



ICSMILAN Insights

23
JUNE
ICS Milan
6TH
EDITION

End of Year Edition



Interview to Mr. Gilberthorpe



Kenya Residential Trip



ICS Milan Students Future



Antarctica



Sports Day



World news

AND MORE..

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STUDENT COUNCIL: WHAT DO THEY DO?

BY YUNSEOK CHOI

You might have considered electing student council as a tedious, annual task. The promises of the candidates may have seemed void and abstract, just like a cotton candy melting once it enters your mouth. However, as an ordinary student - which includes myself - it is hard to know what student councils do for our class. Thus, to provide a more authentic view of the role of student councils, ICS Insights have asked the student councils of Y10 and Y11.

*This article was made possible due to the warm-hearted considerations of the student councils. Thank you.

The roles of the student councils

When asked the tasks as a student council, the answers were similar. Their role was mainly representing the student group, or forms in regard to the teachers. In practical terms, they answered that this was to ensure that the information from the teachers are well delivered to the students.

1. What is your role (tasks) as a student council? *	Short-answer text
<hr/>	
2. Do you have any meetings? If any, can you explain how the meeting works?	Short-answer text
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3. How did you become the student council? (your promises as student council, etc.)	Short-answer text
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4. What is the thing that you most like about being a student council?	Short-answer text
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5. Why did you choose to be a student council?	Long-answer text
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They were asked five questions

Personally, I have experienced their work as a communicator during many school events. For example, our student council provided useful information about the events, which we haven't heard from the teachers. Nevertheless, their job is not confined to providing news from the school.

Meetings:

Meetings are the most significant site of information exchange between the teachers and the student councils. Since September, only 1 or 2 meetings have taken place to inform the representatives about what the teachers want to improve, and vice versa. Usually, the meetings come about in one of the year group's form classes and parent representatives also participate to hear the opinion of the students.



Image Credit: Waldorf Knoll Academy

The content of the discussions is delivered to the students during PSHE classes. Yet, the effectiveness of the meetings, regarding their rare occurrence, was put into question.

Being a Student Council

When they were asked, “What is the thing that you most like about being a student council,” many of the responses said “helping others.” The phrase well-summarizes the position of student council, which has to be a bridge between the students and the teachers; a bridge, which fosters free and welcoming exchange between them. Also, one answer mentioned ‘the courage of being true you’ as a benefit of being a student council. Interestingly, this response highlighted the confidence given by the position which is often considered as the prerequisite of the role. Thus, student council seem like none of your business, but why not? You might find a more communicative and confident version of you.

Conclusion

Although you might have not noticed, student councils were working hard with their responsibility as a ‘bridge’ in their mind. However, a systematic support, such as more frequent meetings and a meaningful method of collecting student ideas seems needed to effectuate their efforts into a tangible change.

Important Notice

Poetry Contest By ICS Insights

- We are looking for a talented poet who deserves to be recognised by the school
- No limit in length
- It must be written in English (If the poem is written in another language, provide an equivalent translation in English)
- Mr. Phelps (English teacher) will judge the submitted poems
- Submit your poem at icsinsights.rf.gd/poetry
- Submission Deadline: Until the beginning of school in September
- Prize: 10 House points

Important Notice

Photography Contest By ICS Insights

- We are looking for a photographer who can capture the beauty in of summer
- Theme: Summer
- Submit your photograph at icsinsights.rf.gd/photo
- Submission Deadline: Until the beginning of school in September
- Prize: 10 House points



THE FUTURE OF ICS MILAN STUDENTS

BY ARTHUR CORNALBA

What Universities will students ending their path at ICS Milan attend? What are the most quoted faculties? Has the IB program helped them to prepare for the University they want to attend?

Lorenzo Scita, who has ended his last year at ICS Milan in May, has helped us to answer this questions.

First of all, Lorenzo decided to attend the TBS University in Barcelona, in the faculty of Global Economics and Politics. This University Bachelor is focused on the study of global economy, international relations, political systems. Their purpose is to provide a comprehensive understanding of how economic and political forces interact on a global scale.

Even if Lorenzo doesn't know what he would like his job to be in the future yet, since, as he remembers, "4 years of University are still to come", he has been sure about what faculty to choose. This is because the learning of the subjects he chose for IB prepared and inspired him to follow this path. Lorenzo attended Italian, English and Spanish as standard level courses, whereas he chose Math AA (Analysis & Approach), Physics and Economics as high level courses.



Besides his DP subjects, from the IB program Leonardo has learned to manage his time and become completely independent in the organization of his studies, thanks to the independence given to the students that requires a great amount of responsibility. In this way, he managed to continue playing his favourite sport, tennis, which he used to play at competitive levels. Even if he considered some deadlines hard to respect and some subjects particularly hard, such as physics, he feels that the courses he had chosen had generally helped him to find the right university for him.

-Lorenzo's subject choices

- Italian SL
- English A SL
- Spanish as a foreign language SL
- Mathematics AA HL
- Physics HL
- Economics HL

The faculty that has been chosen the most by Year 13s, Lorenzo explains, is Economics. Many of his classmates are going to attend this faculty here in Milan, at Cattolica University, whereas others are going to the IE University of Madrid. The three cities where most students are going to are all Spanish: Valencia, Madrid and Barcellona. Some students will attend the Politecnico, architecture.

The IB grading system

The International Baccalaureate (IB) program has a particular grading system. First of all, each of the six subjects that the students choose are graded from 1 to 7, where 7 indicates outstanding performance and 1 indicates minimal understanding.

Of the six chosen subjects, typically 3 are at Higher Level (HL) and 3 at Standard Level (SL). The main differences between HL and SL subjects are the instructional hours, the depth of the topics, the difficulty of the assessment and workload (which are both increased in HL subjects).

The IB final grade, the one that Universities are going to look at, is out of 45. Of these 45 marks, a number out of seven is given for each subject, for a total of 42 marks. The other 3 marks are given to students for results in two other core subjects: Theory of Knowledge (TOK) and Extended Essay (EE). These two subjects, along with CAS (Creativity, Community, Service) which is not graded,

make the three core components that each student of the IB program do.

Therefore, the only way to achieve all the 45 marks is to get 7/7 in each of the six subjects attended and 3 additional bonus marks from TOK and EE. Though getting a perfect grade is extremely hard to achieve (statistic have shown that in recent years only 120 in the world have achieved this goal), it is important for IB students to focus on their projects, presentations, lab work, exams and external exams (that together make the out of 7 grade for each subject) as many Universities will heavily consider them and decide in base on the score a student got whether to accept him/her or not.



A DAY IN ANTARCTICA

BY GIORGIO VALDMAN, YUNSEOK CHOI

Two members of ICS Insights were lucky enough to be sorted out to go visit Università Biccoca on Wednesday the 18th and got the opportunity to meet many different scientists throughout the day, and even go in a top-notch laboratory where “carrots” are analyzed at -20°C !



The conference started with Valter Maggi, a glaciologist at UniMiB (Università degli Studi Milano Bicocca) that introduced the day and explained us that we research and work on the antarctic to understand it.



Valter Maggi



Laura Ghigliotti

Then on stage was Laura Ghigliotti, a researcher in the IAS division of the CNR*, vice chair of the scientific research committee. “Antarctica is a desert, how can life be there?” Antarctica isn’t populated by polar bears as people often think, it’s mainly inhabited. Animals are only present on the shores, but don’t be fooled: there’s a lot of biodiversity!

*CNR-IAS Centro Nazionale di Ricerca: Istituto per lo Studio degli Impatti Antropici e Sostenibilità
National Research Centre: Anthropogenic and Sustainability Impacts Studies Institute

The main inhabitants of the continent (Yes, antarctica is a continent) are starfish, sponges and sometimes even corals, but the most common is the icefish. The icefish isn’t called so because of its habitat, but because of its colourless characteristic.

They adapted over the years to survive in the antarctic harsh conditions: their blood doesn’t have haemoglobin and has a special glycoprotein that allows their blood to go to -3.5°C without freezing. But now you might be wondering: “If the water freezes at 0°C, why would they need this protein?” Since water in antarctica is very salty it freezes at -2°C, while temperatures can go down to -89°C!



Icefish (Channichthyidae)

The microphone was handed over to Christina Braun, who introduced herself as biologist specialised in studied of seabirds and seals. She informed us about the environmental threats that were present in Antarctica, including massive amounts of

plastic pollution. She showed us a photo with plastic bottles arriving at the coasts of Antarctica, which was substantially surprising, considering the pristine notion of the continent



Image Credit: Abode Stock Photo

Living in Antarctica: Concordia Station

Following the brief lectures of the scientists, we connected to the actual dwellers of Antarctica, the crews who were actually staying in Concordia Station - the French-Italian research facility located in Eastern Antarctica. The five crew members explained their roles in the camp in turn.

The first crew to introduce was Simona, the leader of the team and glaciologist. She told us about her job in the station, mainly observing the glaciers and leading the expeditions. Next was Clement Arrat, a glacio-chemist who researches the compositions of the glaciers and various types of them. Thirdly, we were introduced to Matteo, who is an astrophysicist who observes exoplanets and the sunspots in Antarctica. He explained that the region is especially good for astronomical observation, due to its



Image Credit: Concordia Station

Fourthly, Erik was introduced, who is the ICT manager of the station. He ensures that the telecommunications at the station is stable for the team to concentrate on their research. Lastly, Nina Purvis, a doctor from ESA (European Space Agency) had her turn. She explained her work to us, which was studying the impact of isolation and darkness on the crews.



Image Credit: Concordia Station

The primary students bombarded questions to the crews when the Q&A time came. Many questions were related to climate change and animals in Antarctica. Personally, I was interested in Dr. Purvis' study on mental health and asked about the presence of leisure facilities in the station; the answer was that there were plenty, including gyms and a library

Meeting One Million Years Old Ice at -20°C

The highlight of the day's experience began when we visited the EuroLab, which is a special chamber where ice bars are kept under -20°C. Before going straight into the room, we stayed in a room at 0°C to adjust our body to the temperature and avoid shocks from a sudden change of environment. Inside the chamber, delicate scientific equipments at first welcomed us. The instructor cautioned us not to touch any objects, noting that it could affect the intricate readings of the apparatuses.

The ices were kept cautiously inside wooden sealed boxes. Their origins were diverse, as the instructor explained, ranging from Greenland to Antarctica. She also explained the process of extracting the specimens. First, use a gigantic drill to pierce through the thick ice layer of Antarctica. Then, with the machine drag it upwards. This process takes more than an hour, depending on the depth at which the ice lies.



1m ice bar. Image Credit: Università Bicocca

The length of the ices were varied, but were usually about 1m. The instructor also showed us vapor trapped in the ice, which is as ancient. Our experience in the chamber didn't last long, but it was a pleasant time during which we could feel the past over 1 million years ago; of course, except for the devastating temperature.



Ice filled with air bubbles. Image Credit: Università Bicocca



Giorgio and Yunseok listening to the instruction of Mr. Maggi before entering the chamber. Image Credit: Ilaria Amendola

KENYA: MORE THAN A RESIDENTIAL TRIP

BY ARTHUR CORNALBA

THE PERSONAL COMMENTS AND TESTIMONY OF A STUDENT WHO WENT IN KENYA LAST YEAR

"Kenya is one of the best experiences you're going to have in your life", this is Lorenzo's first comment when I've asked him about his amazing experience in the African country.

Even if a full year has passed, Lorenzo talks about his journey as passionately as if he just came back. "It will change the way you see the world" he continues, "most of the people we met have almost nothing, nevertheless they are able to enjoy life and be happy with what they have". This is the main goal of the residential trip organized in collaboration with CAMP International: to raise awareness of the condition of some people around the world among young minds in the hope they will acquire a new way through which they see their reality; all of this while helping those communities who live with almost nothing.

The 11 days long trip included a group of 10 students and 2 teachers, Doc Amendola and Ms Iasoni. The activities assigned to the students were a multitude and have shown to be useful for the native tribes as well as enjoyable for the students and enriching. Some of the include: building houses out of mud using shovels, repainting a school, playing football with some students of the school, de-wormed goats by giving them a medicine, organising campfires, cleaning beaches, seeing turtles eggs hatching and doing a safari.

It was the first year that our school collaborated with CAMP International, the organisation that offers this opportunities, and both teachers and students were positively surprised by the organisation of the travel.



UNDERSTANDING CAMP INTERNATIONAL

CAMP International (Community Action Projects International) is an organisation that offers volunteer travel programs, often aimed at students to contribute in a positive way with small communities and tribes in African countries, especially Kenya, Tanzania, Borneo and Cambodia.

The purpose of the travel programs is to provide a practical help to tribes, such as the Maasai tribe, by assigning students tasks such as helping to build mud houses using a shovel or repainting schools. As Lorenzo says, the most remarkable part of his experience, a part from the valuable time spent with his friends, has been the connection created with kids of the tribe, who were really fascinated by the students of our school and kept asking to play with them.

The collaboration between our school and CAMP International is a reason of pride for us and we hope it will last for the years to come. Actually, right now, some of the students that are currently in Year 12 are having the same experience.



COMMUNITY SERVICE: LITTER PICKING

BY SILVIA BELE

During residential week at ICS Milan, we students participated in various activities, most notably the litter-picking event aimed at cleaning up our local environment. We ventured out to the nearby streets and park, where trash was unfortunately scattered everywhere: plastic wrappers, bottles, and other debris cluttered the sidewalks and green spaces.

It was eye-opening to see how much litter had accumulated, reminding us how careless habits can quickly degrade the beauty and health of our surroundings.

As we picked up each piece of trash, we became more aware of the impact that thoughtless disposal has on wildlife, plants, and even the surrounding air and water quality in our community.



We felt a strong sense of accomplishment as we completed this activity, knowing that our efforts were making a visible difference.

A few onlookers even stopped to thank us for our kindness and dedication, which made the experience even more rewarding. For a while, the streets and park looked noticeably cleaner and more inviting, proving that small actions can have a big impact.

This activity reinforced the importance of being responsible and sensible about waste disposal—not only for the environment but for the well-being of everyone who shares this space.

By taking care of our surroundings, we contribute to a healthier planet and inspire others to do the same.



SPORTS DAY

BY JAN KALABISKA

After weeks of careful preparation, our school's Sports Day took place on May 30th. Parents, teachers, and students all were looking forward to the occasion. Everyone was excited to watch or compete in the different events, which included tug-of-war, long jump, and sprints, and we were lucky enough to be able to do it in the Arena Civica. It was an unforgettable day for everyone involved given the lively and enthusiastic atmosphere.

Students engaged in the various activities throughout the day. Everyone felt motivated to perform to the best of their abilities by the enthusiasm and encouragement of the spectators. While funny incidents offered extra entertainment and promoted a sense of fellowship among participants, a number of students achieved interesting performances, some even creating new records.

The winning teams and outstanding competitors received medals and trophies at the end of the competition. In addition, house points were given out to people who competed as well as people who helped out during the event such as cleaning up the empty water bottles that were around. In summary, Sports Day was a great way to encourage cooperation, determination, and healthy competition. It left everyone ready for more events and reinforced the value of staying active and working together.



FAREWELL INTERVIEW WITH MR. GILBERTHORPE

BY ARTHUR CORNALBA, SILVIA BELE AND YUNSEOK CHOI

Us, members of the ICS Insights team, have had the opportunity to interview Mr Gilberthorpe, Head of Secondary. Through questions, we've learned about his journey as a student and teacher, his experience at ICS Milan, and his expectations for the next chapter of his life in Thailand.

Firstly, when asked about his academic journey before becoming a teacher and principal, Matthew Gilberthorpe said he did his early years of education at a comprehensive secondary school in the UK, where he followed the GCSE program. He then chose 4 subjects in the A level program, according to the British scholar system. He attended the University of Sheffield, focusing on the two subjects of Economics and Geography and then he decided to continue just with Geography after a year. He then, surprisingly, coached a football team in the US for a year. Driven by his aspiration of becoming a manager, he worked for a popular brand for car renting, "Enterprise Rent a Car".

However, when he realized that teaching was his vocation, he went to the Durham University for teacher training, and then started teaching in an international school in Malaysia. His teaching path continued in the UAE Abu Dhabi for 1 year, and he stayed 2 years in Dubai doing

the NPQH (National Professional Qualification for Headship) in order to become a headteacher. His first duty as a Head of Secondary was in Myanmar and then continued in Italy, starting in Rome and then at ICS Milan.

Next, we asked him about what he had found special at ICS Milan. Some of the most meaningful moments and memories for Mr. Gilberthorpe were seeing the younger generation of this school grow into wonderful people with good manners, working with dedicated staff and colleagues, and especially being able to see the school evolve in the way it has, implementing the IGCSE and IB programs into the system.



Regarding his expectations of Thailand, Mr. Gilberthorpe first mentioned his daughter, expressing his hope for her to settle down well in a new environment. For himself, he said that he is looking forward to the new challenges set by the new place and the valuable lessons that he will learn from the upcoming experiences.

Mr Gilberthorpe, along with being principal of secondary school, teaches Economics to DP Students. When asked about why he decided to become a principal, he explained that even though he thinks that a teacher can positively influence the students of a class, he considers that the influence that a principal has is broader. That is why he studied to become a principal and headteacher.

Our next question was about his goal as an educator in the future. Ultimately, he stated that his goal is to help students become the best possible versions of themselves, become caring individuals, developing their character as well as their knowledge because education is crucial for a person.

“Thank you, for the experiences I had at ICS Milan. Keep working hard and do your best to make a positive difference.”

This is a message from Mr Gilberthorpe to the student body, which encourages us to do better and better in the upcoming school years. Finally, Mr Gilberthorpe wanted to remind us about the importance of a small gesture that could brighten someone else's day.



Mr. Gilberthorpe



HOUSE CAPTAINS: WHAT DO THEY DO?

BY VIKTOR DUDNIKOV

Being a house captain is not an easy task for the majority of the people, but it can bring an immense amount of experiences that can be applied in the future. We asked some students from year 9 and 10, and here is what they say is like to be a house captain:

Principally, the role of the house captains are brainstorming ideas for the house activities. In fact, one interviewee mentioned that the job is the thing that he was most proud of; collaborating with peers and organising events for the whole school. This duty is not the only thing you expect as a house captain. Almost everyday, they put up posters for various school activities and interesting scientific or other related studies. If they have free time they spend most of their time planning what to organise in the future. Although this seem like a burdening role for students, one house captain said that he 'feels good' about the position, remarking that it is 'respected' and 'time flies' while he works with his fellow house captains.

If a person wants to become a house captain, they have to go through a thorough verification

process. Teachers and students gather together and vote for each candidate, then an interview is held by a responsible teacher. During this interview, the candidates are required to show their abilities in professional speech; also, as you might have expected, their motives of application is asked. After this process, the teachers determine the percentage of the person becoming a house captain.

In general, being a house captain is rewarding, but requires a lot of work and attention. You have to keep your mind fresh and continuously think of creative ideas. However, the passion for your house and a collaborative mind seems like the first step to become a house captain.





WORLD EVENTS

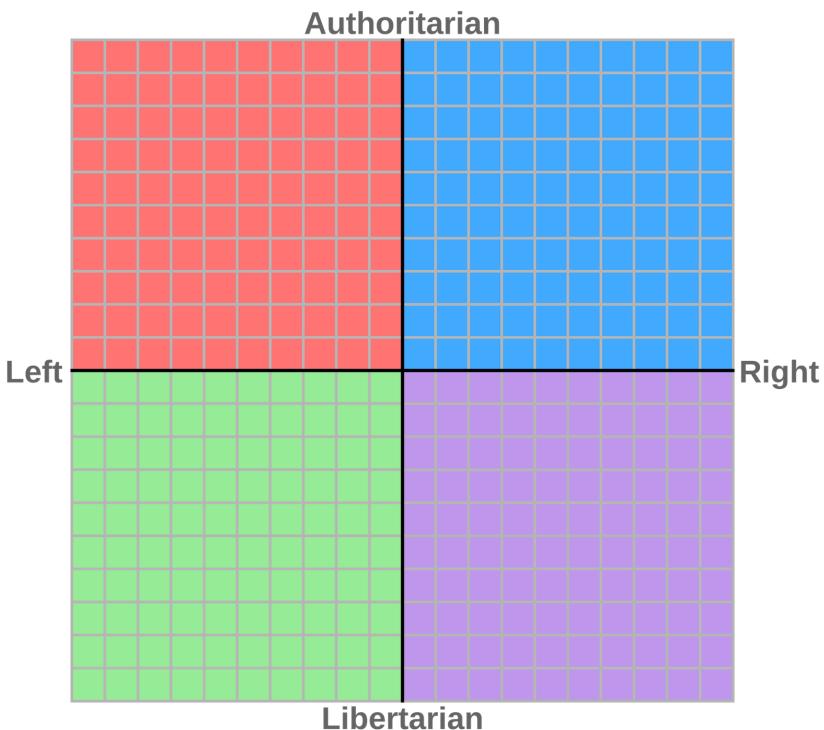
By Jan Kalabiska

Understanding Politics

In spite its initial difficulty, politics is essentially about how individuals and governments make decisions. The political line, which is typically divided into right and left, is one way to understand politics. Equality as well as altering traditions to improve society are the main concerns of the left. The right side usually focuses on free markets, individual responsibility, and keeping traditional values.

Another way to look at politics is through the political compass, which adds two more scales: one for economics (left and right) and one for social issues (authoritarian and libertarian). On the economic side, the left supports more government control and equality, while the right prefers free markets and less government intervention. On the social side, authoritarian means supporting more government control over people's lives, while libertarian is about personal freedom and individual rights. However, it has some problems because it simplifies complicated ideologies into just two scales, hence ignoring their complexity. It's also

criticized for making it seem like economic freedom is mainly right-wing, while many people argue that's not true. The model doesn't show all political beliefs or how they relate to each other, so some think it can give an incomplete picture of politics.



There are also different scales that show how countries or people might think about other issues. The diplomatic scale looks at whether a country prefers working alone or with others—so, nation-focused or global. The civil scale is about how much freedom people should have versus how much authority the government should have—liberty or authority. Lastly, the societal scale considers whether society should stick to traditional ways or push for progress and change. All these scale help paint a bigger picture of political beliefs and how different countries or individuals approach issues.

People can hold differing opinions on each of these axes, which makes politics both interesting and sometimes confusing. Understanding these axes allows us to comprehend why people and countries make decisions as well as how their beliefs influence how they act on the global scale. There are also tests to understand where you would be personally positioned which we will link with the QR code below, but please keep in mind the disadvantages that come with these axes/tests as well as some questions or topics being made for adults only or being harder to understand.



Political Compass



8 Values

U.S.A Amidst Trump's Presidency.

There have been many serious issues in the news lately. Donald Trump and his wife Melania got a mixed response from the audience at the *Les Misérables* performance at the Kennedy Centre in Washington, DC. As they sat in the presidential box, some cheered and others booed. A few people even began chanting "USA." It's interesting that Trump attended a show there for the



first time since he was elected president, as he also got appointed chairman of the Kennedy Centre by the board in February. The responses of the crowd showed how divided people remain concerning him.

Since President Trump was hosting a military parade in Washington, DC, to mark the 250th anniversary of the US Army and his 79th birthday, on June 14th 2025, many people from across the United States gathered in cities like New York, Philadelphia, Houston, and Los Angeles to demonstrate against him. A group called "No Kings" organised the demonstrations, which were supposed to be a significant day of protesting his policies. The crowds carried American flags and anti-Trump signs, and speakers included lawmakers, union leaders, and activists. Police in Los Angeles used tear gas to remove the demonstrators as the situation became quite heated.



When asked if the US would support Israel in attacking Iran, Donald Trump responded, "I may do it, I may not do it," making it obvious that he is uncertain of his course of action. Also, he said no one knows his goals, but he believes Iran has many issues and might want to take part in negotiations. Iran's leaders got angry and declared that they weren't going to submit to Israel or the US. Ayatollah Khamenei, the supreme leader of Iran, warned Trump that "irreparable harm" might come from the US joining and that Iran won't give up easily. Iran has warned people of Haifa to seek shelter as Israel continues to strike Iranian targets, including their internal security headquarters.

Current events show ongoing international and political tensions. US divisions are highlighted by Trump's opposing response at the Kennedy Centre and his unclear position on Iran. At the same time, nationwide demonstrations against Trump reflect the ongoing chaos at home. These events show that both the nation and the world face difficult problems.



Israel and Palestine Conflict: Struggle for peace

Both Arab and Jewish communities have strong religious and cultural ties to the area where Israel and Palestine exist today, which has a long and complex history. The modern conflict mainly began in the 20th century, especially when Israel officially gained independence in 1948 and Britain lost control of the region. This incident caused numerous arguments about who should be in control of the territory and resulted in tensions that remain to this day.

Land disputes are one of the conflict's main issues. Parts of the same territory, especially the West Bank, Gaza Strip, and East Jerusalem, are claimed by both Israel and the Palestinians. Due to their historical and religious significance, these places are extremely important to both sides. Finding a peaceful



solution has been extremely difficult due to the disagreement over who owns these lands, which also keeps escalating the conflict.

Over the years, there has been plenty of violence, including wars, intifadas (the uprising by Palestinian people against Israeli occupation or Israel), and ongoing safety concerns. Violence frequently disrupts daily life, and many people on both sides have suffered harm and lost loved ones. Lasting peace has not yet been established, despite many peace negotiations and proposals to establish a two-state solution. Access to resources, healthcare, and education are among some of the other ways that the conflict impacts people's lives, especially in Gaza and the West Bank. With widespread malnutrition and starvation currently occurring in the Gaza strip, which experiences consistent bombing since 2023.

Understanding Israel and Iran

Israel, one of the two main actors in this conflict, was established in 1948 as a Jewish homeland. People now vote for their leaders in this democratic nation. On the other hand, Iran has a long tradition going back thousands of years, during which it was known as Persia. It is mainly a Shi'a Muslim nation with a rich cultural heritage.



Islamic law forms the basis of its political system, and religious leaders have significant influence over how the nation operates. The country has been ruled by a repressive regime since the Iranian Revolution of 1979, which has grown unpopular among the citizens of Iran. This is relevant, as it is important to remember to make a distinction between people of a nation and their government, as the two may not always align in their views.

As a parliamentary democracy with numerous political parties, Israel allows its citizens to choose their own government. Iran on the other hand, being an Islamic republic, government is made up of both elected officials and religious leaders, but the religious leaders hold a lot of influence. One of the main reasons the two countries frequently have different priorities and viewpoints on the world, is because of the differences in how they function.

Despite their strong influence in the Middle East, Israel and Iran have a tense relationship. Iran holds power over nations like Syria and Iraq and supports organisations like Hezbollah in Lebanon. Iran's nuclear program is one of the most significant problems; it has caused concern around the world because it's unclear whether Iran is attempting to develop nuclear weapons. However, many argue that there isn't evidence proving this and to justify an attack from the side of Israel. Drawing close parallels to the false reasons given for the invasion of Iraq in 2003. But, Israel is believed to have nuclear weapons but keeps it a secret. New York Times estimated that they may have at least 40 warheads and the capabilities to create more. Despite this, they are not a signatory to the U.N. Nuclear Nonproliferation Treaty (Risen, J., 2025). The region is made even more complicated by the fact that Israel and Iran do not have diplomatic relations and are typically viewed as enemies due to all of the problems and differences. The conflict is likely in early stages and we will have to wait for further developments. Such as the possible further involvement of the USA.

Russia and Ukraine Conflict

Russia and Ukraine have a long history together. Their political, linguistic, and cultural connections date back hundreds of years. Ukraine's capital, Kyiv, is frequently referred to as the "mother of Russian cities" due to the close relationship between their earliest settlements. Despite having many common roots, each nation has evolved an individual identity over time.

Russia and Ukraine are distinct nations since 1991, despite some shared history. Ukraine has a strong sense of national identity rooted in its history and culture, and it speaks its own language, Ukrainian. They are unique from one another because of their varied traditions and lifestyles. For Ukraine, this sense of independence is crucial, particularly as it establishes ahead on its own independent course from Russia.

Serious land and political conflicts have defined the relationship between the countries, with the most intense period starting in 2014, when Russia took over Crimea, causing tension and anxiety around the world. In February 2022, Russia invaded Ukraine and the war has been ongoing ever since. Both nations have significant strategic and economic interests; for example, Ukraine is a vital link for Russia's natural gas supplies to Europe.

Ukrainians attempting to push back Russians



To encourage peace and stability in the area, numerous nations and organisations from around the world are trying to help by signing agreements, enforcing sanctions, or offering humanitarian aid.

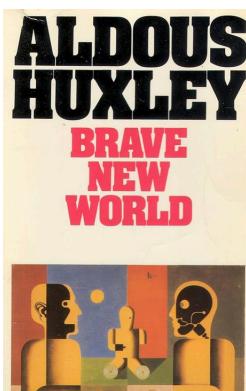
BOOK SUGGESTIONS FOR THE SUMMER

BY SILVIA BELE

Why is reading important?

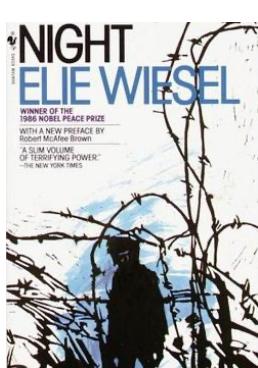
Reading is a powerful habit that benefits people of all ages by expanding knowledge, improving vocabulary, and strengthening critical thinking skills. It helps build strong literacy habits that are essential for academic success and lifelong learning. Beyond the classroom, reading can reduce stress, spark creativity in students, and provide a healthy escape from everyday challenges. Whether for fun or study, reading keeps the mind active, encourages empathy by exposing readers to different perspectives, and opens doors to endless opportunities. For these reasons, making time to read regularly is one of the best investments in your personal and intellectual growth.

Here are some suggestions on what books to read this summer:



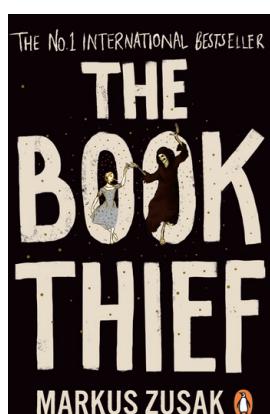
“Brave New World” by Aldous Huxley

“Brave New World” is a dystopian novel about a future society where people are engineered and molded to be continuously content, sacrificing individuality and freedom for stability and control. It’s a great book for students because it sparks discussion about technology, following social norms, and what it means to be truly free or happy. Reading it encourages critical thinking about the balance between societal order and personal autonomy.



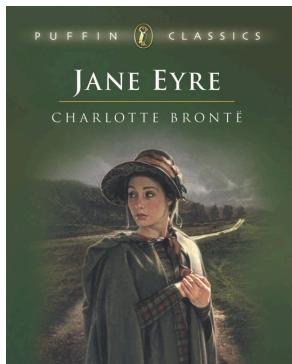
“Night” by Elie Wiesel

“Night” is a memoir recounting his harrowing experiences as a teenager in Nazi concentration camps during the Holocaust. The book powerfully explores themes of survival, loss of faith, and the destruction of innocence amid unimaginable cruelty. History enthusiasts especially should read it to understand the realities of the Holocaust and to reflect on the importance of human rights and empathy.



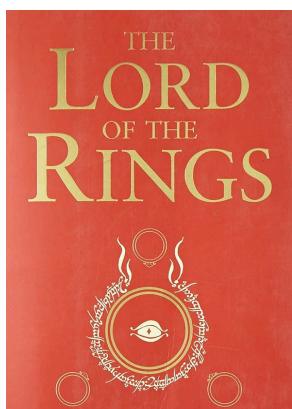
“The Book Thief” by Markus Zusak

“The Book Thief” tells the story of Liesel Meminger, a young girl in Nazi Germany who finds comfort and hope by stealing books and sharing them during the horrors of World War II. Narrated by Death, the novel explores the power of words to create resilience and compassion even in the darkest times. It is a good book to read because it offers a unique perspective on history, empathy, and the importance of storytelling in the face of hardship.



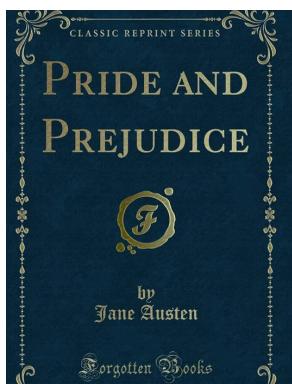
"Jane Eyre" by Charlotte Brontë

"Jane Eyre" is a classic novel about an orphan's journey toward self-discovery and love. Through its themes of resilience, social inequality, and moral strength, it offers deep insights into human character. Students benefit from reading it because it challenges them to think about identity, justice, and standing up for themselves.



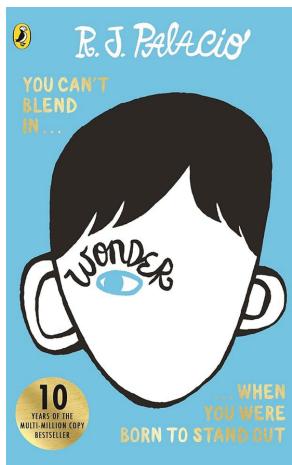
"Lord of the rings" by J.R.R. Tolkien

"The Lord of the Rings" talks about Frodo Baggins, a humble hobbit, as he embarks on a dangerous quest to destroy a powerful ring and stop the dark lord Sauron. Alongside a diverse fellowship, Frodo faces daunting challenges that test his steadfast courage and persistent spirit. It is recommended because it highlights the battle between good and evil and celebrates the strength found in friendship and unity.



"Pride and Prejudice" by Jane Austen

"Pride and Prejudice tells the story of Elizabeth Bennet, a spirited young woman who confronts issues of love, class, and misunderstanding in 19th-century England. The novel cleverly explores how pride and prejudice can shape relationships and personal growth. Reading this classic offer valuable insights into human behavior and the importance of looking beyond first impressions.



"Wonder" by R. J. Palacio

"Wonder" follows August Pullman, a boy with facial differences, as he attends school for the first time and faces challenges with acceptance, friendship, and bullying. The novel explores themes of kindness, empathy, and the importance of looking beyond appearances, told through multiple perspectives including Auggie's, his sister's, and his friends'. Students should read this book because it encourages compassion, celebrates diversity, and inspires readers to choose kindness in their daily lives.

MANGA SUGGESTIONS FOR THE SUMMER

BY ALLEGRA GRYPACHOVA

In the summer, some people have moments when there is nothing to do, it seems like you can read a book, but you are afraid that it will be boring.

You will definitely not be bored with manga! Manga is a Japanese comic that does not have a specific style in drawing, and is read from right to left. They have the most important thing - a genre that depends on gender and age. Here will be described mainly shōnen (for boys from 12 to 18 years old), shōjo (for girls from 12 to 18 years old), josei (for women from 18 and older) and seinen (for men from 18 and older).

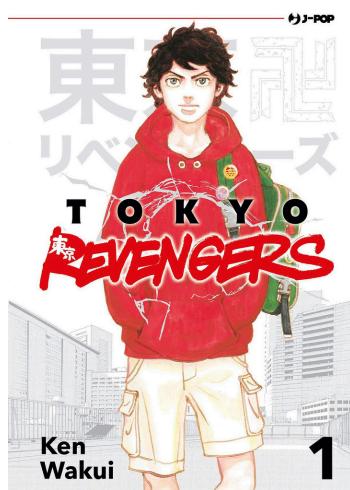
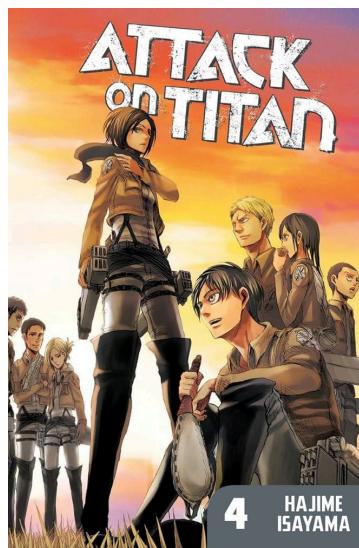
In the shōnen genre, if you like Japanese everyday life with a mix of science fiction about Japanese street hooligans who can be attributed to the Yankee subculture, then I can safely offer you "Tokyo Avengers", written and illustrated by Ken Wakui (This author also has many good works such as: Dessert Eagle, Negai no Astro). Do you like detectives, psychological thrillers, drama and mysticism? - Read "Death Note" by Tsugumi Ohba, illustrated by Takeshi Obata.

If you want something about a dystopia in the dark fantasy style with lively characters in the thriller and action genre, then I suggest "Attack on Titan" written and illustrated by Hajime Isayama.

I would personally like to learn more about Japanese culture during the Taisho period (1912-1926) through the dark fantasy and martial arts genre of "Demon Slayer" by author and illustrator Koyoharu Gotoge.

If you prefer fantasy, mysticism, action and horror adventures, then this is "The Incredible Adventures of Jo Jo", authored and illustrated by Hiroki Araki.

Your favorite sport is football? then I suggest reading "Blue Lock" series written by Muneyuki Kaneshiro and illustrated by Yusuke Nomura.



In the shōjo genre, if you want romance and comedy with adventures, then "Sailor Moon" is an excellent option, a manga created by Naoko Takeuchi. You are a lover of fashion and roman? Then I recommend "Neighborhood Stories", authored by Ai Yazawa. The author is popular in this genre, his works are also: Last quarter, in the genre of supernatural and tragedy, as well as Nana, which describes girls with heavy experiences about their future, the story is connected with music.

In josei, if you like gothic and punk street fashion, as well as stories in which the main character grows up and changes, please - "Paradise Kiss" by Ai Yazawa. Also, if you want something comedic, casual and about dogs, then this is "Dog Signal", written and illustrated by Saya Miyauchi. Mysticism, horror, psychology, ghosts and the supernatural - Junji Ito collection (I warn you, do not read it if you are faint of heart).

In seinen, there are manga about characters with superpowers who are writers or poets from different countries with incredible adventures - "Prose of Stray Dogs" written by Kafka Asagiri and illustrated by Sango Harukawa. Witchcraft, drama, action and dark fantasy are all in "Berserk", written by Kentaro Miura. The same Ken Wakui pleases us with a manga with mysticism, drama and psychology, "Budgerigar". Manga about China and history related to medicine - "Pharmacist's Monologue", authored by Natsi Hyuga and Toko Shino, and illustrated by Nekokurage. With action and fantasy, we have "Akira" created by Katsuhiro Otomo.

Also, if you really liked the manga, many of them have light novels, spin-offs, and anime adaptations. I hope you found something you like.



BERSERK

KENTARO MIURA + THE MANGA & THE ANIMÉ





Thank You for reading ICS Milan Insights!

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A story, a photo, a drawing, or an idea to share?
Write to us! You could be featured in the next edition!

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