader's attention and convince them. To do this, you'll have to explain —both on a personal and professional level— exactly why you're applying for this job, scholarship, place on a course, etc. The point is to demonstrate you have a genuine interest, that your journey is aligned with what they're looking for, and that you know how to convey as much.

Knowing how to write an effective motivation letter is a key step in the various types of the selection process, and on many occasions, it often means the difference between a yes and a no. Ultimately, it's a matter of method, clearly-defined goals, and a sprinkling of creativity.

It is important to make the most of your motivation letter and stand out from the other candidates.

if you follow the tips, methods, video, and sample letters which are provided by the students of the International School of Tehran in this project, you should be able to craft a motivational letter that grabs the recipient's attention and helps you to secure the scholarship or job you want. After all, it's a key tool to boost your employability.

"We know what we are, but know not what we may be."

- Shakespeare

Topics for Physics

Students of Grades 7,8 and 9
Teacher: Mr. Rastgarsefat

If you are interested in the works of scientists in history you can choose between:

Technology in old Iran (Jiroft, Sialk, Kashan, Rey, Yazd, Shoosh, Kahshan, ...)

Technology in the ancient world

What impact did Iranians have on the worldview of physics? (e.g. Avicina, Aburaihan Birooni, Khazeni)

What are the names and effects of not well-known scientists in modern physics (e.g. Turkish, Indian, Iraqi, Russian, Syrian, Afgan, Belgian,...)

If you are interested in concepts, you can choose between:

What happens inside a microchip?

Time travel, reality, or imagination?

What is physics? What is metaphysics?

Discuss the effects of the moon on the earth's life.

What are the total topics discussed in physics?

How should our life change to save the environment?

What are the major principles of quantum mechanics?

Describe how the world would be if there were no friction.

Describe how the world would be if there were no gravity.

Describe how the world would be if there were no heat transfer.

Describe how the world would be if there were no elastic energy.

How celestial bodies can be meaningful for our emotional life.

Discuss the real cost of producing electricity that people are not aware of.

How normal words have different meanings in physics (eg. Energy, work, power, coldness,...)

If you are interested in production and engineering abilities in Iran

How is a nanotechnology related to modern physics?

What parts of science are related to producing the below list?

Ships

Textiles

Satellites

Vaccines

Submarines

Household appliances
Nuclear power stations
Petrochemical Industries
Sending a satellite up to space
Stationary (writing material)
Other Nice Topics to Choose from:
Analyze the working of a light bulb
Discuss the physics behind the healthcare industry
Discuss the effects of double-glazing installation
Discuss how a radio signal reaches the receivers
Discuss the importance of speed governors in vehicles
Discuss the physics behind the construction of buildings
The impact of sealing gaps and air leaks in the house
What factors affect the rotational speed of a DC motor?
Can eggs withstand more force from certain directions or angles?
Discuss how digital and analog electricity are helping us in everyday life
Discuss phases of the Moon seen from the Earth and the phases of the Earth seen from the moon

Dr.Mehdi Jafari Matehkolaee

Physics and Mathematics teacher & Adaptive

- The history of ancient numeral systems
- Introducing of cosmic try (the most energetic particles in the world)
- How a star is born – from birth to extinction
- Quantum mechanics in a simple language
- Time in general relativity
- Space–TimeLine in ancient Iranian Philosophy

Metal-Organic Framework (MOFs)

Shadi Ghezelbash

Metal-organic frameworks (MOFs) are a class of porous, crystalline materials with a broad range of applications including gas storage, catalysis, luminescent materials, and biomedical imaging. MOFs are composed of metal ions or clusters, which act as the joints, bound by organic ligands, which act as linkers in the network structure. You can find various papers and patents related to these materials. Nowadays novel MOFs have been discovered by using actinium (Ac). Provide a lecture about this specific MOF.

What should be done?	Items	Date
Abstract and introduction	History of MOFs Synthesis methods Applications	End of Mehr
Actinium-based MOFs	Describe actinium-based MOFs Synthesis methods of Ac-MOFs Characterization of Ac-MOFs Application of Ac-based MOFs	End of Azar
Conclusion and referencing	Give a brief conclusion	End of Bahman

Quantum magnets

All of you heard about different kinds of magnets. Regarding the development of technology, quantum magnets are now one of the most promising materials around the world. Provide a mini-report about quantum magnets based on the research of Kaden Hazzard and his colleagues. You can find more information at the following link:

What should be done?	Items	Date
Abstract and introduction	Discovery of magnets Principle of magnets Classification of magnets	End of Mehr
Quantum magnets	Describing quantum magnets Explain the differences between ordinary magnets and quantum magnets Synthesizing process of quantum magnets Application of quantum magnets	End of Azar
Conclusion and referencing	Give a brief conclusion	End of Bahman

MATH RESEARCH

Submitting Due Date: November 20
Publication: January 2023

Alireza Khanmirzaie

Idea 1: Quick Calculation

Develop or find some ideas to boost mental math for numerical calculations such as addition, multiplication, etc.

Idea 2: Who was Maryam Mirzakhani and what did she do in the field of Math?

Summarize her professional life and simply explain her mathematical findings.

Idea 3: Different Methods to Prove the Pythagorean Theorem

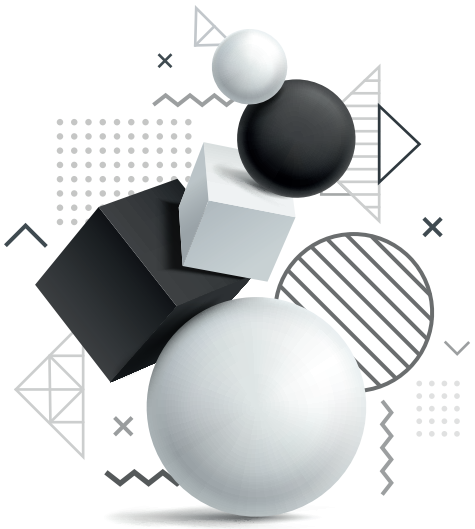
Theorems may have different proofs. List and explain some ways for proving a Pythagorean theorem.

Idea 4: Conic Sections

What are conic Sections and how are they represented in Algebra?

Idea 5: Quadratic Functions and Moving Objects

Collect information about how accelerated objects' movement can be modeled by quadratic functions.



Idea 6: Introducing Fuzzy Systems

What are fuzzy systems? How and when were they developed? What are their applications? You may include more information.

Idea 7: Prominent Iranian Mathematicians of the past

Discuss their biography with a focus on how they have contributed to the world of math.

You may choose any topic you want whether it is pure or applied mathematics.

Contact me via email:
Alireza.khanmirzaei.tis@gmail.com

Theory of Knowledge (TOK)

Topics for grades 10, 11, 12 (five topics):

Behrooz Ebadi

One: What makes a good explanation?
Two: On what grounds might we doubt a claim?
Three: To what extent certainty is attainable?
Four: How can we distinguish between knowledge, belief and opinion?
Five: What is the value of accepting the possibility of being wrong?

Biology research topics:

Mehrshad Alidaei

10th grade:
"EXTRACTING DNA FROM STRAWBERRIES"
Lab worksheet is added

11th grade:
"Lambert-Eaton syndrome"
What is this syndrome?
Find some of the latest cures and treatments

12th grade:
"Research the 10 most important fossils that are found in Iran"

IBDP1:
"Lambert-Eaton syndrome"
What is this syndrome?
Find some of the latest cures and treatments

STUDENTS RESEARCH

The Beauty of the Architect

Ahmad Darab - Grade 11B

Architecture is the art and technique of designing and building, as distinct from the skills associated with building. It is both the process and the product of sketching, conceptualizing, planning, designing, and constructing buildings or other structures. Architectural works in the material form of buildings are often perceived as cultural symbols and as works of art. Historical civilizations are often identified with their surviving architectural achievements.

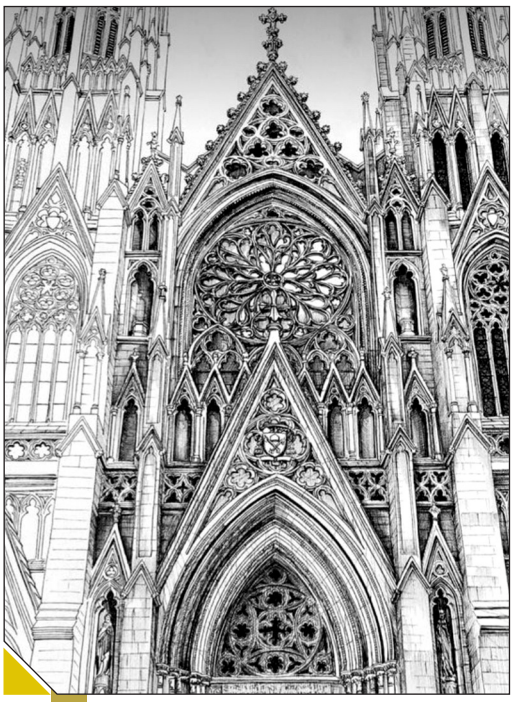
This practice, which began in the prehistoric era, has been used by civilizations on all seven continents as a means of expressing their culture. For this reason, architecture is considered a form of art. Texts about architecture have been written since ancient times. The oldest surviving text on architectural theories is the 1st-century treatise De architectural by the Roman architect Vitruvius AD, according to which a good building embodies fermatas, utilities, and venustas. Centuries later, Leon Battista Albert further developed his ideas and considered beauty as an objective quality of buildings found in their proportions. Giorgio Vasari wrote the biographies of the most outstanding painters, sculptors, and architects and introduced the idea of style in Western art in the 16th century. In the 19th century, Louis Sullivan declared that “form follows function”. The term “function” replaced the classical term “utility” and was understood to encompass not only practical, but also esthetic, psychological, and cultural dimensions. The idea of sustainable architecture was introduced in the late 20th century.

Architecture began as rural vernacular architecture, passed down orally, which evolved through trial and error into successful imitation.

The ancient urban architecture was concerned with the construction of religious structures and buildings that symbolized the political power of rulers until Greek and Roman architecture shifted the focus to civic virtues. Indian and Chinese architecture influenced forms throughout Asia, and Buddhist architecture in particular took on various local forms. During the European Middle Ages, the Pan-European styles of the

Romanesque and Gothic cathedrals and monasteries emerged while the Renaissance favored classical forms implemented by named architects. Later, the tasks of architects and engineers were separated. Modern architecture emerged after World War I as an avant-garde movement that attempted to develop a completely new style suitable for the new social and economic order of the postwar period, focusing on the needs of the middle and working classes. The emphasis was on modern techniques, materials, and simplified geometric forms that paved the way for high-rise superstructures. Many architects became disillusioned with modernism, which they saw as ahistorical and unaesthetic, and postmodern and contemporary architecture emerged.

Over the years, the field of architectural design has branched out to include everything from marine design to interior design.



"beauty perishes in life,
but is immortal in art"
leorando da vinci

Definitions

Architecture can mean:

A general term used to describe buildings and other physical structures.

The art and science of designing buildings and other structures.

Knowledge of art, science, technology, and humanity. (Theory of architecture)

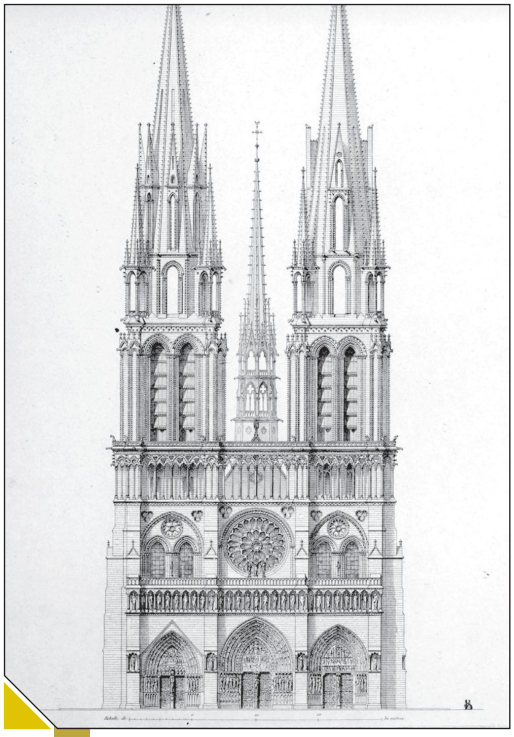
Prehistoric Architecture

Early human settlements were mostly rural. Increasing economic development led to the emergence of urban areas, which in some cases grew and developed very rapidly, such as Çatal Hoeyuek in Anatolia and Mohenjo Daro of the Indus Valley Civilization in present-day Pakistan.

Neolithic settlements and "cities" include Goebekli Tepe and Catal Hoeyuek in Turkey, Jericho in the Levant,

Mehrgarh in Pakistan, Knap of Howar and Skara Brae in the Orkney Islands in Scotland, and the settlements of the Cucuteni-Trypillian culture in Romania, Moldova, and Ukraine.

In ancient architecture in medieval Europe, craftsmen formed guilds to



*"by dint of building well,
you get to be a good architect"
Aristotle*

organize their trades, and written contracts have survived, especially in connection with ecclesiastical buildings. The role of the architect was usually identical to that of the master mason or magister lathomorum, as they are sometimes described in contemporary documents.

The most important architectural undertakings were the buildings of abbeys and cathedrals. From about 900 CE the movements of clerics and craftsmen carried architectural knowledge throughout Europe, resulting in the Pan-European Romanesque and Gothic styles.

A significant part of the architectural heritage of the Middle Ages is also the numerous fortifications across the continent. From the Balkans to Spain and from Malta to Estonia, these buildings represent an important part of the European heritage.

The Renaissance and the architect

Florence Duomothe Florence Cathedral, 1294-1436, by Arnolfo di Cambio, Filippo Brunelleschi and Emilio De Fabris

Tempietto del Bramante Front of the Tempietto, by Donato Bramante, 1444-1514

Renaissance Europe saw a revival of classical scholarship beginning around 1400, accompanied by the development of Renaissance humanism, which emphasized the role of the individual in society more than in the Middle Ages. Buildings were attributed to specific architects - Brunelleschi, Alberti, Michelangelo, Palladio - and the cult of the individual had begun. There was still no dividing line between artists, architects, engineers, or related professions, and the designation was often a matter of regional preference.

The revival of the classical style in architecture was accompanied by a flourishing of science and technology, which affected the proportions and structure of buildings. At that time, it was still possible for an artist to design a bridge because the structural calculations involved were within the capabilities of a generalist.

With discoveries in science and the advent of new materials and technologies, architecture and engineering began to separate, and the architect began to focus on aesthetics and humanistic aspects, often at the expense of the technical aspects of building design and qualities. Usually derived from historical models, typical of the many country houses in Britain built in Neo-Gothic.

Ensuring the world does its best to minimize the adverse impacts of the next pandemic

Activity details
Name https://visagerr.com – a user-friendly medical & health information, data, and updates website.
Duration: 4-5 weeks for the website development
Activity Category: Service, Activity
Student name: Amir Matin Mansouri

Amir Matin Mansouri
Health and disease control website

The recent COVID pandemic highlighted, once again, a perennial threat to humanity. Outbreaks cause millions to die, and millions more to suffer. COVID-19 has been considered by many healthcare professionals as an alarm signaling the dangers that pandemics carry with them. We have been notified as to how effective our modern medicine is, in the face of an outbreak, and unfortunately, our knowledge in the field of medicine and science hasn't advanced far enough yet to be able to cure any disease that we encounter. That is why, many organizations, such as the CDC [center for disease control], PPI [pandemic prevention institute], the WHO [world health organization], and other establishments focus on preventing disease outbreaks, instead of focusing on curing diseases. Prevention is still the best form of treatment (Erasmus), and for that reason, I spent most of my time in the COVID-19 pandemic making a tool that lets everyone learn about the specifics of contagious diseases, that if left untreated, could risk turning into an epidemic, or a pandemic.

People of all ages should be educated about how germs operate on a micro and macro level. The spread of diseases, the

dangers of infection, the consequences of unhygienic environments, and other aspects that go into the science of contagious diseases, should be readily taught in schools. Ease of access to that information is a small step to ensuring everyone gets a proper cautioning regarding the threat infectious diseases to pose to humanity. For that reason, I did the best I could to make a website that summarises information about important pathogenic bacteria and viruses.
The website I'm referring to is called 'Visage'.

Information on the website, comes of course, from many established sources fighting for the same cause.

The website is available only available on mobile, however, developments are being made to make it more accessible on desktop as well.

With the hopes of preventing deadly pandemics and other public health risks in the future, Visagerr is a medical information website focused on informing teenagers, and other members of the public, about the actualities of infectious diseases, and how to avoid them, and what or what not to do in the case of infection.

Link: https://visagerr.com

Summarize what you hoped to achieve in this activity and how you interacted with others.

I spent a lot of time developing this website to help inform others (especially those with little to no medical knowledge) about the dangers of contagious diseases. I hoped to make medical information readily available to the public and make health news easy to read and understand.
Although I made most of the website alone, I got a lot of support and guidance from universities and secondary information from other websites about medicine and diseases.

how successful were you in achieving your goal?

I'm pleased that the website is online and functional and serves its primary role. However, I hope to work with more universities and health centers on verifying the information and giving it (the database) more reliable data.
I would like to add sources and info. on diseases, and a newsletter to this website, to make it even more complete.

What difficulties did you encounter and how did you overcome them?

Difficulties, I have to say, were numerous throughout this CAS project. Making a website and database takes problem-solving and patience. One major problem was there wasn't a usable database in the form of a table on the internet, so I had to construct one myself, in an excel file. Other problems were technical; however, those were less major compared to the database problem. I eventually decided to update the website's catalog of diseases slowly, over time, rather than spend days on a single database.

What did you learn about yourself and others through this activity or project; what abilities have you developed?

This CAS project was incredibly educational. I learned that I enjoyed combining different fields, and I enjoyed reading. When building the website, I had to read up on a lot of medical information about contagious diseases (e.g., their effects on the human body, incubation periods, etc.). I also learned that everyone was incredibly helpful and cooperative while I was building the site. Many organizations I contacted emailed back and gave their guidance on how to move on with the project.

Aside from its benefits for my IB studies, I also learned the details of designing and uploading a website on the internet. Since the website contains many features, from searching, retrieving, and displaying data from a database, and editing data in an online database, I enhanced my web design and development skills, and I also picked up a lot of tricks in excel.

Which one of the following learning outcomes did you achieve?

Increased your awareness of your strengths and areas for growth
Undertaken new challenges
Planned and initiated activities
Worked collaboratively with others
Shown perseverance and commitment
Developed new skills
Engaged with issues of global importance

Is this a long-term activity?

Yes

Is this a group activity?

No. Though a team would help with the development process.

Will you organize the activity?

Yes.

Does the activity combine two or more CAS categories?

Yes.

Is this activity related to any political or religious affiliation?

No.

Which qualities did you develop through your CAS activity/project?

Inquirer
Knowledgeable
Communicators
Caring
Reflective

Rise of Coldplay

Arian Babaee
Grade: 12th

Coldplay is a British rock band formed in London in 1996.

They consist of vocalist and pianist Chris Martin, guitarist Jonny Buckland, bassist Guy Berryman, drummer Will Champion and creative director Phil Harvey.

They met at University College London and began playing music together from 1996 to 1998, first calling themselves Pectoralz and then Starfish.

Formation and first years

Chris Martin and Jonny Buckland first met each other during their orientation week at University College London in September 1996. The pair spent the rest of the year planning a band, which led to the formation of Pectoralz. They began to write their first songs together in 1997 and practiced every night.

That same year, Martin met Tim Rice-Oxley, who was invited to be Coldplay's keyboard player but declined.

During the following months, Pectoralz would then drop their name, while Guy Berryman and Will Champion joined the group. In 1998, they named themselves Starfish "in a panic" after their debut live performance was scheduled at The Laurel Tree by Champion only a few days after he became part of the line-up.

Weeks later, the band finally settled on the name Coldplay, which was suggested by Tim Crompton, a local student who had been using it for his group.

In May 1998, they released Safety EP independently. The project was financed by Phil Harvey for £1500 and only about 500 copies were pressed, most of them were given away to record labels, friends, and family. After Martin complained to Harvey about the "vice-like grip" one of the Camden promoters had on Coldplay, Harvey suggested the group book their concert at Ding walls, and they subsequently sold their first copies of Safety EP at the venue.

Harvey then dropped out of his Classical Studies degree at Trinity College, Oxford to work with the band. They signed a brief contract with Fierce Panda Records at the end of the year and as part of the deal released a debut single "Brothers & Sisters" in April 1999.

After completing their final examinations at university, Coldplay signed a five-album contract with Parlophone. They went into the studio to record a second extended play, The Blue Room, after making their first appearance at the Glastonbury Festival. Five thousand copies were made available to the public in October, with "Bigger Stronger" receiving BBC Radio 1 airplay.

The recording sessions for the extended play were tumultuous. Champion was briefly fired from the band, but Martin later pleaded with him to return after kicking him out, and because of his guilt, went on a drinking binge. Eventually they worked out their differences and put in place a new set of rules to keep the group intact. Inspired by bands like U2 and R.E.M., Coldplay decided to operate as a democracy. The band determined to fire anyone who used hard drugs.

History of Iranian Tea

Sayed Alborz Shams Dolatabdi - Grade 8B

Iran has the most diverse landscape and biomes in the surrounding mostly dry and desertic lands of other countries.

From the fabulous green mossy and moistures lands of northern Iran provinces like gilan and mazendaran, to the dry deserts of fars and yazd.

This diversity in this already mineral rich land has caused many plants from outer regions far from this country to be imported here and be grown and farmed even better than there motherland. Good examples are: melons, tomatoes, rice and of course our main subject tea

how did the tea found itself on the Persian land?

before the time when tea was being farmed in Iran, 81% of the Iran's tea was imported from India costing Iran 1 million toman annually, this was a lot of money for that time: duo to this Iranian gov wanted the tea production to be self-sufficient.

cashef al saltane entered Mumbai in 1898 and almost immediately started studying about tea. In that time only western citizens and discoverers could study about tea in India; thus, for this reason cashef al saltane had to disguise as a french merchant. He managed to gather some tea seeds, 5000 saplings of tea, pepper, cinnamon, coffee and cardamom and smuggle them to Iran. Some say that he hid the tea seeds in his cane when smuggling them; that is however not true as there are not any documents or books confirming this.

After cashef al sltane had returned to Iran mozaffaredin shah granted him the monopoly over tea production; he chose 2 locations to start farming and cultivating tea, Tankabon and Lahijan both located in gilan a northern Iranian province. By 1906 there was 300000 tea plants in Lahijan alone

cashef al saltane the father of iran's tea. also known as: Mohammad Mirza Qajar Qovanlu.

Born in: 21 march 1869 in torbat_e haidarie which is located in Khorasan razavi: an eastern Iran province.
Died in: 20 April 1929 in fars a southern iron province.
Buried in: lahijan a city located gilan a northern Iran province

LIFE:

He was the oldest child of assadullah mirza naveb al eliyaleh and his mother Jahan ara khanoom. At a very young age he started going to the dar al foun, learned French and other common subjects of his time. At the age of

16 years old he was hired by the ministry of foreign affairs to work as a secretary for mirza Nasrullah khan for 2 years.

In 1881 he was sent to Paris to study law and jurisprudence in Sorbonne university. He was the translator for naserdin shah in his 3rd travel to Europe

After retuning from a trip he had a car accident in the road from Bushehr to Shiraz and died. He was buried in Lahijan and later a tomb was built on his grave

He was picked as the governor of torbat e haidarie by the governor of Khorasan e razavi (Mavid ad-dowleh).

while being the governor of torbat e heidarie he advocated for a parlmentry government, which made nasseredin shah to order his arrest. He first escaped to Neishapur a city in Khorasan razavi a eastern Iran provience, he then escaped to Russian empire and then to the ottoman empire. Nasseredin shah requested the ottoman empire to surrender him, thus he had to escape to Europe. He stayed in France until nasseredin shah was assassinated in 1896.

After the assassination of nasseredin shah he was appointed as the consul general of the Iranian consulate in British India.

WHY WAS HE NAMED CASHEF AL SALTANE?

After his great work of making the tea production self-sufficient in Iran he was given the name of cashef al saltane translated to royal discoverer in English.

from green to red

Tea being a popular and old drink it has had a lot of ways of harvesting and consuming, here we are going to look at the traditional way it was done in Iran specifically.

step 1: picking a good place for plantation

Tea bushes belong to humid weathers where weather will never reach under 0 Celsius even though tea bushes can survive to 5- Celsius for some time. The humidity should be provided by the weather and not the soil, the soil should be a but damp and nut wet otherwise it will rott the tea roots.

step 2: chosing and prepairing the right seeds:

Choosing the right seeds and preparing them for plantation is in fact crucial in this process. Tea seeds are provided from specific tea plants intended for that purpose, these plants are treated differently from other tea lants intended for producing, consuming tea. At the age of 8 year old these plants are mature enough to bear seeds, at there peek they can produce to 2 kilograms of tea seeds. At the age of 15 to 20 the tea plants are old and unable to produce quality consuming tea or tea seeds.

The time of seed picking is greatly dependent on the weather and in Iran it usually starts from October to November. The difference between high quality and low quality tea seeds is that high quality tea seeds sink in there solution and the low quality ones float. These baby seeds are kept in a humid place for approximately 6 months and then planted.

step 3: planting the seeds:

Tea planting is mostly done on the place it came from or a place called “khazane” as these 2 are the most practical places, the tea seeds are planted both in flat and hilly terrain but in Iran they are mostly planted in hilly

terrain. The seeds are then planted mostly whit 4 to 6 meters of space between them and can grow to 15 meters. Tea bushes intended for seeds are nurtured and treated differently they are mostly fed no fertilizer and the bushes are not pruned; however the consuming tea bushes soil's are mostly fed potassium fertilizers this is duo to high amount of planting and harvesting the soils eventually weaken and cannot grow healthy and strong tea. This process continues until they turn 8 years old in which they are mature enough to produce tea.

Step 4: harvesting

Tea bushes flower only twice a year once in autumn and once in spring, there is a special kind of tea (chai bahare) in which comes from processing spring harvest tea leaves.

step 5: proccesing tea.

There are quite a lot of ways to process a tea after harvesting here are the ways common teas in Iran are processed.

- Black tea: for producing black tea green leaves go though a process to get tanned these include: withering, cutting into strips, fermentation, drying and sorting.
- White tea: processing white tea is as simple as withering and drying
- Green tea: panfrying, rubbing, semi drying and fully drying will process green tea. Rubbing gives the tea time to oxidize.
- Oolong tea: this process contains withering, short fermented, shocked, pan-fried and dried.
-

how tea became so popular in iran?

iran is one of the greatest world tea drinking countries but before the inturduction of tea in iran the main bavraige of iranians were coffee:

Coffee became relevant and common in the Safavid dynasty before that coffee was mostly used as a medicine in small amounts in Iran. While its unclear when tea and coffee was introduced in Iran historians believe it was somewhere in 16th century. When shah abbas Safavid changed Iran's capital from Qazvin to Esfahan he overhauled the city, and in that time (estimated somewhere in 16th century) qahve khane translated to: "the house of coffee" started appearing they were a lot like bars in that time, it was a general place for people to rest and socialize while having coffee and sometimes other foods.

The reason for the change from coffee to tea was that the coffee producing countries were mostly far thus the cost of shipping coffee in high amounts were higher, on the other hand China was close and whit the existence of silk road trading tea was more economical for Iran. The time in which Iran ultimately changed it primary drink from coffee to tea is still arguable because it was a long process its estimated that it happened somewhere in mid to late 18th century, chashef al saltane also played a major role in making the tea the primary drink by making the production self sufficient.

Now days tea is considered as a part of Iranian culture there are 100 of tea processing factories and thousands of square killometers worth of tea farms in iran it ultimately changed the main drink of qahve khane from coffee to tea ironically enough, many households in Iran turn on there samovars and tea pots from the morning and don't turn it off until night, tea is consumed whit breakfast, after lunch, at afternoons, at resting times and gatherings.

Sources: Wikipedia.com, Iran's national tea museum (located in Lahijan), surfiran.com, testeiran.net

Sport is any human activity involving physical exertion and skill as the primary focus of the activity, with elements of competition or social participation where rules and patterns of behavior governing the activity exist formally through organizations and is generally recognized as a sport. Studies have shown that exercise increases blood flow to the brain and helps the body build more connections between nerves, leading to increased concentration, enhanced memory, stimulated creativity, and better-developed problem-solving skills. In short, playing sports helps your brain grow and makes it work better. Organized sports participation may aid in the development of physical skills, such as hand-eye coordination; functional movement skills and strength; and academic, self-regulatory, and general life skills. It may also have positive social benefits, leading to improved social identity and adjustment.

Sports

Kasra Abbasie - Grade 9B

The thing that makes sports so fun is the Setting & achieving goals, playing well, and being active. Supporting teammates, playing well as a team, and showing good sportsmanship. Having a coach who is a positive role model, allows mistakes, and listens to the player's opinions. Sports can teach values such as fairness, team building, equality, discipline, inclusion, and respect. Sport has the power to provide a universal framework for learning values, thus contributing to the development of soft skills needed for responsible citizenship. Baseball, basketball, ice hockey, American football, and soccer are the most played sports in the whole world. In Greece, sports were first instituted formally, with the first Olympic Games recorded in 776 BCE in Olympia, where they were celebrated until 393 CE. These games took place every four years, or the Olympiad, which became a unit of time in historical chronologies.

Why should we protect nature?

Kiasha Namvarazad / Grade 9B

Nature has provided us with numerous gifts such as air, water, land, sunlight, minerals, plants, and animals. All these gifts of nature make our earth a place worth living.

Here are ten simple choices for a healthier earth.

1. If every person plants a tree we will help nature so much.
2. Recycle things that you can.
3. Use long-lasting light bulbs.
4. Don't send chemicals into our waterways.
5. Try to do not to use cars instead you can use bikes.
6. Buy less plastic and bring a reusable shopping bag.
7. Try to use less water to save it.
8. Volunteer for cleanups in your community.
9. Don't leave the lights on when you do not need them.
10. Use fewer Paper Napkins.

Nature teaches focus by first quieting your mind of distractions, and then captivating or sharpening your attention through curiosity. Nature is filled with so many unique sights, sounds & smells to tantalize your senses. There is something around every turn to captivate your awareness.

What is the introduction of nature?

A natural resource is anything people can use which comes from nature. People do not make natural resources, but gather them from the earth.

Examples of natural resources are air, water, wood, crude oil, solar energy, wind energy, hydroelectric energy, coal, etc.

Refined oil is not a natural resource, for example, Because people make it.

Are scientific & technological advancements causing more harm than good?

Sadra Dezdar
Grade: IB2

The Nobel Prize for chemistry awarded in 1918 is likely the most significant Nobel Prize ever awarded. It was awarded to German Scientist Fritz Haber for solving one of humanity's greatest issues. Today, his invention is directly responsible for the lives of four billion individuals. However, when he was awarded the prize, many of his peers refused to attend, and two other Nobel Prize winners rejected their awards in protest. He is simultaneously one of the most impactful and tragic scientists of all time. Perhaps more than any other person, he has shaped the world in which we now reside.

Nitrogen is fundamental to all life on Earth. We obtain nitrogen through the consumption of plants or animals that have consumed plants, and plants obtain nitrogen from the soil. The issue is that farming the same soil year after year depletes it of nitrogen, and eventually there is insufficient nitrogen for healthy plant growth. Their inability to create sufficient chlorophyll for photosynthesis hinders their growth. They become more prone to pests and disease and their leaves become yellow. Importantly for farmers, nitrogen deficit results in lower yields. This is remedied by reintroducing nitrogen to the soil, which is where bird guano comes in; guano is the excrement of seabirds and bats. Due to its extremely high nitrogen concentration (up to 20%), guano is a highly effective fertilizer when used as manure. By 1872, guano was running out. The globe would require an alternative source of nitrogen.

This was a crisis. In 1898, William Crookes, a British scientist, made a frightening prediction. Due to the world's expanding population and diminishing nitrogen reserves, he stated, "We stand in deadly peril of not having enough to eat." In fewer than 30 years, he argued, people on every continent will be starving to death. However, he also proposed a solution. "It is the chemist who must

come to the rescue. It is through the laboratory that starvation may ultimately be turned into plenty."

The White

Many experiments were carried out throughout the next 100 years, but all failed. So when Fritz Haber became interested in this problem in 1904, he was joining a long line of failed chemists. He was 36 years old and an assistant professor at the University of Karlsruhe. Haber spent five years on the problem. He planned to combine nitrogen and hydrogen at high pressure, high temperature, and in the presence of a catalyst, which reduces the amount of energy necessary to divide diatomic nitrogen. And there, in the third week of March 1909, Haber pressurized and heated the nitrogen and hydrogen to 200 atmospheres and 500 degrees Celsius under pressure, causing nitrogen to interact with hydrogen under these conditions. 6% of the whole gas combination became ammonia. One milliliter of ammonia dripped from the end of a narrow tube into a beaker while the gas cooled. Haber hurried from one laboratory to another, shouting, thrilled "Come on down! There's ammonia!"

BASF, the largest chemical company in Germany, commercialized Haber's method. Within four years, they had a facility at Oppau capable of manufacturing five tons of ammonia per day. People spoke of making bread from thin air. With this industrial process's fertilizer on the same piece of land, farmers were able to produce four times as much food, resulting in a quadrupling of the world's population. There's a good chance you owe your life to Haber's invention. Today, the planet can support four billion more people than it could without nitrogen fertilizer. Approximately fifty percent of the nitrogen atoms in your body came from the Haber process.

The Black

But if Haber did so much good, why did his colleagues reject him when he received the Nobel Prize? Well, it all comes down to the events of World War I. As he was a patriot, Haber volunteered for military service upon the outbreak of war. He desired to use his expertise to help his nation. The German army ran out of gunpowder and explosives only a few months into the war. Ammonium nitrate, besides being an excellent fertilizer, is also explosive. Haber lobbied to convert the factories using his process to make ammonia for fertilizer to create nitrate for explosives instead. Haber's superiors believed that such a conversion was impossible, but he persisted, and his chemical process quickly became central to the German war machine. From bread from the air to bombs from the air. But Haber thought chemistry could make an even bigger contribution to the war.

In December 1914, he witnessed a chemical weapons test. He was unimpressed. Haber believed he was capable of doing better. He intended to create a gas that was lethal at low concentrations and heavier than air so that it would sink into the enemy's trenches. He zeroed in on chlorine gas after only a few

months of work. At 6 p.m. on the 22nd of April, with the wind blowing toward the Allied trenches, German troops released 168 tons of chlorine from over 5,000 gas cylinders. The gas wall moved forward across the battlefield. Because chlorine gas is two and a half times heavier than air, it sank into the Allied soldiers' trenches. Any soldier who breathed in a lungful of the gas suffered a terrible death. The mucus lining of the lungs is irritated so severely by chlorine that the lungs fill with fluid. The men drowned effectively on dry land. More than 5,000 Allies were killed in this manner during the initial assault. During World War I, 100,000 men were murdered by chemical weapons. When Germany surrendered, Haber was crushed. All of the profits from his ammonia patent were wiped out by inflation. Immediately following World War I, Haber's institute developed a pesticide containing cyanide. It had a barely detectable odor, so scientists added a chemical with a horrible odor to warn people of the danger. The resultant gas was referred to as Zyklon B. A decade after Haber's death, the Nazis requested chemists remove the foul-smelling component, and this form of Zyklon B, the chemical developed at Haber's institute, was then used to perpetrate the Holocaust.

The Grey

It would be simple to portray Haber as either a villain or a hero for creating the process used to feed half the globe. However, an alternative viewpoint is that he is irrelevant to the bigger narrative, as someone else would have found out how to extract nitrogen from the air while other scientists were creating chemical weapons. Science and technology have vastly enhanced our lives over the past few centuries, but they have also given us more and more means to destroy

"It's invaluable to have a friend who shares your interests and helps you stay motivated"
Maryam Mirzakhani

ourselves. It would be great to imagine that we could only encourage scientists to focus on challenges that are beneficial to humanity, but the fact is that every piece of information is a potential double-edged sword. You do not know the outcome of your research or its potential future applications. Ammonium nitrate is both an explosive and a fertilizer. So the real question would be how do we keep increasing our knowledge and control of the natural world without destroying ourselves and everything else on this planet in the process?

The Great Divide

Erfan Azadi
Grade:IB2

Photo: Mohammad Amin modir amani

There was once a long, tantalizing river, flowing continuously through lands that gleamed with brightness, unlike anything anyone had seen before. Wherever the river flowed, the lands around it would prosper and radiate with glamor. Flowers would blossom and come to life in all colors of the rainbow. A grandiose jungle arising by the stream of water is home to trees so large, it is said if one were to fall, its leaves would be found leagues apart from its root. Such a picturesque forest also inhabits many majestic creatures. Stags, rabbits, and even snakes are so beautiful their scales are said to glow in the moonlight, making them take refuge within the trees or under the shadow of the leaves, out of sight of any lurking predators. But the most elegant and unworldly of all the creatures of the jungle is said to be the Mythic Wolf. The villagers believe it was sent as a blessing from the gods to protect the village; however, the creature has been scarcely sighted, but anyone who has set their eyes on it cherishes the moment and takes it to heaven with themselves. Said to have fur whiter than snow and eyes bluer than the sky, river, and oceans combined, the Mythic Wolf was a sight to behold. On its back and down to its thighs, the godlike creature had blue

marks which shone only when the sky lit up. Radiating turquoise, magenta, and amaranth colors, the sky perpetually smiled for 72 hours, lighting the hearts of the people in tandem with the sky. The people believed the lights were a sign of their gods hosting a feast and expressing their happiness.

However, not a single soul knew where the everlasting river ended; all that they knew was that the origin came from a mountain so gargantuan, that the village people believed their gracious and loving gods lived upon the peak of the mountain. The mountain range, spanning leagues wide, divided the lands into two: a northern side and a southern side. The southern side flourished with enchanting jungles, colorful flowers, and joyous creatures, alongside humans living in harmony with one another and respecting the gods and mother nature for all that they've given the humans.

On the northern side, however, despite having the same blessings as the south, things greatly differed. Likewise, humans lived on the northern side, with a river gushing through their village and jungles. But that is about all that they had in common with the south. Once upon a time, creatures lived in their jungles, too; flowers bloomed alongside the banks of their river, too; they even had a Mythical Wolf of their living deep in their jungle as well as the sky lights shining on their lands. But that had all changed. Humans stepped foot into the sport of hunting animals, killing off entire species and causing the remaining ones to run far from the village. That is described as the turning point of the village's tragic history. From that point onwards, the lights only flared in velvet-red, stimulating the sky in a blondish color for 3 whole days. The people believed that the gods were punishing them, leaving them on their knees and begging for mercy, yet nothing changed. Soon enough, the Mythical Wolf was sighted with a different fur color. Its white fur turned black, and the blue marks it used to have now shone in cardinal red. The wolf got a new name that night, one that wouldn't last more than a month. The Sinister Wolf, he would be named, and sinister he looked. The men or women that set their eyes on it would collapse with one growl of the wolf. The bravest of their men would run back to their homes, mortified and scarred for eternity. Haunted and holed up in their small village, the people wanted to fight the gods back, fight nature back, and most of all fight for their children. They lit the jungle aflame, hoping to kill the Sinister Wolf and plead to the gods by presenting themselves to them with the flames. However, as history now tells us, the gods took the destruction of nature as a sign of disrespect. With the trunks of the trees diminishing, a murmur could be heard between the people, terrified at the thought of the trees falling atop their heads. And fall they did; with the crumbling of each tree, the ground shook in horror, the houses tearing into the heart of the Earth. The fire that had spread throughout the trees, now spread throughout the village burning everyone and everything in its path leaving nothing but ash and smoke. And thus was the end of the north, an end burdened by fire and blood.

Mount Kolakchal

Hiking

Group Members:

Ali Gorgani
Sadra Dezdar
Ilia Salimpour
Erfan Azadi
Mohammad Mahdi Paknejad
Talha Gazi
Mohammad Matin Modiramani

Duration:

8 hours

Activity Category:

Creativity, Action, Service

Grade: IB2

Summarize what you did in this activity/project & how you interacted with others:

In this activity, my group and I hiked Mount Kolakchal. During the hike, our group planted different types of plants, additionally, we gathered the garbage from the surrounding wildlife, as it is a hot tourist destination. We have planned this activity for over 2 weeks before. We all prepared the items that were needed for the experience. I brought a beautiful, lively sapling, with the scientific name Euonymus Japonicus, with a trowel to dig and plant the plants. In addition, to collect the garbage in the surrounding area, I brought along a set of gloves and trash bags. At 7 in the morning, we set off, and upon reaching Jamshidiyeh park we started hiking. After finding a suitable place, I started to plant my sapling, knowing there will be a river nearby in the spring. While descending the mountain we reached a station that included a restaurant and a lot of tourists. We gathered a lot of garbage and cleaned the entire area. Overall, the activity was a success, and altogether planted dozens of trees. It was a veritably amusing and exciting experience, clearly much more amusing than what I had anticipated from an activity that consists of planting trees, hiking, and collecting garbage. I would most clearly repeat this activity and hope that in the future we will carry out similar activities which can help our local area ecology as much as this one.

Explain what you hoped to accomplish through this activity:

My purpose for doing this activity was to spread awareness before it is too late for the endangerment of our local environment, in the form of less vegetation and plastic pollution. I also hope to later see my plant thriving in the beautiful, pollution-free environment that surrounds it.

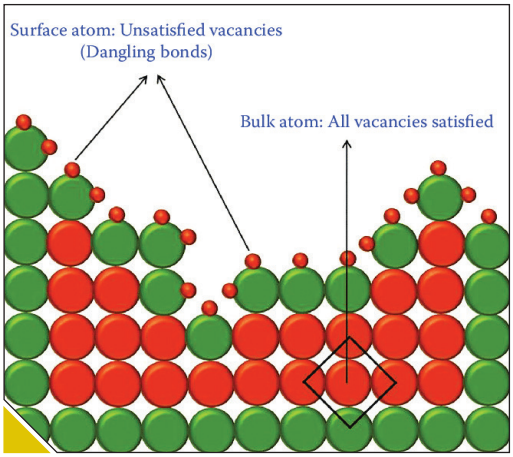
How successful were you in achieving your goal?

I was able to gather an audience when planting my sapling and collecting garbage. I would account for that as a success in spreading awareness. I will also check on my sapling in a couple of months to check whether it is striving in its new home.

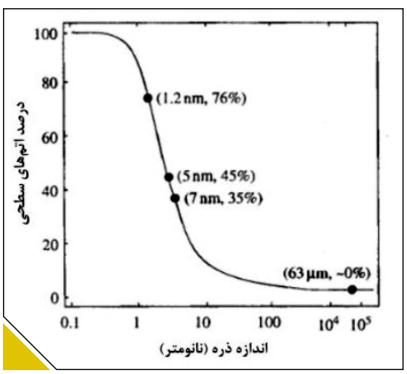
Nano Technology

Afshin Doostmohammadi – Adaptive Grade 12

The Greek nano root "Nance" means small or dwarf. The term nano is a prefix like other prefixes that come at the beginning of units of measurement, such as cm, milli, and micro,... One nanometer is 9-10 (one billionth of a meter). Nanotechnology is the study of particles at a scale of 1 to 100 nanometers to control them. The material shows interesting properties in its properties, for example in the discovery of nano-transparent or gold, which is normally inactive in terms of composition or chemical reaction, is very active in the study of nano. In other words, in nanometer research, other chemicals and chemicals are different than normal. The reason for this can be answered that atoms and molecules of materials as a result of nanotechnology, have more freedom of action that changes chemicals and thus changes their properties. Structures of higher nanomaterials are exposed to bonds with other nanoparticles, in this respect nanomaterials are used as catalysts to accelerate chemical reactions. The two main reasons for the change in chemical and physical properties of nanomaterials are surface effects and the entry into the world of quantum physics. Surface effects mean an increase in the surface-to-volume ratio as the particle size becomes smaller and reaches dimensions below one hundred nanometers. Increasing the ratio of surface atoms in matter causes the properties of surface atoms to affect the properties of the whole matter. Among these effects, we can mention the very high reactivity. Another reason for the change in material properties at the nan scale is the entry into the world of quantum physics and the disintegration of energy bands into energy levels. It is due to this factor that special optical properties are observed in quantum dots or quantum wires that exhibit ballistic electrical conductivity. Surface effects: Ever seen a comparison between dissolving sugar in sugar? As you know, sugar dissolves much faster in tea than sugar. This is because sugar is finer and



therefore has a higher sugar level than sugar (if both are the same amount). Because sugar has a higher level, it has more contact with tea and dissolves faster. Nanomaterial's also had a very high surface-to-volume ratio due to their very small size. The sizes you see in Figure (1) do not show a significant change in surface percentage by reducing the measurement sizes from large size by one meter to micrometer size. But as the particle gets smaller and reaches less than 100 nanometers, the percentage of atoms increases significantly, and the smaller it gets, the more noticeable the slope relative to the atoms, and the smaller it becomes. The ratio of surface atoms also increases. As a result, as the particles rise below one hundred nanometers, the surface-to-volume ratio increases dramatically, and the amount they surface, and surface atoms can be present in chemical properties and chemicals. Affect. The question now is what is the difference between a surface and a volume that can affect its chemical properties and ingredients?



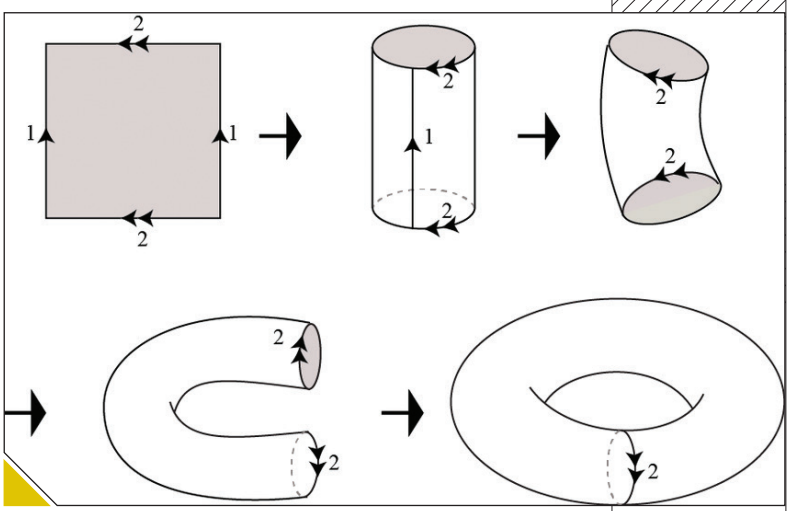
What is the background of a torus?

Parsa Mousavi
Adaptive Grade 8

The background of some geometric shapes is another geometric shape. For example, a cone is made by a segment of a circle. One of the interesting geometry problems is the torus problem. A torus is a geometric shape that resembles a donut.

Suppose a square is made of some soft deformable material. We can now be the square in the third dimension so that the upper and lower sides coincide. We obtain this way a cylinder. We can further bend the cylinder until its two boundaries are made face-to-face and can be stitched together. The resulting object looks like a bicycle inner tube and we call it a torus.

This description of a square flat torus might be enlightening but suffers a major defect: it does not respect distances. Small distances in the square world may become large on the torus.



Nobel Prize

Yahya Raza - Grade 12

Scientists are creative individuals who work hard to do research and experiments and make discoveries. Top scientists, who work hard for several years to make important and beneficial discoveries for mankind are rewarded for their hard work at the world level with a special prize, recognition, and honor. Nobel Prize is the highest level of honor, appreciation, and respect awarded to top scientists in different fields. It was started in 1901 in memory of the will of Swedish scientist and rich entrepreneur Alfred Nobel who died in 1896.

What is Nobel Prize?

The Nobel prize is a reward that consists of a gold medal, a diploma bearing a citation, and a sum of money, the amount of which depends on the income of the Nobel Foundation. The Nobel prize is given to 6 subjects which consist of Physics, Chemistry, Physiology and Medicine, Literature, Peace, and Economic Sciences. The award ceremony is held annually on December 10, on the anniversary of Alfred Nobel's Death.

But who was Alfred Nobel?[1]

Alfred Nobel was born in Stockholm, Sweden, on 21st October 1833. He was a brilliant person and at the age of 17, Alfred Nobel spoke five languages fluently. He traveled to Paris and worked for one year in the Laboratory of T. Jules Pelouze. Nikolai N. Zinin, Nobel's chemistry teacher, reminded him of nitroglycerin. So, in 1862, Alfred Nobel started his experiments with nitroglycerin. After completing his research, he obtained his first patent on nitroglycerin (blasting oil) as an industrial explosive. He also patented a detonator (blasting cap) for triggering the explosion of nitroglycerin and established a company Nitroglycerin AB. Alfred Nobel's brother Emil was killed during the preparation of nitroglycerin in Heleneborg, Stockholm.

Alfred Nobel then improved the blasting cap design. He found that nitroglycerin is stabilized by the addition of kieselguhr (a siliceous deposit; also known as diatomaceous earth), and called this mixture dynamite. He then obtained a patent for dynamite in Sweden. Alfred Nobel then invented blasting gelatine in Paris and established Société Générale pour la Fabrication de la Dynamite in Paris. In 1887, He obtained a patent for the blasting power "ballistite" in France. Dynamite is still used as an explosive in the mining industry and construction. He died, at the age of 63, in his home in San Remo, Italy, on 10th December 1896. He was famous for inventing dynamite.

What was the reason that Alfred Nobel founded Nobel Prize to serve humanity?

Though Alfred Nobel invented explosive dynamite, but he loathed war all his life and was stunned when

his obituary would refer to him as a "merchant of death." He vowed that he would not be remembered as such. So he decided to leave his immense fortune to foster science, literature, and peace. During the last year of his life on November 27, 1895, Alfred Nobel wrote and signed his will at the Swedish-Norwegian club in Paris. Surprisingly, Nobel had left much of his wealth for the establishment of a prize for leading scientists in different fields who have served humanity. The Nobel Prizes were thus born.

How is Nobel Prize awarded?[2]

The winners of the Nobel Prize are announced annually in October and November by the Royal Swedish Academy of Sciences. The selection process begins in early autumn of the preceding year when the prize-awarding institutions invite more than 6,000 individuals to propose, or nominate, candidates for the prizes. Among those nominated are Nobel laureates, members of the prize-awarding institutions themselves, and scholars active in the field of physics, chemistry, economics, and physiology or medicine. Nobel Prize is given only to individuals, except for the Peace Prize, which may also be conferred upon an institution.

Top 11 Countries with the Most Nobel Prize Winners (1901-2021)[3]

1.United States — 400
2.United Kingdom — 138
3.Germany — 111
4.France — 71
5.Sweden — 32 (tie)
6.Russia — 32 (tie)
7.Japan — 29
8.Canada — 28
9.Switzerland — 27
10.Austria — 22 (tie)
11.Netherlands — 22 (tie)

Conclusion and perspective

The Nobel prize has contributed to the progress of science, served humanity, and made human life better during the last 120 years since it started. In the field of chemistry, medicine, chemistry, and physics there have been lots of inventions and discoveries made that have found the cure for many diseases and led to many inventions that changed the lives of human beings. For example, in the field of medicine, Nobel Prize has enormously contributed to novel inventions for the etiology, diagnosis, prevention, treatment, and cure of many important diseases. The top discoveries of physics are the discovery of neutrons, fundamental work in electron optics, and the design of the first electron microscope, cosmic radiation. Some of the top discoveries in chemistry may be a method of genome editing, studies of the structure and function of the ribosome, and the theory of electron transfer reactions in chemical systems. In conclusion, discoveries that won Nobel prizes have unfolded mysteries of nature in different fields, made the world a better place, and saved the lives of human beings.

Notes

1. https://www.nobelprize.org/alfred-nobel/
2. https://www.britannica.com/topic/Nobel-Prize
3.https://worldpopulationreview.com/country-rankings/nobel-prizes-by-country

Types Of Computers

Ali Taheri - Grade 12
Danial Taheri - Graduated

Desktop

Laptop

Basic Terminology

Computer

A device that accepts input, processes data, stores data, and produces output, all according to a series of stored instructions.

Hardware Includes the electronic and mechanical devices that process the data; refers to the computer as well as peripheral devices.

Network

Two or more computers and other devices that are connected, to share data and programs.

Peripheral devices

Used to expand the computer's input, output, and storage capabilities.

Software

A computer program that tells the computer how to perform particular tasks.

Types of Computers

Microcomputer

A personal computer; is designed to meet the computer needs of an individual.

Provides access to a wide variety of computing applications, such as word processing, photo editing, e-mail, and

internet

Desktop Microcomputer

A microcomputer that fits on a desk and runs on power from an electrical wall outlet.

The CPU can be housed in either a vertical or a horizontal case.

Has separate components (keyboard, mouse, etc.) that are each plugged into the computer.

Laptop Computer

A portable, compact computer that can run on an electrical wall outlet or a battery unit.

All components (keyboard, mouse, etc.) are in one compact unit.Usually more expensive than a comparable desktop. Sometimes called a Notebook.

Workstation

Powerful desktop computer designed for specialized tasks.

Can tackle tasks that require a lot of processing speed.

Can also be an ordinary personal

a computer attached to a LAN (local area network).

Supercomputer

A computer that was the fastest in the world at the time it was constructed.

Can tackle tasks that would not be practical for other computers

Typical uses, Breaking codes, Modeling weather systems.

Mainframe

A large expensive computer capable of simultaneously processing data for hundreds or thousands of users.

Users connect to the mainframe using terminals and submit their tasks for processing by the mainframe.

Used to store, manage, and process large amounts of data that need to be reliable, secure, and centralized.

Usually housed in a closet-sized cabinet.

Server

The purpose is to “serve.” A computer that has the purpose of supplying its users with data; usually through the use of a LAN (local area network).

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Charge surface density on the conductors

Karen Rezaei - Grade 12 Adaptive

In most of the textbooks on the subject of electrostatics, the issue of charge surface density and generally charge distribution on the surfaces of conductors is discussed. However, this discussion is challenging and somewhat unclear for most students.

As usual, most students who face this problem are looking for answers to this question:

'' Why do electric charges tend to go to the sharp points of conductors? '' In the pedagogical article, an attempt has been made to answer this question. Also, another pedagogical paper, it is more focused on this question. Perhaps the attention to the point raised in this article is convincing and a proper justification for the mentioned question. That is, the potential of non-conducting internal points is always greater than the external points. Therefore, after the non-conductive excitation, electric charges will tend (based on the intrinsic translation of charges from higher to lower potential) to reach the outer points, edges, and corners. For example, in the following figure, a three-dimensional non-conductive, the potential of point D is always higher than other points.

The quantity of charge surface density depends on the geometry of the conductors. However, in general, there is no unique relationship between curvature and this quantity.

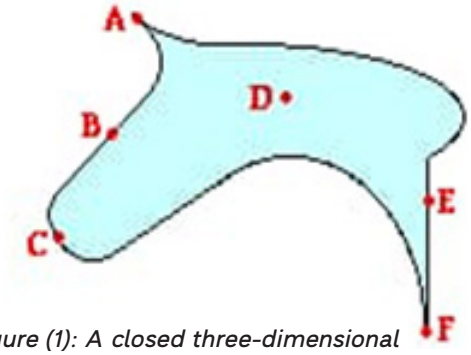


Figure (1): A closed three-dimensional non-conductive object.

Cell Biology

Cells in Infection and Immunity

Raha Sardari - Keana Yazdanni
Grade: 12 , Tis Girls

Introduction

The immune system is a complex network of organs, cells and proteins that defends the body against infection, whilst protecting the body's own cells.

What is meant by immunity to infection?

Immunity to a malady is accomplished through the nearness of antibodies to that illness in a person's framework. Antibodies are proteins created by the body to neutralize or destroy poisons or disease-carrying living beings. Antibodies are disease-specific.

Which cells are responsible for fighting infection and your immunity?

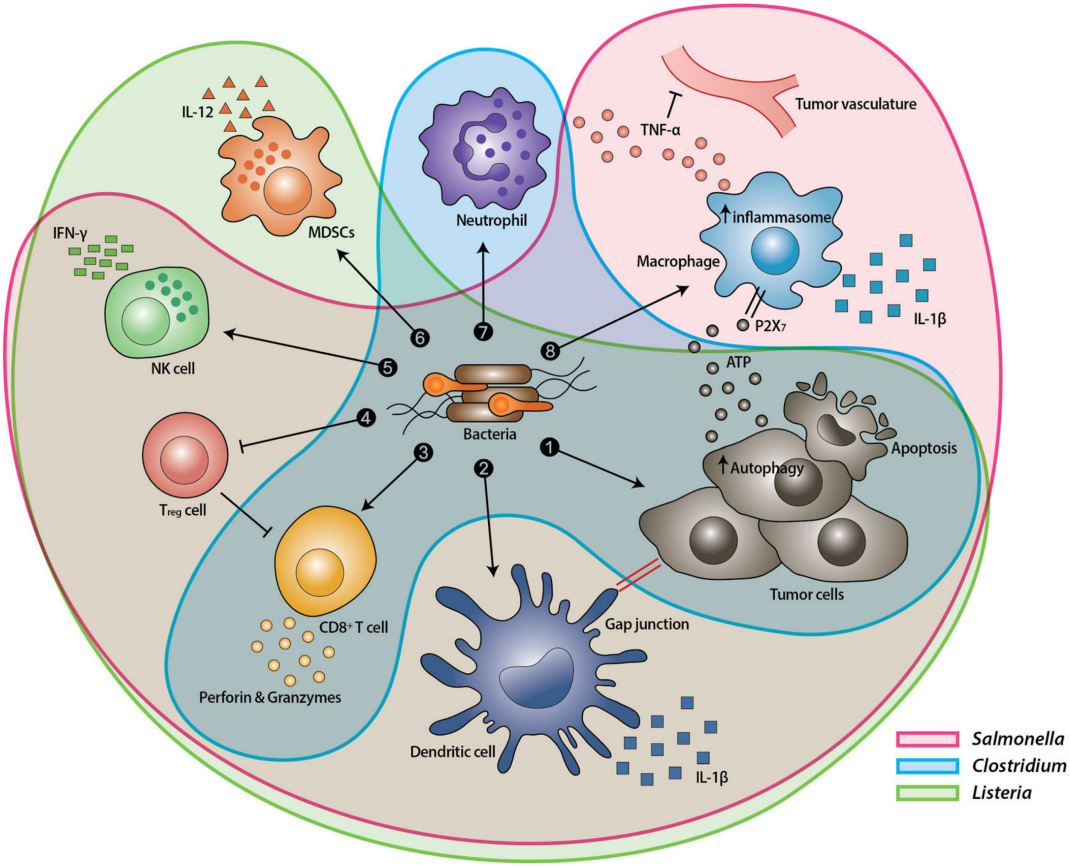
White blood cells are the key players in your resistant framework. They are made in your bone marrow and are portion of the lymphatic framework. White blood cells move through blood and tissue all through your body, trying to find outside intruders (organisms) such as microscopic organisms, infections, parasites and fungi.

Fighting Infection for Immunity

The specific types of cells used to fight off any type of infections are B cells and T cells (often also called T lymphocytes and B lymphocytes). T cells can wipe out infected or cancerous cells. Their other responsibility is to direct the immune response by helping B cells to eliminate invading pathogens. B cells are in charge of creating antibodies by creating a type of protein called an antibody.

While B cells are doing their Job T cells produce a certain type of cells called memory cells which help the body to excrete the same infection in less time the next time it enters the body.

When the antibodies are made, B cells insert them into the bloodstream into the plasma membrane where they serve as receptors for antigens. These



antibodies then bind specifically with the foreign molecule and allow the immune system to eliminate the molecule from the system. Then it will be the White Blood Cells responsibility to eliminate the molecule from the system

Summary

In nutshell, The immune system is a complex network of organs, cells and proteins that defends the body against infection, whilst protecting the body's own cells. White blood cells move through blood and tissue all through your body, trying to find outside intruders (organisms) such as microscopic organisms, infections, parasites and fungi.

Moreover, White blood cells are the key players in your resistant framework. Antibodies are proteins created by the body to neutralize or destroy poisons or disease-carrying living beings.

The specific types of cells used to fight off any type of infections are B cells and T cells (often also called T lymphocytes and B lymphocytes). B cells are in charge of creating antibodies by creating a type of protein called an antibody.

While B cells are doing their Job T cells produce a certain type of cells called memory cells which help the body to excrete the same infection in less time the next time it enters the body.

And lastly, These antibodies bind specifically with the foreign molecule and allow the immune system to eliminate the molecule from the system by the help of the White Blood Cells

Work Cited

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IB INTRODUCTION

IB Coordinator
Nasrin Barootchi

Tehran International School

An IB World School

SINCE 1994

Tehran International School aims to foster an environment of respect for universal rights, diverse viewpoints, and cultural uniqueness of all people. It intends to raise 21-century citizens equipped with the necessary skills to build a peaceful world.

The school promotes social awareness, thoughtful interactions, and effective communication amongst its students, parents, teachers, and staff. Moreover, the school program attempts to develop students with a passion for learning and education.

Through international education and rigorous assessment, the school seeks to create an atmosphere where academic knowledge and intellectual inquiry are as much valued as hard work, teamwork, social activities, and morale.

"Suitable for students willing to apply to high-ranking universities overseas and enjoy high-quality education".

ADMISSION REQUIREMENTS

Must have completed 10th grade by July 2023 Must pass admission test on English and mathematics.

CURRICULUM COMPONENTS

DP students must choose one course from each of the five subject groups delivering a breadth of knowledge and understanding in:

Language and literature Second language

Individuals and societies Sciences Mathematics Furthermore, students must also choose either an arts course from the arts group or a second course from one of the other groups.

Subjects offered at our school

Group 1: English A

Group 2: French/German ab/B

Group 3: Bus. & Man. / ITGS

Group 4: Bio./Chem./Phys./Comp. Sci.

Group 5: Mathematics A & A

Together we learn
Together we flourish

All subjects are offered at both High & Standard Level.

THE CORE OF THE PROGRAMME

The extended essay (EE) requires independent research on one of the DP subjects the students are studying. Theory of knowledge (TOK) fosters inquiry into the nature of knowing and deepens the students' understanding of knowledge as a human construction. Creativity, activity, service (CAS) helps students to develop their own identities by the ethical principles embodied in the IB mission statement and the IB learner profile.

UNIVERSITY ADMISSION

The International Baccalaureate® (IB) enjoys a high level of respect and recognition among the world's higher education institutions.

Success in the IB Diploma Programmed often results in advanced standing, course credit, scholarships, and other admissions-related benefits at many universities.

Values: What are the values that drive the IB organization?

EVENTS

Vahid Alemohammad

Rahim Arianpour

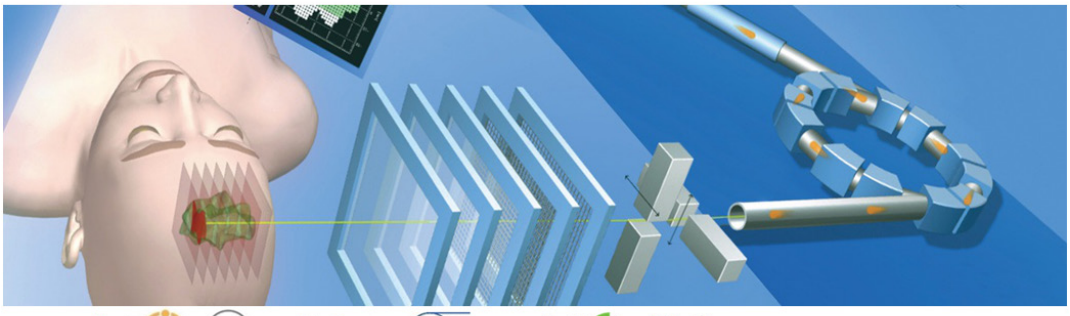
INTERNATIONAL MASTERCLASSES

hands on particle physics

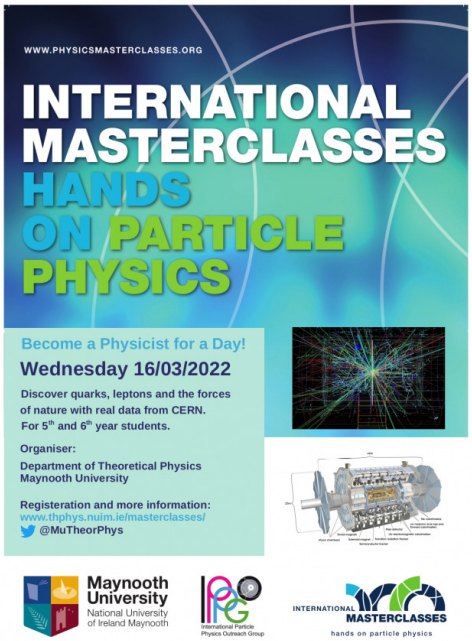
Particle Physics
Master Class

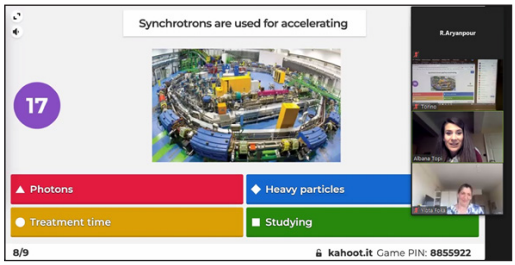
The ALICE Collaboration has built a dedicated detector to exploit the unique physics.

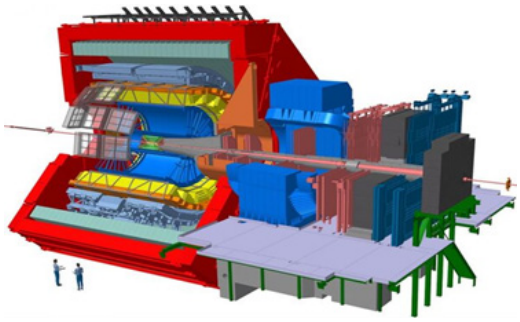
the potential of nucleus-nucleus collisions at LHC energies we aim to study the physics of strongly interacting matter at the highest energy densities reached so far in the laboratory. In such conditions, an extreme phase of matter – called the quark-gluon plasma – is formed. Our universe is thought to have been in such a primordial state for the first few millionths of a second after the Big Bang. The properties of such a phase are key issues for Quantum Chromo Dynamics, the understanding of confinement-DE confinement and chiral phase transitions. For this purpose, we are carrying out a comprehensive study of the hadrons, electrons, muons, and photons produced in the collisions of heavy nuclei. ALICE is also studying proton-proton and proton-nucleus collisions both as a comparison with nucleus-nucleus collisions and in their own right.

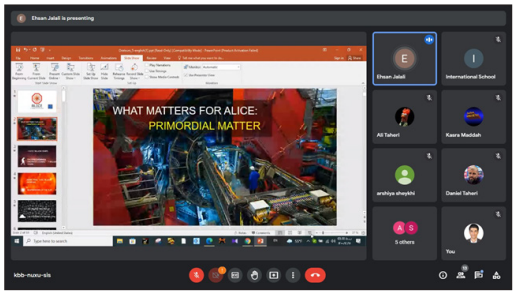


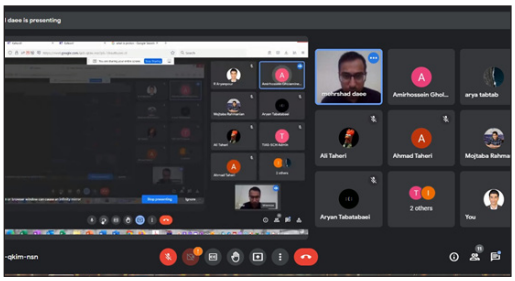
The workshop aims to search for strange particles produced from collisions at LHC and recorded by the ALICE experiment. Strange particles do not live long; they decay soon after their production. However, they live long enough to travel some distance (usually a few centimeters) from the interaction point (IP) from where they were produced (primary vertex). Their search is thus based on the identification of their decay products, which must originate from a common secondary vertex. Neutral strange particles, such as K and, decay giving a characteristic decay pattern called V0. The mother particle disappears some centimeters from the interaction point and two oppositely charged particles appear in its place, which is bent in opposite directions inside the magnetic field of the ALICE solenoid.

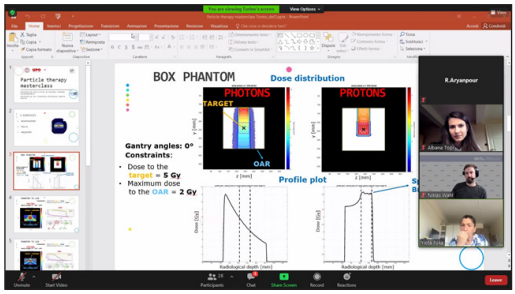


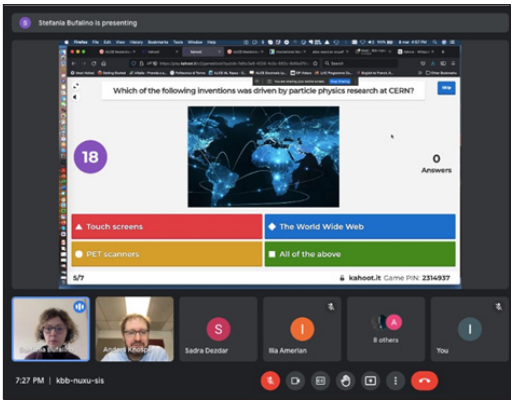












University of Waterloo

Mathematics and Computer science 2021-2022

Mathematics and Computer Contests held by Waterloo; a high ranking university are held every year to promote Thinking Skills among the students. The students who can gain a high rank are awarded scholarships from Waterloo University.

The CEMC is dedicated to inspiring students to reach further with mathematics and computer science. We're committed to giving students the tools they need to build their confidence, grow their problem solving skills and get excited about mathematics and computing.

We bring over 50 years of experience to the work that we do. Our story began in 1963 when a group of secondary school teachers developed the first mathematics contest in Ontario. From that spark, the CEMC has grown into one of Canada's foremost authorities on mathematics and computer science for young people.

Housed within the Faculty of Mathematics at the University of Waterloo, the CEMC is the largest organization of its kind in Canada with more than 40 dedicated faculty and staff and hundreds of committed volunteers.

First Name	Last Name	Contest	Eligible	Part A (out of 30)	Part B (out of 30)	Score (out of 60)
SEYED AMIRKIA	MIRKHALAF	Canadian Senior Mathematics Contest	Y	18	10	28
ALIREZA	SHAERI	Canadian Senior Mathematics Contest	Y	16	12	28
ASAL	JANNATI	Canadian Senior Mathematics Contest	Y	18	7	25
ALI	GORGANI	Canadian Senior Mathematics Contest	Y	13	5	18
AMIRHOSSEIN	SEMNANI	Canadian Senior Mathematics Contest	Y	8	5	13

Today, our programs and resources make a difference for students and educators around the world:

- Our free courseware receives 10 million pageviews annually
- More than 265,000 students in over 80 countries register for our 15 contests each year
- 1.5 million learners and teachers benefit from our Problem of the Week
- 630 learners participate in CEMC workshops annually
- 20,000 students benefit each year from the CEMC Visits Schools program at more than 300 schools in over 15 countries
- 300 teachers are currently pursuing advanced degrees in our Master of Mathematics for Teacher's (MMT) program
- Hundreds of MMT alumni are sharing new knowledge and renewed enthusiasm with their students around the world

Electricity Workshops

Ontario Tech University Engineering Outreach, the Faculty of Engineering and Applied Science, and our partners, WE MADE IT and Hydro One, are pleased to offer a FREE workshop series for Grade 9 Science and Grade 11 Physics students.
Focused on power and energy, these 60 - 75 minute in-class workshops tie into the Ontario curriculum. Sessions will be delivered by Ontario Tech engineering undergraduate students, who will also give insight into what it's like being an engineering student.

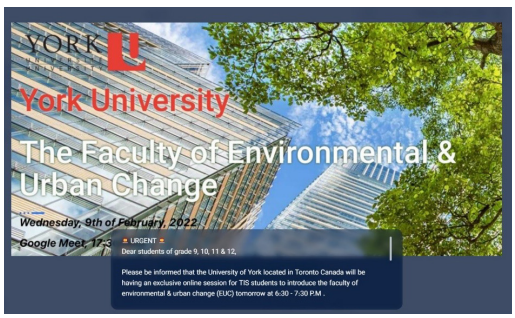
Pitch Black - Grade 9 Science

Pitch Black is a FREE workshop for grade 9 science classes, taught by Ontario Tech engineering undergraduate students. The objective of this activity is to restore power to a breadboard community after a power outage. Using basic electrical components, students will work collaboratively to complete a circuit, restore power to the community, and turn on their lights. Through this experience, we hope students will be inspired to consider future education in engineering while learning about electrical circuits and electricity in a hands-on environment.

This activity aligns with the Grade 9 science curriculum.

York University The Faculty Of Environmental & Urban Change

University of York located in Toronto Canada has held an exclusive online session for TIS students to introduce the faculty of environmental & urban change (EUC .)
University of York The faculty of environmental & urban change Toronto, Canada
Topic: Introduction of the faculty of environmental & urban change
Time and date: Wednesday, February 9th, 6:30 - 7:30 P.M . in google meet.



STUDENTS STORIES

MY HARD TIMES IN AFGHANISTAN

Mahdi Baryalai - Grade 8

It was 15th August 2021. We were at home doing our usual chores around the house when we heard the tragic news of the Taliban taking over Afghanistan. People were panicking and were scared. Some people left the country as soon as they heard the news. We were afraid that a war may start. We were worried about our loved ones and the city we grew up in.

DAY 1

The first half of the day was normal but as soon as it was afternoon, the situation changed. Shops were closed and the streets were empty, we couldn't go out for safety reasons but we hadn't had groceries left at home, so I had to go out. when I was walking down the street I saw the Taliban take over the nearest police department by force, one of them even threatening me with an assault rifle and telling me not to walk through this specific street home. Everyone was rushing towards the airport to get out of the country.

DAY 2

Things were still the same. I could find bullets just by walking down the street and blood could be seen everywhere, but when I asked my friends what is happening, they said that a lot of our neighbors had left the country already and some are in the airport trying to get on a plane. We thought of going to the airport but there were over 122,000 people already in the airport, it was like doomsday and we thought we had no chance of going out of the country. That night the sky was full of raining bullets because the Taliban were celebrating the taking all over Afghanistan by shooting up into the air and we had to be at home.

AFTER THE TALIBAN TOOK OVER

The rest of the days were the same but the Taliban made their own rules. Women and girls couldn't go to school or work, boys couldn't wear jeans or shirts, all schools were closed and people had no food or jobs to support their families. Because of this crisis, the number of crimes increased and people were forced to rob, because of this we had to stay indoors all the time. One of my friends who was 13 years old got attacked, luckily he was rushed to the hospital and cured, today he is healthy. One day a member of the Taliban pulled me over and again threatened me with an assault rifle telling me not to wear my school uniform while going to school. Also things like music, movies, T.V shows, sports like football, black hijabs (modern-day hijabs) or hijabs with uncovered faces, women shopping or going somewhere alone, people having weapons for self-defense and a lot of other things were banned.

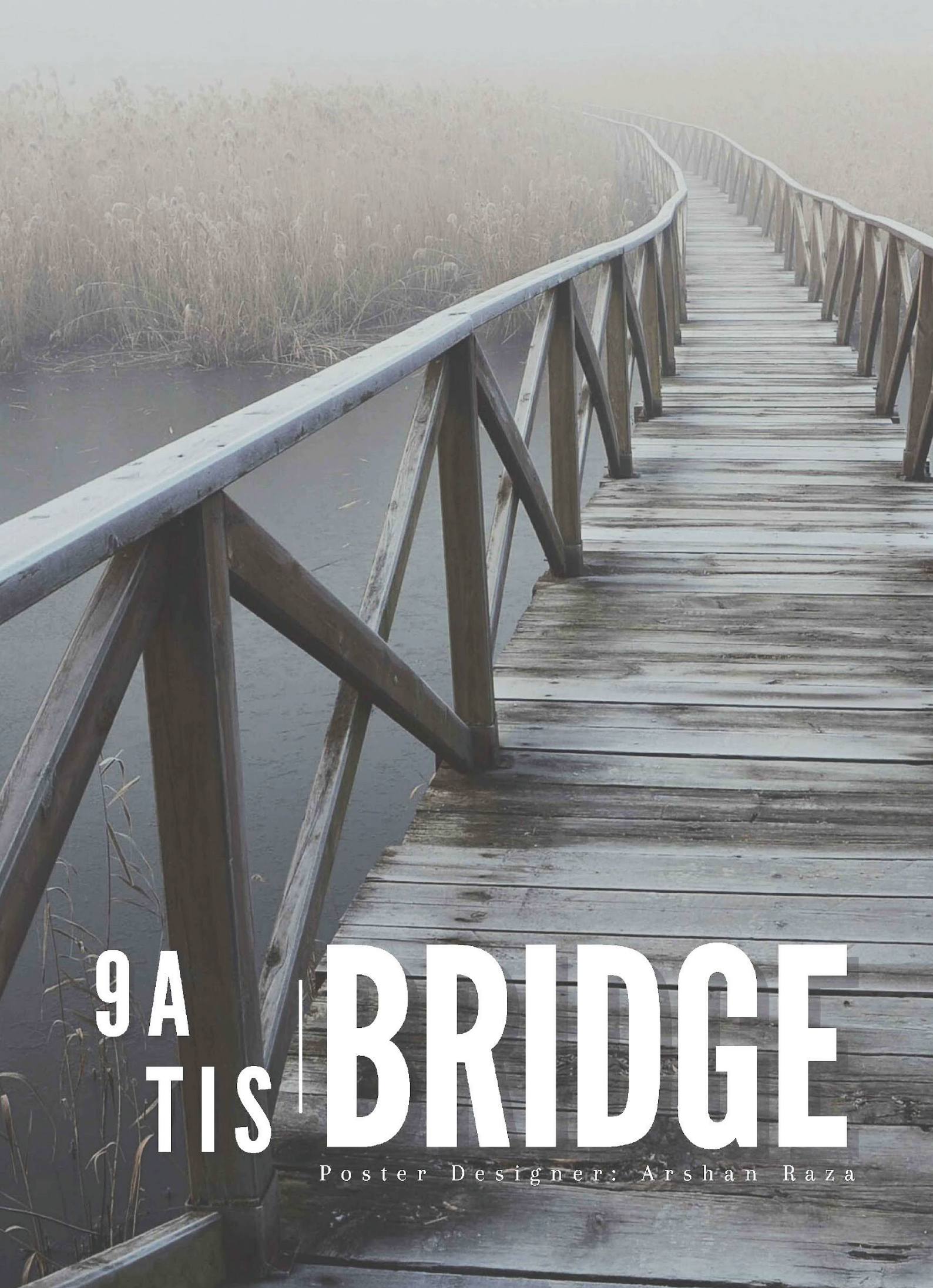
SITUATION IN THE AIRPORT

People from around Afghanistan were at the airport trying to get out and save themselves, the airport was full of people. On the 6th day of the takeover an attack happened at the airport, a bomb exploded and many people were injured, it was like a nightmare straight out of a horror movie, I nearly lost one of my friends. After a long time, the Taliban finally took over the airport and the airfield, and those who were lifted returned to their homes.

TODAY

Taliban remain in Afghanistan and nothing has changed. This was a long and difficult journey for me and my family, I learned a lot of things on the way, including that to be happy with what I have, and stay away from people that are using you for a purpose because all they do is hurt you even more. I am always trying to find good friends because on a bad day you're going to need their help. We hope for a better future for Afghanistan and hope to make the world a better place for living the human being.

On the 6th day of the takeover an attack happened at the airport, a bomb exploded and many people were injured, it was like a nightmare straight out of a horror movie, I nearly lost one of my friends


9A
TIS
BRIDGE
Poster Designer: Arshan Raza

On The Bridge

Vlad: Ahmed Hadžimehmedović
Steven: Saeed Zahedi
Bloody Knife: Arshan Raza
Michikatsu: Amirreza Halla
Bob P. Franklin: Sajad Emami
Tromen: Mohammad Hamidinia
Saul Goodman: Amir Arsalan Khademi

There are 7 people on the bridge so there is an explosion on the bridge and people are trapped if they move they can break down, it was going to explode. We don't know if they were chosen by dice or if it was bloody destiny that made them come together.

Vlad: I have been depicting hallucinations of images similar to the shape of a ghost.

Saul Goodman: with my magnifying glass I can take on 30 courtrooms at the same time but this bridge is too powerful.

Michikatsu: (talking to Saul Goodmen) Magnifying glass can also dispose of spirits and ghosts.

Steven: Oh, my new car is about to get damaged.

Bob P. Franklin: My hand has been enlarged due to the number of meds.

Bloody Knife: My dice were always lucky and wouldn't cause any trouble but my dice for the first time got unlucky and chose 3.

Vlad: (speaking to the Bloody Knife) your luck wasn't seeing the light of day, you should've rolled later.

Saul Goodman: My magnifying glass could spawn in animals from the cat family, including lions and tigers.

Tromen: The lions and tigers were in my house and trying to attack me.

Steven: I'll go out if I lost my electric plug, really need to charge my phone.

Bloody Knife: My dice? Can you choose a better number?! I want 2 to be selected! If that gets selected have all rights to change the world. Oh, it better you selected earlier and wouldn't cause any problems, where I'm I?! On bridge?! My sleepy head won't let me get to know! Can someone tell me where I am?!

Steven: (to Bloody Knife) You're on a bridge you have hit your head badly so try to calm down.

Tromen: (replies to Steven) I've never passed this bridge, Steven.

Bloody Knife: (reply: Tromen) Same! Where did this bridge ever exist?! Oh, c'mon where did we just get stuck?!

Saul Goodman: My magnifying glass can fly so I am going out of this bridge-exit saul goodman

Steven: Tromen what do you mean you're passing it now?

Tromen: Steven what is it like when you pass the bridge?

Vlad: something which is not something

Bloody Knife: This dialogue box isn't even working. make it work now!

Tromen: Steven, we are close friends with each other, and I won't lie to you, my family didn't let me pass the bridge to go to another city.

Bloody Knife (reply to Tromen): I heard you whispering to Steven... haha...

Steven (reply to Bloody Knife): (reply: Bloody Knife)oh, the dear fellow we are talking privately here

Bloody Knife (reply to everyone): OH EVERYONE!! This will bridge if we don't balance our weights!! Everyone stays in positions

Tromen: Exactly Bloody Knife.

Vlad: I have tried crossing this bridge once. It was pretty rundown and corrupt, so I refused to continue the rest of the path. The roads are unpaved from the bridge onwards anyway.

Enter Saul Goodmen: I called the cops - Exit Saul Goodmen - Saul Goodmen has now finished his lines in the story

Michikatsu: (replying to Bloody Knife) Bloody Knife, you are the fattest of us all here, do not tell us to distribute our weights.

Bloody Knife: (Reply: Vlad) True I agree Vlad... But we need to confront this in any case!

Tromen: really, I've heard there are something called airplanes have you ever used them, Vlad?

Michikatsu: airplanes are for the weak

Steven: Everyone: Stop talking let's think of saving ourselves.

Saul Goodmen: Enters Final Time: The National State has declared war on the Bridge, it will explode in 30 Minutes, but as a lawyer, I will try to stop this using the law - Exit Saul Goodmen

Vlad: (to Steven): You're right man. Let's begin with a simple plan.

Bloody Knife: (reply: Michikatsu) you are right! Let's face and confront this!

Tromen: If the bridge will explode in 30 minutes should we just take the risk and pass the bridge?

Bloody Knife: (reply: Steven) these people don't care at all! To save our lives we need to balance our weights.

Michikatsu: (Replying to everyone) there is nothing to worry about. as long as you don't look down, I will assure you you will reach the other side. I will dispose of any obstacles in the way.

Tromen: (reply: Bloody Knife): what do you exactly mean?

Vlad (to everyone): I'll let you guys cross first; one by one.

Bloody Knife: (Reply: Michikatsu) From which motivational speaker have you heard! Come to reality buddy!

Tromen: (speaking to Vlad) do you have a car by any chance, Vlad?

Michikatsu: (speaking to everyone) but why is it Icy? it's not cold enough.

(Enter) Saul Goodmen: The National Sated has now mentioned whoever passes the bridge will be shot 500 Times by a machine Gun - Exit Saul Goodmen

Vlad (to Tromen): Yes, I do. I doubt we all could fit in though.

Michikatsu: (replying to Bloody Knife) fool, stop thinking like that. we don't have the time t argue. instead of shaming me for being hopeful to you at least go for it.

Michiktsu: Besides, you are the heaviest here, right Bloody Knife?

Tromen: (to Vlad) My friend has a private plane he is coming our way to pick us up

Enter Saul Goodmen: The National State has now said if 7 People sacrifice themselves in research everyone will be teleported to a safe area by Saul Goodmen's Magnifying Glass - Exit Saul Goodmen

Bloody Knife: (Reply: Tromen) No, the car weight can explode the bridge! Even a tiny pin can unbalance the weights!

Steven: (talking to everyone) guys stop talking we should think about some way to save ourselves Michikatsu stop talking and you Tromen you better stop taking fiction.

Michikatsu: (replying to Tromen) Tromen where is this man going to land with a private jet?

Bloody Knife (Reply to Michikatsu): Shush...

Michikatsu: ok ok that is reasonable, should we sort progressing by at least walking forward?

Tromen: My friend is here in 2 minutes get ready he's gone land just before the bridge so it wouldn't change the balance.

National State Announcing: If no one moves in 15 Minutes everyone will go home safely, but if someone moves out of

the Bridge it will explode due to censors all very it - Final Warning.

Bloody Knife: (Reply: Michikatsu) Walking forward is like getting close to death! Just stay in your position!

Michikatsu: (replying to Tromen) TELL HIM TO GO BACK NOW.

Vlad: Guys, after hearing the national state warning, I think we should start moving a lot.

Michikatsu: DON'T LET HIM EVEN GET NEAR THE BRIDGE WE WILL ALL DIE.

Tromen: Ok Michikatsu.

Tromen: Calling his friend to go back.

Michikatsu: If we are worried about weight distribution the wind power from the jet engines will destroy the bridge.

Bloody Knife: (Reply: Michikatsu) I first time agree with you...

Bloody Knife: (Reply: Everyone): Look my sleepy head works so well now!

{The bridge. The problem was the bridge. Was it a Bridge?}

Steven: Oh, guys I feel it's shaking let's take this seriously all the talks aside its being annoying I called people to come just let's balance Bloody Knife pls stop talking, and Michikatsu guys we should think of important stuff now not the stuff you can talk about later so lets now slowly try to leave this bridge after anything happens.

Tromen: Guys bad news bridge is gonna explode in a minute.

Steven: So, stop talking, and let's take action.

{airplanes coming, talking talking talking. All the time they're talking without doing anything. ANYTHING.}

Steven: Here they're coming as I could them to come, thank me when you were guys talking at least someone could find a way out.

Tromen: Be careful because if we add a little more weight the bridge will explode.

Michikatsu: How are we not dead yet!?

Tromen: I spoke to my friends Norman and he is watching everything and he's saying that there are electrical sensors if we add on more weight.

Steven: Do you see them, they're coming firefighters.

Tromen: Tell them to stop just before the bridge.

Michikatsu: Why do I hear cracking noises? The ice at the end of the bridge is gone...

Tromen: And find some weights exactly as our weight so we won't trigger anything and just as we jump, they can roll the weights on the bridge.

Steven: I got a bag of my books in my car and a laptop. Wait, I'll bring it.

Tromen: Bro that's not ice, it's the dam that is cracking, and a lot of water will come toward us we should hurry up Steven! STOP, tell the firefighters to drop some weight or get those bags from your car.

Steven: Ok I think I'll start up the car and all jump will set off with my car.

{Everyone's scared and tired}

Tromen: How fast and big is your car?

Steven: It's 1000kg and 650hp so fast enough.

(But what if they couldn't make it? At least they're doing sth, but does it work? Working hard and fantastic ideas will make it happen?)

Tromen: I guess we could try to jump in your car and go.

Steven: We got no way out.

Tromen: Guys, my friend, Norman said that the dam just exploded and a group of people are ready to explode the bridge because of the dam.

Steven: I don't know but let's do my plan 1 2 3, they go.

Tromen: Fast! Go faster!

{Everyone's screaming, it's hard. They are scared but make it out safely. We hear a massive explosion but the bridge is fine. TV reporters come. Steven and others are called a hero. Everyone is safe and happy, and their life continues, The End}

The Survival

Pouria Khosrojerdi - Grade 8

I lived my life alone without anyone that I could talk to until I had an accident with my plane 6 years ago.

I survived the plane crash, but the problem was that I had no passengers with me.

I had to get to work because I scarcely had enough drinkable water to last a week.

I was trapped on a very big island more than 1000 miles away from human habitation. I panicked because it was a matter of life and death. Then I took some deep breaths and got to work.

I started by making an axe to protect myself and to be able to cut down some trees. I needed wood to make a shelter because I had to survive for some time.

After I was done with my house a wild boar came out of the woods and started to attack me.

I tried to fight it with my axe, but then suddenly out of nowhere a stranger came and scared that wild boar, and the boar finally ran away.

I was shocked and happy at the same time. Because I found someone.

I thought I was saved, but he was also lost there.

We started meeting each other, and he seemed to be a very kind person.

I asked him "how did you get lost in here"

, and he answered, "I crashed with my helicopter 2 weeks ago".

Then he said that he has been having a weird feeling that someone is spying on him.

The thing he said creeped me out.

I said, "what are we waiting for, lets's make a raft and get out of here."

Then he said, "it is not that easy, because we will probably run out of food and water before we reach our destination."

He was right. I had only 1 week of water left and he had about 2 weeks of food and water left in his backpack.

After that, we found 3 tents, and they had very useful things.

We found an iron axe and a flashlight.

Then we went to the last and the coldest part of the island.

We took a look at the helicopter, but it seemed to be not working.

After walking for 2 more hours we found a cave.

We could easily go inside because we had a flashlight and an axe to protect ourselves.

While we were talking to each other I had the same feeling he was talking about. I felt that someone is spying on us, and suddenly a mysterious creature started attacking us. It looked like a zombie!

We hurt the creature, and we managed to scare it off.

But a group of them started chasing after us, and we ran for our lives.

They finally lost us, but then we found a weird-looking cave, and we decided to enter.

CHAPTER 2

The cave

We went in and we found 3 tents inside the cave. They had 3 explosives and a lighter. Then we faced a horrible monster!

Known as the Mutant.

It was a large cave, but there was a problem. There was a pressure plate to open the main door of the cave.

We gathered large rocks and we managed to open the door.

We needed to fight it!

I wrapped some cloth around my axe and then I put it on fire with the lighter.

Then I charged at the monster.

My friend helped me defeat the monster with his wooden axe.

The monster wouldn't die!

I had to use an explosive.

I told my friend to back off, and I threw the explosive at him.

BOOM!!!

He finally died!

We explored the cave a little more, and we found a bow and 30 arrows.

Then we were attacked by 3 monsters.

We killed 1 with the bow, and the other 2 were killed with the axe.

We went out of the cave as fast as we could, and we got out.

Then we found another cave, and we entered the cave. we found a huge door that was locked.

The door needed a key card.

We searched for the key card but we couldn't find it.

After searching for about 2 hours we lost hope, and we decided to get out of the cave.

After 3 hours of walking on this big island, we found another cave, and we decided to enter.

In that cave, we found a tent and a bag inside it. We searched the bag and found a key card.

We said that this key card might be for that locked door.

We rushed back to that last cave we were in, and we opened the door with our key card.

We were shocked by what we saw.

WOW! This is so cool!

It was a cool, modern-looking laboratory, but there was something we didn't know.

What is this lab used for, and what

were those mysterious creatures?

Then we found some books that wrote about a device that turns a dead person alive.

We looked around the lab and found the device.

It seemed that the device didn't work correctly, and it turned people into creatures that look like zombies.

After that, we went to the 2nd floor of the lab, and we found the device.

CHAPTER 3

The choice

We went to the second floor of the laboratory, and we faced a terrible monster. This one was not like the mutant it was a bigger and stronger one.

We tried to get closer to defeating the monster, but it was too dangerous.

While I was shaking in fear I took an explosive from my backpack and threw it at the monster.

It didn't die!!!

It was way too powerful.

My friend took out his bow, and he put the arrows on fire. Then he started firing at the monster.

Then we both started attacking the monster with our axes. While we were charging at the monster my friend got hit by it, and he got injured badly. I took out the last explosive I had, and threw it at the monster.

The monster finally died!!!

Then I rushed back to my friend to see if he is ok.

He was dead!

I went to the 3rd floor, and I found a device that took down any planes nearby. I found out that this was the reason my airplane crashed.

The choice

1. Take down a plane and revive your friend.

2. Deactivate the device and leave your friend behind.

we both started attacking the monster with our axes. While we were charging at the monster my friend got hit by it, and he got injured badly

1. After you leave the device active revive your friend. The planes nearby will be taken down, but your friend would be revived.

2. After the device is deactivated your friend dies, but planes nearby wouldn't be taken down.

1. After surviving for 1 more week, we found a yacht. The yacht seemed to be working, and we made our escape to freedom.

2. After surviving for 2 more days I found a yacht. The yacht seemed to be working, and I made my escape to freedom.

1. We became famous, and we were known as the men of survival, but after some days he started turning into a zombie! HALF ZOMBIE, HALF-HUMAN!

2. I was known as the man of survival from that day, but I also was depressed that month.

Be careful about whom you want to refer to

as a True Best Friend a True Brother

Emran Ashori
Mohammad Golroo
Grade 8

His life was never easy, traveling from Austria to Germany all the time, he had few friends but he was always in his land. His father, a famous politician, has died and he was devastated for years and years weeping but one day he found a group working there and supported it. His speeches were full of energy, and life was beautiful for him. One day he got pulled into the army and he went to war and fought. Seeing his mates pass away although sad he still pulled through and went to a good school. Afterward, he succeeded in painting but failed at being an artist. He was homeless. He didn't have food or water but one day he found the group he worked in and rejoined it. Now years have passed and he was very successful and famous. His speeches were very inspirational and beautiful. He led his army to victory but failed in it. Now with his mates and friends, he tried to win the war but failed, because his mates, his friends, and his brothers betrayed him. He lost. The moral of the story is that wisely pick friends that never give you up, never let you down and never run around and desert you! "Thank you for reading"

CROCODILE

A Group Srory By 9th Grade

"I am a crocodile. I have long sharp teeth. I am big and terrifying. I am the same color as the land I live in. Lake is where I love to hide. I have small hands and feet and a heavy tail.

One day I saw someone beside the lake reading something. I wanted to ask him but he shouted and escaped. After some days there was another human there reading something. He understood that I want to listen to him and he was not scared of me. I got interested in reading books at that time. Once upon a time, I got so excited while listening to him and I shouted and laughed and shook my body happily, but suddenly I heard a noise. The children and people around us thought I'm biting that man. Even he thought I'm a wild animal. But I was not. I swear to my mom's death! I even do not like the smell of flesh, let alone eating it... I want to make up with that man. I want to tell him that I did not want to bite him, but I understand he's frightened of me and cannot trust me easily again. I do not know the human language."

Here is the rest of the story by students:

Pouria Khosrojerdi

Since he was frightened I went back to the lake. The next day I saw him again reading a book, and I went closer to listen, but he ran away. After a few hours, I saw him again reading the same book. This time I tried to act very friendly, and we became friends. And every day we read books together.

David Matin Mirza

I did not know what to do at first then I called my best crocodile friend because he knows the human language. I told him if he could do that he replied: "Ah I have a better idea" Yum, can't wait to tell you this idea so THEN I INTERRUPTED and said: "Hey you're not thinking of eating him are you?" "Ah, no way I would ever eat him raw. Why would I do that? I just have a better idea which I will call my gang and then eat him like TASTY KEBAB: "NO NO STOP, EATING HUMANS IS BAD''. Then I went to the man and tried to show him by pantomiming the words I wanted to tell him. Then the frightened man thought he was gonna die but he found it a little weird. He thought "why isn't he eating me?'' Then the man saw that I was about to open my mouth. HE SCREAMED: "AAAAAAAH HELP ME I DON'T WANNA DIE I'M TOO YOUNG NOOOOOO" then the zoologist who knows all the language of animals came and said "he is not trying to eat you, sir, he just wanna be friends with you. He is saying that he was interested in the book you're reading. "Really?" said the man. "That's cool ok I'm gonna name you Zac crocodile I wanna pet you." then the crocodile agrees.

Benyamin Ghaemmaghamian

When I saw him coming there again, I decided to give him something. When he came, I gave him 5 fish beside the lake that was in my mouth. He thought that I was a predator warning him, so he didn't come close to the fish. The next day when he came, I wanted to ''tell'' him that I love listening to your books and I don't want to harm you. But then he thought I was just saying something as a warning or as a thing to say I'll come and eat you. So, then he ran away. The next day when he came, I finally decided to show him myself. When he saw me, he thought I wanted to attack him. Then he ran away and didn't come back for days.

I was sad and thought I would never be able to listen to people reading books, then I saw a kid getting attacked by some deer. I immediately went and scared the deers, I thought the boy would run away from me but instead came on my back. I was so happy, for days I fed him to fish, took care of him, and made him learn how to swim. After a couple of weeks, the person who used to read the books came and found him, he told the boy to come and that I was dangerous, but then the boy explained everything, the person was happy and took the boy home. The next day, I couldn't believe what I saw. I saw a person reading books beside the lake!! He wasn't scared of me anymore as well, and from that day on, I was best friends with the reader.

Talib Mohammad Talib

He was trying to calm himself down, but still, the man didn't get near him, he also tried to move away but still, it didn't work. The last thing he was thinking about is his old human friend, that man, who knew the crocodile language. So the crocodile went to him then tried to tell him to tell those people to not be scared of him, the man listened to the crocodile and then went to those people and told them: "OI PEOPLE, this crocodile is not a bad or angry or bloodthirsty crocodile, it is a happy one that doesn't like flesh, so please, don't be scared of him". After that, everyone was happy and the crocodile was friends again with the man who told him the story.

Halloween Notorious

Halloween;
The definition of where it all began,
Where it all happened.

Asim Karkhaneh
Grade 7

He was standing there when she opened the door. The man had been waiting to deliver the package for 15 minutes. “Sorry to keep you waiting.” Said the girl.

“No, it’s fine. Happens ‘round the clock in our job.” He said making a bored face.

As she closed the door and went to open the package, there came a knock upon her door. It’s probably the delivery guy, she thought, not even imagining that she would open the door only to find a bloody knife stuck outside of her door. She screamed aloud as she spotted the dead, bleeding body of the delivery man on the floor. Little did she know it would be her last scream ever right before a tall man in a full-head Skull face mask injected her with arsenic in the neck, almost immediately killing her.

– – –

Tylor closed his locker door as he picked out his bag to go home. It had been an extremely boring day, he thought, when a decoration bat got caught up on his face, for like about the zillionth time that day.

On the street, as he was walking, Gordon, Tim, and Rudy, the three school bullies, blocked his path. “Oooh, lookie who is here!” said Gordon, who was their leader, with a grin. “Leave me alone,” Tylor managed to say. “I have too much on my mind already.” Tylor wasn’t scared, angry, or even disturbed. He just wasn’t in the mood. But it looked like Gordon didn’t want to perceive that, so he raised his fist, and just as he swung it, he stopped in midair, suddenly looking as if he’d seen a ghost. But then, all of a sudden he dropped dead, with a knife stuck between his shoulder blades, and just as the rest of the gang were about to run away they both got shot in the head, with the bullets just appearing out of nowhere.

Tylor started running, and soon found himself at the front door of his house. He quickly opened the door as he feared the killer having followed him.

But just as he closed it, his eyes met a horrible sight. His parents were hanging from the ceiling side by side, their throats slit. As soon his eyes met the nightmarish scene, a tall man wearing a black ski shirt, wearing a skull mask,

and black gloves. The man was holding a knife, which had fresh blood on it. Tylor ran to the kitchen and grabbed a knife, holding it out. Suddenly, the killer appeared from right behind him and stabbed him in the arm. Tylor cried out, and just as the killer raised the knife for another stab, Tylor stabbed the killer in the chest. The killer slowly slides down the kitchen wall, seemingly dead. Tylor ran out of the house and towards the police station.

When he reached the station, he opened the door, which creaked slightly as he opened it, and a strange smell met his nostrils. It was a gas, that was making him feel a little light-headed so he covered his nose and mouth with his shirt.

When he went inside, he realized why he hadn't heard any sounds from inside. Every single individual in the station was lying dead, with their wide open, and bearing the glassy look of death.

"You see Tylor, I'm always five steps ahead of you." The killer stepped out so suddenly. "Get away from me!" Tylor exclaimed, running towards the door, and then he not only realized that the killer was following him, but also that the door was locked. The killer caught him from behind, pinning him to the wall. Tylor punched him in the stomach and ran towards the body of a police Special Force agent's body, picked up a handful of weapons, and ran towards the roof entrance.

As he climbed the steps to the roof he could feel the killer waving the knife behind Tylor. As he got to the roof, he pulled out a knife and stabbed the killer, who had grabbed him by the neck, in the eye. The killer grabbed the knife and pulled it out, and cried out in pain as he did so. The killer looked at Tylor, now holding the SF agent's pistol and aiming toward the killer. "Move back or I'll kill you now!" Tylor shouted. The Killer

grabbed the pistol and forced it out of Tylor's hands, and threw it away. Tylor reached inside his pocket and took out the only thing he had left, which was a grenade pack. Then he got an idea. He kicked the killer back inside the station, and locked the trapdoor that led to the roof, but not before throwing the grenade pack, with all the grenades armed inside.

The station's second floor violently exploded throwing Tylor off the roof, and onto the ground, where he hit his head, and then the world faded before him.

– – –

Tylor woke up in the hospital, in a bed and with tubes in his arm. He stirred as much as he could, for he felt very faint. He suddenly remembered The Killer, and the events of the day (it was now night).

As a police officer came to his bedside, he suddenly grabbed the officer. "What happened to Him?" Tylor asked, extremely concerned. "Who, dude?" the officer asked, casually. "The man who killed my parents," Tylor said, solemnly. "Oh, you mean the O'Derno guy." The officer said, brushing it off as if it was just some old joke. "The What guy?" Tylor asked, surprised. "O'Derno. You don't know the story?" asked the cop, and Tylor shook his head. "So the story goes, there was a very rich family in this town years ago. Daniel O'Derno, the head of the family, made a deal to execute a man who had framed 5 men for murder and had theme executed, and killed 16 men and 9 women, and 7 animals. The man was a serial killer he was. On the last moment of his death, he cursed the family and told everyone that Daniel O'Derno had ordered him to do the job for him and that he had received 200 grand from O'Derno for it. He said he would haunt the House of O'Derno and their descendants forever. That day, the skull of Daniel O'Derno was found in his house. They say that the killer did that to him. They say he still haunts the O'Derno family." Tylor remained silent. Then he asked if the O'Derno killer was dead. "Yeah, so he got caught up in that explosion o' yours, met him his end straight off." The cop said, grinning. But Tylor wasn't grinning.

– – –

At the funeral, Tylor stood closest to the grave, as others were either cops, town hall members, or just curious people. Somebody was playing Chopin's Funeral March, and Tylor was still holding the half-scorched O'Derno mask. He then suddenly got an idea.

– – –

As the killer with the O'Derno mask walked down the narrow hallway of the archive library, in Town Hall, no one would have, or even could have suspected that it was Tylor now, wearing the mask. He now realized it plain and clear: there had been many killers with the O'Derno mask. Now he was one of them. Now he was the O'Derno killer.

As he walked down, his target became the first person he saw, Casey Cadesse, a 17-year-old who was his classmate.

When Casey spotted him though, it was too late. Tylor had already wrestled him to the ground. Tylor raised his knife, high, and prepared to kill Casey. But just as he was about to swing down the knife, Nick Landler, another one of their classmates, swung down the unused emergency axe in the library onto Tylor's head, killing him. Nick had happened to be in the library and had heard the noises, seen the O'Derno mask, and he had silently grabbed the axe.

Both Casey and Nick did nothing but stare at the O'Derno killer, who now had the axe stuck in his head, dead. The boy who had once run from the killer had become the killer.

The End

The Emerald Green Eyes

Paria ShamlooNavid
Grade 8, TIS Girls School

It was very dark, cold and creepy. Full of statues with different stories behind them. They all looked very realistic and beautiful so I started exploring the place and saw a door. I opened the door and it led me to another room but this time it was pitch black. I couldn't see anything except two big emerald green eyes staring at me. I go back towards the door but to my surprise the door is closed. Now I'm stuck in a haunted museum where no one can hear me. I look around so that I can find a way to escape, I see a light so I follow the light and find a maze. A creepy voice says: You have 43 minutes to escape or you will be a part of this museum, your time start now. I run and run as fast as I can but I keep running to dead ends I go left I see dead end I go right I see dead end it's almost like there is no escape. The voice came back and said, your time has ended...you really thought there is an escape? Oh poor thing....I sat down on the floor exhausted with no hopes of escaping slowly closing my eyes. When I opened my eyes I was in my bedroom. Thank god it was just a nightmare but something still feels off so I look around and outside of my window there was two emerald green eyes staring at me.

The Court

A PLAY OF 10th GRADE

Prosecutor: Suspects are Martin Parker and Johnson Wayne. On November 2nd, 2021 a school shooting at Izmir International School took place killing 37 students, 13 teachers, and 5 faculty members. We have two of the students who survived the incident as witnesses here today, Sanji Lang and James Harden.

Judge: Can I see CCTV?

CCTV: Yes, your honor, so here you see one of the suspects going into the boy's locker room at the western wing of the school to load his weapons, and he walks outshooting the air multiple times after shooting the security officer dead. He then runs into the library shooting 2 students. We have not yet classified if the shooter is Martin or Johnson.

Judge: Martin where were you when these first events took place?

Martin Parker: I was at the eastern entrance of the school, your honor.

Judge: And how about you Johnson?

Johnson: I was drinking water near the locker room, your honor.

Judge: (asks CCTV for footage near the eastern wing)

CCTV: (thoroughly explains the events taking place in the eastern and western wings showing that martin was lying and there was a person drinking water near the locker but had an unidentified face)

Judge: (asks lawyer 2 to defend Martin)

Lawyer 2: Your honor, with all due respect I know martin is innocent. I have medical papers proving he is diagnosed with ADHD and Depression I also have an absent note from the school saying he was absent he only said eastern wing out of fear and nervousness.

Sanji Lang: Objection! I saw Martin enter the school in a black van earlier this morning

James Harden: I was walking with Sanji to school that morning and I saw the same thing, we were with our buddy David he was sadly murdered just like the many unfortunate people who died that day.

Judge: (says his condolences then asks CCTV for parking lot footage)

CCTV: Well your honor, as you see here you can see a black van driving through the main parking and to the backlot.

Judge: So martin was in school that day? Then why did he have an absentee note?

Martin: Your honor, I had an absentee note because of a dentist appointment that got canceled, so I had to come back to school.

Judge: (grows a slight bit frustrated and asks Johnson his side of the story)

Johnson: I was drinking water until I heard a few gunshots, I panicked and ran to the nearest classroom on the way I saw a Security guard dead and the library with 2 dead students. I was distraught and ran to the nearest classroom, which I recall to be classroom 215.

Judge: (then asks for prosecutor for

more information about later that day)

Prosecutor: So after the 2 dead students in the library and the security guard, the shooter goes into a classroom and kills 10 students and the teacher, then he heads off to the teacher lounge killing all 12 teachers inside and the janitor cleaning the hallway. At this point, the school is aware of a shooter within the school parameters and calls the police for help.

Judge: (Asks lawyer 1 to defend Johnson)

Lawyer 1: Sir, my defendant pleads not guilty for these specified reasons. His parents nor any friends own any sort of firearms, so there could be no way a 17-year-old gets his hand on a gun, 2nd reason is that he has a happy and healthy mental state and has no issues at home. Even though he does get bullied he is still a straight-A student and shows to have some of the highest scores in his class.

Judge: (asks the witnesses if Johnson was a good student)

Sanji Lang: (says he is not in the same class as Johnson but says he is in the same class as Martin and talks about how he is quiet and doesn't participate much)

James Harden: Yes, your honor, Johnson is at the top of my class with some of the best grades.

Judge: (asks lawyer 1 for medical papers and written score sheets for Johnson)

Lawyer 1: (hands judge papers and explain that he is in a healthy condition)

Judge: Ok I am convinced that Johnson is a good student and in healthy condition but that still doesn't prove his innocence he could have done this to take revenge on his bully. (then asks the prosecutor for a list of names of the deceased who died that day)

Prosecutor: (hands over the list) The name of the bully is Juan Lopez, your honor.

Judge: (looks for Juan Lopez but to no avail)

Judge: So the bully did not die that day. How come? Prosecutor: He was absent that day, sir.

Judge: (looks back to martin) did you also have a bully? Martin: No, your honor.

Judge: (asks for lawyer 2's defense on why martin is innocent)

Lawyer 2: Sir, Things might not be looking good for Martin but I can rest assured that just because he has depression and ADHD doesn't mean he is the villain. Even though I cannot say anything to shift the blame to Johnson 100% but what I can say is that Martin has never had any sort of experience with firearms of any kind, is a very light-hearted person, and is not capable of doing such an act.

Judge: (asks CCTV for Martin's whereabouts before the teacher lounge shootout)

CCTV: In this footage, it shows Martin at the principal's office, which happens to be a few meters away from the teacher's lounge.

Judge: (asks Martin what he was doing at the principal's office)

Martin: I was telling the principal about my canceled dentist appointment, your honor.

Judge: (asks CCTV on where Johnson was at the same time)

CCTV: He was near room 215 which is right in front of the teacher's lounge just minutes before the shootout occurred in the teacher's lounge. Later we see Johnson leave the room and just 2 minutes later a masked person with a gun comes into the teacher's lounge.

Judge: So the masked figure could have been either Martin or Johnson, this is a tough case. The culprit had to have been a genius to pull off something like this.

Judge: (asks lawyers to defend and prove their defendant's innocence)

Lawyer 1: Sir, Martin is a depressed teenager with no friends, records of breaking rules in his previous schools, and ADHD. Some of his medical reports show that he has even attempted suicide.

Lawyer 2: Your honor, just like you said previously "The culprit had to have been a genius to pull off something like this." Johnson could have plotted this out all along. This is a theory but it could be true, what if Johnson paid or threatened him to stay at home so it looked like he had no reason to do such an act, and somehow managed to make it look like it was Martin's doing? James has even said Johnson grew violent during the week before the shootout occurred.

Judge: (asks James Harden about Johnson's violence)

James Harden: Yes, your honor, this is true Johnson was growing violent over the past week. He also wasn't getting bullied, as a matter of fact, I never even saw Juan that week even once!

Sanji Lang: I also hadn't seen Juan in the hallways or classes that week.

Johnson: Objection!! (Nervously says) I was only tired and was joking around.

Judge: (asks prosecutor about the further events that took place after the teacher lounge shoot-out)

Prosecutor: After that event, the shooter went on yet another killing spree killing 4 more faculty members and 35 students at the gymnasium. At this point police have the school surrounded and have a few units in searching for the shooter.

Judge: (asks CCTV for places of Johnson and Martin)

CCTV: Martin is seen running past the gym towards the main exit, and Johnson is not on found in the footage.

Judge: (asks the suspects where they were personally for more info or perhaps some info that contradicts the CCTV)

Martin: I was running towards the exit, which was next to the gym.

Johnson: I was hiding in the restroom.

Judge: I would like to see you a few minutes after the gym shooting.

CCTV: Well your honor, the shooter is coming out of the gym and runs next to the exit and is seen to take off his mask for a breath and in the split second you can see Johnson's face.

Judge: (Shocked) (asks for lawyer 1's last day)

Lawyer 1: Your honor, I am aware I have lost this court session but I would like a reduction in my defendant's sentence since he is under the age of 18.

Judge: (agrees with lawyer 1 and asks Johnson why he did what he did)

Johnson: (in anger and defeat says) I don't know why I did it, I had this sudden urge to kill out of nowhere. I made the bully get me a gun by threatening him that I would hack him, and he obliged so I spared him, I waited and waited for the perfect time to strike, and when the deed was done I tried to blend in with the other students but was caught as a suspect because I was one of the last remaining students with Martin.

Judge: You, Johnson Wayne have been sentenced to 2 years to a mental health facility and 25 years to juvenile for the mass murder of 37 students 13 teachers, and 5 staff members, And Martin Parker is now free to go. Case closed...

PEOPLE IN THE COURTROOM START LEAVING INCLUDING THE PROSECUTOR, LAWYERS, AND WITNESSES, AND JOHNSON IS CUFFED AND SENT TO A MENTAL FACILITY.

TEACHERS PROJECTS & RESEARCH

The 3rd International Conference on Teaching
Persian Language and Literature
University of Cambridge

The Reading Education via Physical Activities and Storytelling:

An Embodied Learning Perspective

Minoo Taheri
Pouya Paknejad
Vahid Alemohammad
Peyman Reazei Maram
Akbar Saavari

Abstract:

The aim of this study was to present a new model based on the embodied learning perspective for teaching reading Persian in 4-7-year-old learners. The present study examined the role of the sensory-motor systems in processing linguistic information and acquiring reading skills. For this purpose, two methods of reading teaching—Embodied versus Phonetic

Day 2 Morning– Tuesday 14th December 2021 (please note all the times are GMT – UK Time)

All the sessions are online

10:00 – 10:20	**Panel B** Chair – Dr Assef Ashraf University of Cambridge	**Ms Minoo Taheri,** International Adaptive School, Iran	The Reading Education via Physical Activities and Storytelling: An Embodied Learning Perspective
10:20 – 10:40		**Ms Samira Moradi (cancelled)** University of Bristol, UK	Analysis of UK based Persian Speakers' Perceptions on Translanguaging: A Case Study of an Iranian Supplementary School
10:40 – 11:00		**Dr Mehrdad Amiri** University of Farhangian, Iran	A Qualitative Study of the Role of Intercultural Sensitivity, Critical Thinking, and Self-Efficacy in the Professional Development of Instructors Teaching Persian to Speakers of Other Languages
11:00 – 11:20		**Dr Vahid Sadeghi,** Imam Khomeini International University, Iran	Persian /k/ in the Production of Chinese and Arabic Speakers: Acoustic Evidence for Phonetic Transfer
11:20 – 11:40		**Ms Mona Norouzi,** University of Allameh Tabatabaei, Iran	The Effect of Literary Texts in Teaching Persian Grammar and Language, a Case Study: The Grammar of Five-Masters
11:40 – 12:00	**Q & A**		
12:00 – 14:00	**Lunch Break**		

Methods—were compared. The research design in this study was Posttest-Only Control Group Design. Participants included 40 students of a preschool in Tehran. They were then randomly divided into two groups; "Embodied Training" (ET) and "Phonetic Training" (PT) groups. The ET group received reading education in the embodied education method (60 sessions of 45 minutes). The course included two phases: (A) The Activity Phase: in this phase, each word is first taught in the context of related activity. (B) The Storytelling Phase: the students learn the word and its use in a short story. In contrast, the PT group received phonetic education in which they were initially introduced to the shape, names, and sounds of letters, and then they learned the words and finally tried to read the sentences and short stories. Finally, participants' reading skills were evaluated by an experienced evaluator while the students were studying three short stories. Data were analyzed using independent groups t-test. The findings showed that although no significant difference was found between the two groups in terms of two variables—Number of Missing Words and Help-Seeking Behaviors—, the embodied method has a significantly greater effect on improving reading skills—interruption, length of reading, lexical error, and sentence error—in preschool learners.

https://www.ames.cam.ac.uk/whats-on/events-archive/3rd-international-conference-teaching-persian-language-and-literature

Shyness in Teenagers

Masoud Sadeghi - Counsellor of TIS

Being shy isn't a bad thing. But sometimes shyness can stem from low confidence, and it can interfere with a teen's ability to communicate effectively, join activities, or meet new people. If your teen's shyness gets in the way of doing things they want to do, these strategies can help.

Like quite a few parents, you may have recently taken a good look at your adolescent and wondered, "What happened?"

Not only has your child's appearance changed, but their conduct may also have as well. A once-gregarious child who used to tell you everything now has become silent. A jolly child who was always surrounded by a dozen pals suddenly has no friends. Your previously confident child now blushes, stammers, and won't look anybody in the eye.

The problems of impending adulthood can upset many teenagers. Weighing on their minds are such issues as changes in their bodies and how to respond to the opposite sex. They're worried about grades and fitting in. They may even be pondering the big "What am I going to do with my life?" question. If your child was shy when they were younger, the pressures of middle and high school may make her withdraw even more. Even if they were outgoing, their confidence may falter. Stay tuned in to what's happening in your child's life, while allowing them a healthy degree of independence and autonomy. Here are answers to many of the questions you probably have about your shy teen.

Why is my child suddenly shy?

The shyness you've noticed is likely a newfound self-consciousness. Children at this age may feel as though everyone is watching them, which makes them acutely aware of their actions and appearance.

If your child has abruptly become withdrawn, they may be going through a "hibernation" period to allow themselves to think about all the things that are confusing them, from academic pressures to peer relationships. During this phase, which typically is brief, your child may hide in their room, even when relatives or friends drop by. Unless they seem depressed, let them be, while making it clear that you're available to talk. Your child may eventually ask for guidance, or they may work things out on their own, emerging from their isolation when they're good and ready.

If your child has always been somewhat shy but has recently become dramatically so, that's likely a result of self-consciousness as well. During the teenage years, naturally quiet kids can become

extremely anxious about participating in new activities or making new friends - anything that puts them in the spotlight. If you can boost your child's confidence and help them have a few successes in the social arena, some of their shyness will likely disappear.

Most of the time, teenage shyness is a temporary phase and nothing to worry about. The child who has always been shy may struggle a bit more, but with support from the family, they will probably come through the trials of adolescence a stronger person.

Why doesn't my child have any friends?

Childhood friendships often develop by chance: the child who lives next door is about your child's age, or they hook up with someone who attends the same after-school club. Teens, however, are much more discriminating about friendships. Choosing someone and getting close may take some time.

Your child may have discovered that they don't have that much in common with the group they hang out with. They may need to figure out where they fit in and what kind of friends they want. Or they may be a little less mature than their peer group - maybe they don't want to read the same magazines or talk about who's dating whom. If that's the case, when they do form a friendship, it may be a particularly tight one with a similarly young-for-their-age child. Don't worry about them. They can be goofy together until their interests mature.

If your child is a natural introvert, they may be content to be less socially active than other children. This is not necessarily a bad thing: Many children go through junior high and high school with just a small group of friends or happily pursue solo activities such as music and art. Don't criticize your child's choice of friends, even if they only have a couple or you think their friends are nerdy. So long as they're happy, remind yourself that popularity isn't really important.

How can I help my shy child?

Here are some approaches that may help your shy child feel better about themselves and function better at school:

- Let them build their self-worth. Realizing that they have your confidence and trust - or even your admiration - will improve their self-esteem. Make sure they occasionally overhear you saying nice things about their personality, achievements, and activities to family members and friends.
- Don't compare personalities. Accept that each member of a family has a slightly different temperament and their way of dealing with the world. One child may be extremely social and another may be just as happy to have one or two close friends and spend more time at home.
- Practice social skills. If your child is having trouble making friends and wouldn't mind some help, coach them on how to ask for and listen to other people's opinions. Talk about the social situations that worry them most and brainstorm ways they might make themselves feel more comfortable. Don't, however, turn into your child's social director. Your

interference will only signal that you lack faith in them.

■ Don't urge your child to change. Advice such as "Don't be shy" or "try to be more popular" aren't going to do your child any good or be well received, since they'll hear them as criticisms and can alter their behavior only so much. Remember, as much as you might wish it for your child, being popular is not a goal you want to dangle in front of them. If your child chooses to do things on their own, don't make them feel inadequate. Many a loner has grown up to be a brilliant inventor or talented writer. Some children aren't even lonely when they're alone. They may be shy, but they still like themselves.

■ Praise your child's strengths. A shy teen may not be comfortable enough to run for student groups, but they might win a prize for science or be an excellent artist.

When should I be worried about my shy child?

Most shy teens do just fine in high school and don't seem to mind that they're not the homecoming queen or captain of the basketball team. If you're supportive and appreciative of your child's successes and friendships, they'll learn to see their shyness as a little quirk, not a major character flaw.

But sometimes shyness spirals into feelings of loneliness or failure. If your child feels like an outcast or worries that they're letting their family down, their self-esteem may take a nose-dive. Here are some danger signs to watch out for:

Unhealthy habits. If your child has suffered rejection, they may give up on group activities or social functions and fill their solitary hours by eating, watching TV, playing video games, or surfing the Internet. Friends only with family. Being cozy with your parents is a good thing,

but if your child wants to hang with Mom and Dad or their siblings all the time, they're not developing the interpersonal that they'll need to build friendships and even work relationships as an adult.

Bad bonding. If your shy child also has low self-esteem, problems can arise if they gravitate toward a child with similar problems. Two adolescents who view themselves as "losers" or "outcasts" may get some destructive ideas about how to escape reality (drugs, drinking) or retaliate against people they feel have wronged them.

Defensively rejecting others. If your child is extremely shy or has been rebuffed by some not-so-nice children, they may get in the habit of declining friendships as an act of self-protection. They may have decided that it's better to shun other kids and be friendless than be considered a social failure.

Where can I get help?

If your child's behavior worries you, particularly if they begin to do or say things that seem out of character, it's time to take action. You need not only to provide loving support but to call in the experts. Professionals can offer advice and put you in touch with specialists and support networks.

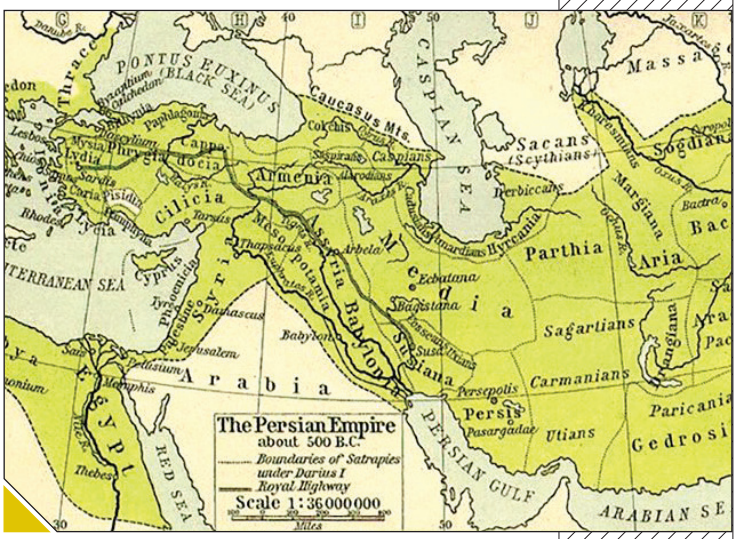
Iranian Studies and Education

Iranology at TIS

Zahra Shiran

Raising awareness of different aspects of a land such as a geography, history, politics, social issues, etc. is one of the goals of every government.

It is knowledge and awareness that increases the sense of patriotism and belonging to the land and plays a significant role in consolidating the national identity and the values and ideals of the people living on the borders of the land. It is through research that this knowledge is gained, but the important issue is to transfer this knowledge and achievements to the people of the land and the next generations. The importance of education is determined by this because it is and will be one of the most important categories of human life in all ages of history. The importance of all-around knowledge of the territories is to the extent that university courses have been designed and formulated for this purpose, and more importantly,



some of them are also taught in foreign universities.

The ancient land of Iran has a rich and ups and downs history, and what we know today as Iran and the Iranian identity is the result of this ancient history that was formed. The effort to know more and spread awareness about the land of Iran is gathered in a topic called Iranology. A title that has become a university course in recent years, but it has more history.

Based on an international definition, Iranology is an interdisciplinary field that deals with languages and written sources, history and society, and the spiritual and material culture of people who speak Iranian languages from ancient times to today. Therefore, Iranology, in addition to linguistics studies of more than twenty early, middle and modern Iranian languages, is also a historical, social, and, cultural science that focuses on the history, social structures, religions, and religions that the literary traditions of Iranians It includes the beginning to our time.

By following the first traces of Iranology (if we mean the general knowledge of Iran and not its modern scientific definition), we reach Herodotus, Xenophon, and Darius the Achaemenid, who can be considered among the first Iranologists. Later, travelers and other thinkers also tried to know and introduce Iran in their writings. In the early years of the 14th century, it was the famous traveler Marco Polo's travelogue that drew a lot of attention to Iran. The travelogue of the Christian priest Ricardo Damonte Croce and the travelogue of Clavijo is considered other sources of Iranology in these centuries.

In the 15th and 16th centuries, the Europeans continued to try to get to know Iran more to maintain their interests and influence, until the 17th century, when the movement to learn about the Iranian language and literature in Europe began in a new way. One of the oldest works published in Europe about Iran was written by Barnabe Brisson and published in Paris. Serious research on Iran started in the Netherlands with the efforts of Thomas Erpenius from Leiden University. After that, other scientists did more research on the Persian language and the history of Iran. In 1644, the German writer Warner

published a collection of Persian proverbs with explanations about them. In addition, the famous travelogues of Herbert, Adam Olearius from Denmark, Cornelius Dubrin from Holland, Pietro Dellavalle from Italy, Tavernier and Chardin from France; Each of them played a significant role in getting to know more and more Europeans about Iran. Two English orientalists named John and Thomas Graves are among the first to teach the Persian language in Europe (Taheri, 1352:15).

In the following centuries, most of the research and research works about Iran flourished, which was the complete translation of the Avesta in French and is considered the beginning of a new era in Iranian studies, followed by the effort of scientists to translate and read Sasanian inscriptions and stone inscriptions. The next century, that is, 19th century is the peak period of Iranology. During this period, almost most of the great and important literary, historical, philosophical, and scientific works of Iran were translated and published in foreign languages, and special fields for Iranian Studies were established in the Oriental Studies Associations of Europe and America. In the 20th century, with the discovery of the treasure of Iranian writings in Tarfan (a treasure found along the Silk Road in Xinjiang province), a new page was turned into the book of Iranology.

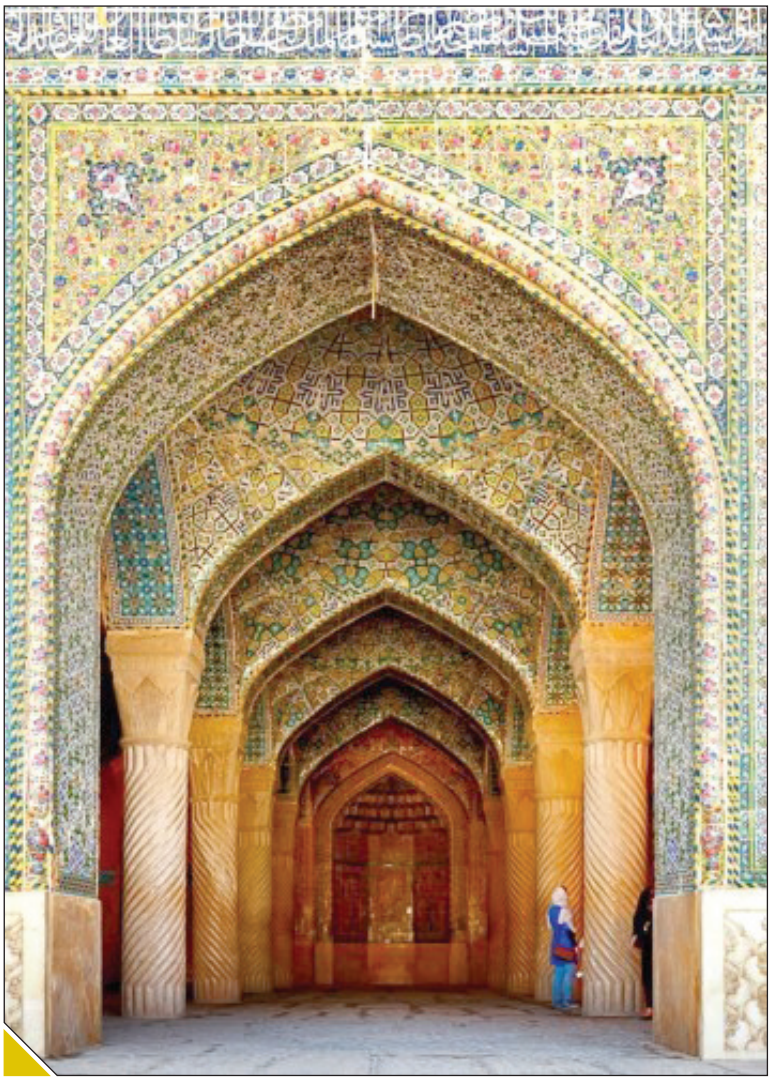
In addition to Europeans, scientists from countries such as America and Japan also joined Iranologists in this century and published remarkable works on this subject. All this happened while the Iranians themselves did not play a role in the course of Iranian Studies until the mentioned century.

In this century, with the awakening and awareness that was formed about the

In this regard, Tehran International School has conducted Iranology lessons for students in the current semester

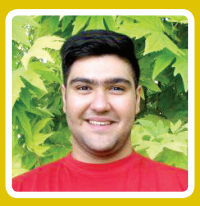
interest in culture and national identity, Iranology flourished within and among Iranian researchers and writers. In 1316, Iranology was taught for the first time at the University of Tehran under the efforts of Ebrahim Pourdawood. His continued efforts with the establishment of the Iranology Association, the establishment of the Iranology school at the high school level, and the fields of Aryan, Avestan, and ancient Persian languages in the University of Tehran for the greater prosperity of this field among the educated Iranians and the new generation are commendable. Henry Carbone was the first to use the term Iranology in his report on the state of Iranian studies. Mohammad Qazvini and Ahmed Kasravi were among the other Iranologists of this period. The works of Hassan Pirnia, Abdul Azim Gharib, Ali Akbar Dehkhoda, Abbas Iqbal Ashtiani, Saeed Nafisi, Mohammad Moin, Mojtaba Minavi, and other authors were attempts to enter the world of Iranology, which is very valuable. The establishment of the Iranology Association was an effort to develop relations with foreign Iranologists and make research in this field more valuable. In recent years, Iranology magazines and quarterly magazines have been published to promote and publish related research and events. This field is taught in many prestigious universities in the world such as Columbia and Stanford University, Berlin, Marburg, Hamburg, and Kyiv, and countries such as Austria, Russia, Italy, and China.

The importance of Iranology and the need to pay special attention to it today is not hidden from anyone, and it is hoped that focusing on the education of this field at the elementary and academic levels, will have a positive effect on the expansion of the next generation's understanding of Iranology. In this regard, Tehran International School has conducted Iranology lessons for students in the current semester.



TIS NEWS

Reporter:



Ali Taheri

Arash Sarchami

First Scientific and Research Festival of Rahe Roshan

Date: 04.2022


TIS MAG

Mr. Jiba Introduction Ceremony

Date: 06.2022

ISC Meeting

Date: 09.2022

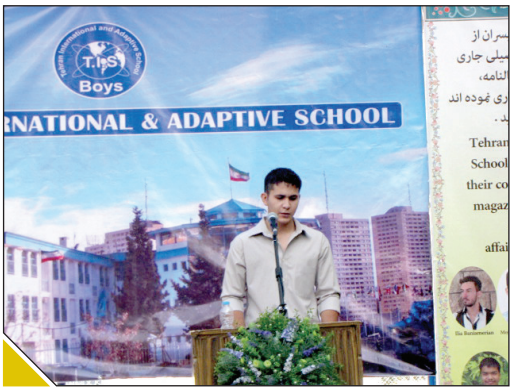
Athletic Talent Seeking

Date: 09.2022


SUPER

Comencing Educational Year

Date: 09.2022


Boys
NATIONAL & ADAPTIVE SCHOOL

Editorial Committe Meeting

Date: 09.2022

Graduation Ceremony of IB and 12th Grade TIS

Musical Talent Seeking

Date: 09.2022

Parents Meeting

Date: 09.2022

Pedestrian Walk Reforming and Improving of Mehr Project

Date: 09.2022

Student Committe Meeting

Date: 09.2022

Teachers Meeting

Date: 09.2022

First Inner Shcool Camp

Date: 10.2022

Holy Defense Gratitude Ceremony

Date: 10.2022

Holy Prophet Ceremony

Date: 10.2022

Ilya Bani Amerian
The TIS Cultural Ambassador
In Italy

Date: 10.2022

Tekwando Champion Hadi Saei Lecture at Morning Ceremony

Tekwando champion Hadi Saei and national tennis team champion Moharam Ali Khodaei

Date: 09.2022