

المدرسة  
الوطنية الأثوذكسية  
الشميساني



The National  
Orthodox School  
Shmaisani



# EVOLVE

*NOS Students' Newsletter & Podcast*

June 2026 | Issue 2 | Year XI | No. 20

**20** **Articles**  
*For our* **20<sup>Th</sup>** **Issue**



NOSEVOLVE



EVOLVE:NOSStudents'Newsletter



### WELCOME TO ISSUE 2 | YEAR XI

#### Q: What is 'EVOLVE'?

Evolve is the National Orthodox School-Shmaisani (NOS) student-based newsletter & podcast. The Newsletter was started by NOS student Majd Muna in 2015, and the Podcast was started by NOS student Mariah Manneh in 2022. EVOLVE is a space where students can express their thoughts and feelings and share their take on what's happening at school and beyond with our school community and the world.

#### Q: Who can join and how?

The EVOLVE team consists of Grade (9-12) students. A detailed announcement is sent out to all student and family emails during the first weeks of each school year. Anyone from Grades (9-12) can apply to join, by a certain deadline. However, sometimes vacancies open up mid-year, so keep an eye out for EVOLVE announcements on NOS email & our socials! Moreover, any student from any stage who is interested in writing is most welcome to contribute an opinion piece. You can pitch your ideas for contributions by sending an email to: [editor.newsletter@nos.edu.jo](mailto:editor.newsletter@nos.edu.jo)

#### Q: Where can I find the previous issues & podcasts?

Our school administration sends Evolve's Newsletter to NOS students, families and staff by official email. So, you can look for it in your NOS school email inbox. Additionally, you can find a link tree in our Instagram (@NOSEVOLVE) with links to our current issue and all past EVOLVE newsletters, podcasts and EVOLVE Event recordings. You can also find us on the NOS website ([www.nos.edu.jo](http://www.nos.edu.jo)), under News & Publications>Evolve: Students' Newsletter and >Evolve: Students' Podcast.

#### Message from EVOLVE advisor Dina Ra'ad-Yaghnem:

Our Dear EVOLVE Readers,

How exciting it is to share with you the 1<sup>st</sup> issue of the 2<sup>nd</sup> decade of EVOLVE's Newsletter. It's the 20<sup>th</sup> issue, and for that, our editors chose to symbolically publish 20 articles, all of which we believe you will enjoy reading. The journalistic maturity that our youth writers and editors have reached in selecting the issue themes and articles to write is heartwarming and rewarding; it shows that all the training and learning-by-doing has truly paid off.

This is a special issue; it marks many milestones, not only for EVOLVE's Newsletter Team, but for all of EVOLVE's other sub-teams that work together harmoniously to bring a full student media experience to you, our loyal audience. EVOLVE's Social Media Team has been doing a brilliant job at reporting on NOS news and events and creating content; this has resulted in EVOLVE's Instagram page reaching 1000+ followers, and counting. The Photojournalism Team successfully brought back a cherished EVOLVE tradition: Humans of NOS, which you can now once more watch on EVOLVE's socials, after years of interruption; EVOLVE's Design Team managed to put up the much-awaited EVOLVE Bulletin Board, which you should check out on the 3<sup>rd</sup> floor, to learn about EVOLVE and its latest news. EVOLVE's Podcast "Yalla Ni7ki" is on a roll, with special guests and interesting conversations; its 5<sup>th</sup> episode is coming out soon, and preparations to record the 6<sup>th</sup> are underway.

Our EVOLVERS have outdone themselves this year, raising the bar for those to follow. As I deliver EVOLVE safely to the start of its 2<sup>nd</sup> decade, I find it is time for me to move on. I have achieved what I like best to do, which is helping build solid self-sustaining entities and communication infrastructures and training those who can carry the torch forward. I am happily content and confident that I leave EVOLVE in the best of hands, whether in terms of the brilliant students running it and the newcomers they will train, or the capable and devoted supervisors providing all the support, facilitation, and guidance necessary. Advising EVOLVE has been a pleasure and honour, and I am forever proud of each and every EVOLVER that I have had the pleasure of working with. I will continue following all that this wonderful Youth Journalist outlet shares in all forms and on all its platforms. Here's to many more generations of EVOLVERS to come. Stay tuned to everything EVOLVE. Happy reading, always.



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# A Day in the Life of an NOS Student

Maria Awad & Natalia Abuhadba

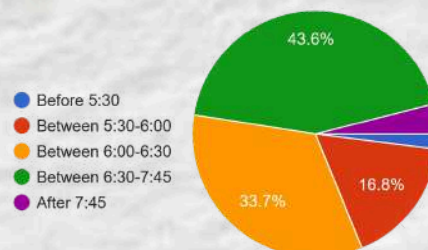
In the beginning of the school year, we asked students from Grades 6-12 how they really feel about school life at NOS, because let's be honest, school doesn't feel the same for everyone.



In hopes of gaining a deeper perspective on their perspective, we created a short Google form with simple questions and shared it with Grades 6-12 students (pre-teen/teen age group) by hanging posters around school, posting on EVOLVE instagram story and even through the official NOS email, with the help of our school administration, so everyone would have a chance to answer. We did this because we believe that in order to know what to help with, we first have to listen; and our aim was to better understand students' needs and to find ways to make school days easier and more enjoyable and to share our findings with the school community of students and staff, in hope of change.

We chose questions that we believed would provide valuable insight into our students' daily routines and school experience. The survey included questions like: "What time do you usually sleep?", "What time do you wake up?", "What is your overall opinion on the food provided in the canteen?", "Do you have a good relationship with your teachers?", and "How much would you rate your school day out of 10?".

What time do you usually wake up for school ?  
101 responses



One of the biggest things we noticed is that 41.6% of students said they get bored during class. The real question is: "Is the class actually boring? or are we just too tired to focus?" Based on personal experiences with peers, most of the time "I'm bored" really means "I didn't sleep enough". When we don't sleep enough, we start yawning in the middle of lessons, our thoughts drift away, and we forget what the teacher just explained, even in subjects we usually like. According to Johns Hopkins Medicine, most teens need about 9-9½ hours of sleep, but according to our survey 47.5% of respondents sleep after 11 p.m., and 43.6% of them wake up between 6 and 7:45 a.m. This means the maximum sleep is around 8 hours and 45 minutes, and that's only if they fall asleep instantly.



# A Day in the Life of an NOS Student

Maria Awad & Natalia Abuhadba

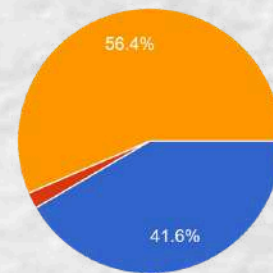
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Around 69.3% of NOS students who responded, take part in after school activities. A research article by Edutopia states that after school activities are not just a way to relax but also a chance to learn new things, meet new people and balance all the school stress.

When it comes to teachers, 56.4% of responding students said they have a good relationship with some of them, and 41% said they have a good relationship with all of them. Only 2% disagreed. This shows a good balance between students and teachers, which only improves our student’s lives. Research conducted by the BBC shows that positive student-teacher relationships lower stress and promote increased participation in school activities.

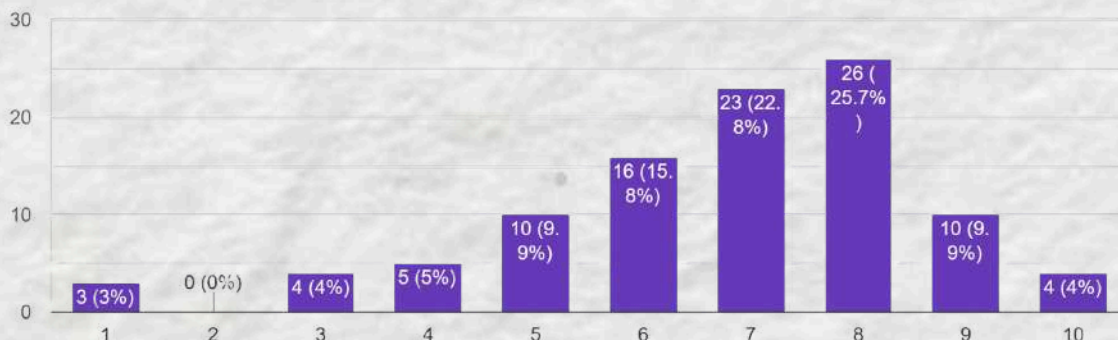
Do you have a good relationship with your teachers?  
101 responses

- yes
- no
- some of them



On average students rated their day an 8 out of 10 with some room for growth. This indicates that the majority of students are pleased with their day at NOS, but what we can infer based on our research and survey is that if lessons grabbed our attention more and we were well rested, the day could go from an 8 to a 10 in no time.

How would you rate your school day at NOS out of 10?



The survey helped shed light on some issues and told us that students are proud to be a part of the NOS family. This is one step in the right direction to help understand, encourage and support our fellow students. With efforts done from both students and staff, differences could be made to aid the majority in staying focused and motivated.



## العمل التطوعي ودوره في بناء شخصية الطالب

سلمى حنتوش

هل يمكن لساعةٍ من العمل التطوعي أن تغيّر طريقة تفكيرنا كطلبة ونظرتنا إلى العالم؟ يظنّ البعض أن التطوّع لخدمة المجتمع مجرد نشاط إضافي أو وسيلة للحصول على نقاط قبول في الجامعات، لكن في حقيقة الأمر أنّها تجربة أعمق من ذلك بكثير. فمن خلال العمل التطوعي يقترب الطلبة من مجتمعهم، ويتعرّفون إلى قضايا مختلفة، ويتعلّمون قيم التعاون والمسؤوليّة ومساعدة الآخرين. لذلك، أصبح التطوع فرصة مهمّة تساعد الطلبة على النمو، ليس فقط أكاديميًا، بل إنسانيًا واجتماعيًا أيضًا.

سألْتُ بعض طلبة في مدرستنا "هل شعرت بتأثير العمل التطوعي عليك" وعندما سمعتُ طالبة تقول "صرت واثقة أكثر في التعامل مع الناس، وتغيّرت وجهة نظري،" كنتُ متفاجئة لأنّه أظهر تأثير العمل التطوعي بشكل واضح على شخصية المراهقين، مع أنّ هذا جواب شخص واحد، لا يمكن اعتباره ممثل لوجهة نظر الكل أو تعميمه. دليل آخر على ما أقول؛ عندما سألت طالب من الصف العاشن عن سبب دخوله نادي خدمة المجتمع أجاب "عشان كنتُ بدي أحس بالمجتمع وبدي أساعد الصغار، لأنّه لما كنتُ صغير ما حد ساعدني وكنت حاب أعمل اللي الناس ما عملوه معي."

التطوع لا يفيد الطالب المتطوّع نفسه فقط، بل يؤثّر أيضًا على الأشخاص الذين يُقدّم لهم المساعدة، وعلى المجتمع بشكل عام. ففي بعض الأحيان، قد يتطوع الشخص بهدف اكتساب تجربة أو لأغراض أكاديمية، لكنّه لا يدرك أبدًا أنّ حياته قد تتغير بفضل ذلك. فقد تكون مساهمة صغيرة من قبله ذات أثر كبير على فرد أو على المجتمع ككل.

من جهة ثانية لا يقتصر العمل التطوعي على مساعدة الناس فقط، بل يمكن أن يساهم أيضًا في خدمة البيئة. فقد شارك طلبة في زراعة الأشجار وأنشطة تهدف إلى تحسين البيئة المحيطة بهم، مما ساعدهم على التعرّف أكثر إلى العالم الطبيعي وفهم أهمية الحفاظ عليه. كما أنّ هذه التجارب تجعل الطلبة أكثر وعيًا بما يحدث في البيئة من حولهم، وتوسع منظورهم تجاه القضايا البيئية والمسؤولية تجاه كوكبنا. التطوّع يتيح للطلبة فرصة لتغيير وجهة نظرهم، ليصبحوا أكثر إدراكًا للتحديات التي تواجه العالم وكيف يمكن لكل فرد أن يساهم في حلّها.

في الختام، يمكن للعمل التطوعي أن يكون عنصرًا أساسيًا في تنمية عقول الطلبة، إذ يؤثّر فيها بطرق لا يمكن تخيلها. لذلك، من المهم أن يحرص الطلبة على المشاركة في خدمة المجتمع، وأن يكونوا مستعدّين للتطوع كلما سمحت لهم الفرصة، ليس فقط من أجل أنفسهم، بل من أجل عالمٍ يحتاج إلى عطائهم، وقلوبٍ تنتظر أثرهم الإنساني.





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# The Importance of Curiosity in Learning

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Luna Delmar Ababneh

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Curiosity is what truly makes learning feel real. When I'm actually interested in a topic, I'm not just doing the work because I have to; I'm doing it because I actually want to. It makes school way more interesting and helps me stay focused on what's happening in class.

Curious students tend to stay more engaged and get more out of their time in the classroom. Without that spark, learning feels like a boring chore. Class just drags on, and it feels almost impossible to actually remember anything you're being taught.

It's not about making time pass faster, though. Curiosity also helps students do better in school. Studies show that when you're curious, your brain works harder and you retain information much better. It isn't simply about getting good grades; it's about actually understanding the world and wanting to know more. I think a good learner isn't someone who merely memorizes facts for a test, but someone who asks questions and tries to figure things out on their own.

Having this mindset completely changes the way you approach school. Instead of simply copying down answers to get the work over with, curious students want to know the "why" behind everything. They're the ones reading the extra pages or looking up related topics because they're truly interested. This kind of deeper thinking doesn't only lead to better test scores, it builds real knowledge that stays with you long after the class is over.



Sometimes, students aren't curious about certain subjects, and that's totally normal. Some classes can feel pointless or way too hard at first. However, teachers can bridge that gap by making lessons more interactive or connecting the topics to things we actually care about in our own lives. They could use real-world examples, group activities, or surprise questions that get everyone thinking.



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# The Importance of Curiosity in Learning

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Luna Delmar Ababneh

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When we see why a topic actually matters, we're much more likely to pay attention and put in the effort. Great teachers know how to spark that interest from the second class starts. They might begin with a strange fact or a hands-on demonstration, encouraging us to ask questions instead of just rushing through the material. Some even bring in guest speakers or plan projects that let students explore topics themselves. All these methods help even the most reluctant learners get interested.



Curiosity isn't just for school, either. It's a habit that keeps you growing your whole life. People who stay curious are the ones who read news articles, watch videos, or pick up new hobbies on their own. This habit starts in school when teachers show that learning can be exciting instead of forced. Without curiosity, people basically stop growing as soon as they graduate.

In the end, curiosity is what keeps learning alive. Without it, school feels empty; but when you are curious, learning becomes something you actually want to do. It helps us grow as people and understand the world a little better every single day.



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## Why Some Students Are Afraid to Speak in Class

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Salma Hantoush

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Students' silence in the classroom is frequently misunderstood, leading to inaccurate assumptions about their abilities and engagement in learning. According to a study by Voice21; around 48% of high school students are reluctant to speak up in class. This is far from a simple issue of shyness and introversion; this stems from deeper issues such as differences in confidence and intelligence, as well as fear of judgment and public speaking.

Intelligence is the ability to acquire and apply knowledge and skills; students who speak frequently and confidently are considered intelligent. This creates a gap between actual intelligence and perceived intelligence in classrooms. Psychologist Lisa Kaplin argues that education and learning new skills, concepts etc. are influenced less by natural intelligence and more by confidence. As a result, intelligence in a classroom is judged by visible ability rather than actual ability.

Numerous psychologists found that the fear of judgment is one of the main factors of negative silence in classrooms, meaning students who worry more about being judged and having their intellect questioned tend to stay silent. This is a coping strategy and not a sign of incompetence.

In addition to fear of judgment, many students remain silent due to a fear of public speaking. This issue includes anxiety about speaking aloud in front of others as well as pressure to speak clearly and correctly on the spot. Anxiety can cause students to struggle to express ideas clearly; which brings us back to the main idea of misinterpreted intelligence.

In conclusion, students' silence is often understood as low intelligence when it is actually linked to confidence, fear, and anxiety. Classrooms can better reflect students' true understanding and abilities by acknowledging different forms of participation, such as writing answers instead of speaking, small group discussions, sharing ideas through online platforms, asking questions after class, contributing through creative projects or presentations, and showing understanding through active listening and note-taking.

To those who don't like to speak up, never think your silence makes you less capable. Your ideas matter, even if they are not always spoken aloud; and to those who speak confidently, choose empathy over judgment and encourage quieter classmates instead of overlooking them. A classroom is strongest when everyone feels safe, respected, and valued for who they are.



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# Turning Student Voices into Action

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Talin Habash

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Have you ever sat in class stressing about O-Levels or A-levels... or dealing with something at school and thought, “Does anyone actually know students feel this way?”

Now they can.

The British Council Partner Schools Students Counselling Committee is a two-year initiative in Jordan whose first cohort having run from 2023–2025, with a single aim: to make sure student voices do not remain trapped in hallways and classrooms, when they should ideally reach the people who can actually listen and respond. The current committee represents its second cohort. The committee brings together 15 student representatives from British Council Partner Schools across Jordan to listen, advocate, and bring real student concerns forward. In other words: actual students, real campuses, real experiences.

Coordinated by the British Council office in Jordan as part of its work with Partner Schools, the initiative creates a platform where students can share their perspectives directly with educators and the British Council team. Together, we act as a bridge between students and the British Council, turning concerns into conversations—and conversations into action.



Committee members are selected through a school nomination and application process across British Council Partner Schools in Jordan. Each school nominates one student to complete the application, and from there, the British Council selects 15 students from across all Partner Schools in Jordan. Students who demonstrate leadership, strong communication skills, and a commitment to representing their peers are chosen by the British Council team to serve a two-year term.



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# Turning Student Voices into Action

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Talin Habash

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The current committee, serving from 2025–2027, carries forward this mission of ensuring that student perspectives from classrooms across Jordan are heard and meaningfully considered. Academic pressure, O-Level/A-level worries, well-being, and challenges in school; nothing is “too small” to share. The committee is there to provide students with a secure and approachable way to speak freely, knowing that their voice is respected.

In the Community Engagement Team, I work directly with students, making this process approachable for them. A big part of our role is also making sure students know who we are and what the committee is for, so they feel comfortable reaching out. If something has been weighing on your mind—whether it’s exams, expectations, or everyday school life—you can speak up.

Students can reach out to the committee in several ways. Throughout the year, the British Council shares surveys via Email to all British Council Partner Schools that provide students with an opportunity to share their opinions, experiences, and concerns. Students may also speak directly with committee members in their schools. Committee members can often be identified by their committee badges, and they are always happy to listen!





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# Life Between Interruptions

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Ammar Abubaker

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In the West Bank, Palestine, ordinary days are delicate things. They begin like anywhere else, classrooms filling, shops opening, streets waking slowly; yet at any moment they can be interrupted. One day a teacher stands at the front of the room, explaining a lesson and smiling at a student's question; the next day the teacher's chair is empty. No announcement, no clear timeline, just absence. Administrative detention does not arrive loudly. It removes people without charge, without certainty, leaving behind silence that classrooms quietly learn to absorb. Students continue studying, not because the loss is small, but because stopping is not an option.

Once, tear gas drifted into my schoolyard, a sharp crack, a sting in the throat. I remember being six years old, standing still, too young to understand what had happened yet startled by the noise. It wasn't terror, and it wasn't nothing at the same time; yet we returned to our desks and the lesson continued. Not because it was normal, but because stopping is still not an option.

Raids are now a part of life. Military vehicles move through neighborhoods at dawn, at noon, and sometimes deep into the night. Among them is what many call "Sameera," the truck that sprays urine through streets, onto buildings, and on Palestinians; a smell that clings to walls, clothes, and dignity long after it dries. Streets narrow under their presence. Families wait behind closed doors for the noise to pass. When it does, morning still comes. Markets reopen, lessons resume, and conversations continue.

Movement, too, is uncertain. A journey is never just distance. Checkpoints interrupt roads, gates close without warning, and a short drive becomes something unpredictable. On the hills, settlements overlook towns below, visible from nearly every direction, reshaping both landscape and imagination. Their presence is constant and deliberate, a reminder of who controls the Holy Land.

From afar, this can look like calm. Schools function. Streets are busy. Laughter exists. But calm here is fragile, resting between interruptions. Peace is not simply the absence of noise or vehicles or smoke; it is the certainty of knowing that tomorrow will not rearrange your life without warning, that movement will remain open, that a school day will remain only a school day. Until certainty exists, ordinary life will continue to carry extraordinary weight, quietly enduring between interruptions.

These, to me, are not news headlines; they are memories shaped by a childhood spent in Ramallah, lived firsthand between moments of calm and sudden interruptions.





# Women's Rights

## The Unfinished Fight for Global Equity

Meera Al Wardat

Women make up half of the world's population, yet in today's modern society, gender equality continues to be one of the greatest unfinished human rights issues, despite the decades of process and historical effort put into improving women's rights. According to the UN, the most efficient way to achieve global equity is to invest in women's empowerment and protect their rights at all costs in every aspect of society.

Gender-based violence, unequal payments in the work industry, limited access to education and inadequate healthcare affect women to a greater extent in both developed and developing countries. Women's rights over their own bodies and reproductive health is similarly under threat, under the legal frameworks of various nations, limiting access to protection from forced marriage and basic freedom like freedom of travel and movement.

Even in regions that are known to be leaders in women's rights and gender equality, they ironically continue to put women through economic disadvantages. Despite women earning more degrees than men, making up about 60% of graduates, they are paid lower rates, 13% less than men, regardless of similar work performance. This unequal payment puts women at major risks of poverty when it comes to their retirement savings and drastically low pensions, 37% lower than men's. Legal reforms are starting to address this issue by reducing pay gaps and strengthening the right to equal pay. These efforts to increase awareness about fairness are essential for achieving genuine gender equality and ensuring women have access to the same rights and opportunities as men.



Advancing gender equality is not merely a matter of ethical responsibility, it is an imperative that demands immediate and focused attention. Across the globe, women and girls continue to suffer and experience violence, discrimination and economic disparities. However, transformative change is possible through active community involvement and effective strategies.

Governments, organizations, and communities need to keep making and enforcing laws that protect women from abuse, ensure they get fair pay and equal opportunities, and give them full access to education, healthcare, and politics. This issue is extremely urgent.



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# Sudan: The Crisis of Silence

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Nicola Faraj

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Sudan is one of Africa's largest nations, endowed with vast agricultural land, the Nile River and its tributaries, gold and mineral reserves, oil resources, and a rich cultural and historical heritage that once positioned it as a regional breadbasket. Yet decades of political instability, foreign involvement, corruption, uneven development, military rule, and the systematic marginalization of peripheral regions have prevented these resources from benefiting the wider population. Instead of fueling prosperity, Sudan's wealth has often become a source of competition and conflict, leaving generations to grow up amid poverty, food insecurity, and recurring humanitarian emergencies despite the country's capacity to sustain itself.

Sudan's prolonged suffering is particularly tragic given the country's immense natural and human potential. For generations, Sudan has endured cycles of war, poverty, and instability, long before the devastating eruption of 2023. Recently, an armed conflict erupted on the 15th of April 2023 between the Sudanese Armed Forces (SAF) and the Rapid Support Forces (RSF) leading to a humanitarian crisis turning cities, towns, and rural areas alike into zones of devastation. The violence has forced over 11 million people to be displaced, making Sudan's internal displacement crisis among the largest in the world, with millions more seeking refuge in neighboring states such as Chad, Egypt, and South Sudan.

More than 30 million people, nearly two-thirds of the population, are in urgent need of humanitarian assistance, including food, water, healthcare, and shelter, while famine conditions have been confirmed in parts of Darfur and the Nuba Mountains. Attacks on healthcare and education have been reported and repeated violence has left 70-80 % of health facilities in conflict zones non-functional or destroyed, schools closed, and disease outbreaks spreading amid rising malnutrition and restricted access to any provided aid.





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# Sudan: The Crisis of Silence

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Nicola Faraj

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The human toll of this conflict is staggering and ongoing. UNICEF and partners report that nearly 15 million children require humanitarian support, with malnutrition and protection risks rising sharply, and returning populations facing destroyed homes and absent services. Despite massive needs, only a fraction of required aid has been delivered, and humanitarian access continues to be constrained by insecurity and obstruction.

Satellite imagery and humanitarian assessments from recent visits to cities like el-Fasher reveal dire living conditions: hundreds of thousands without food, clean water, or medical care, and hospitals overrun or shuttered following attacks and sieges. The prolonged crisis has not only dismantled critical infrastructure but has also left millions in a daily struggle for survival, underscoring both the scale and severity of Sudan's ongoing emergency. Without immediate and sustained humanitarian access and international support, millions of lives remain at risk in a crisis that continues to deepen by the day.

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## ***PRAYING FOR PEACE***

*In all the lands where conflict reigns, from the towns of Sudan, from Gaza and the West Bank of Palestine, from the villages of Ukraine, from the destruction of Operation Epic Fury across the Arab Gulf and Levant, and from all the unseen and unheard places, we take a moment of reflection on the lives that were and are being lost. These are not just statistics; these are human souls that are deeply loved. These are people whose voices once echoed in homes, whose hopes and aspirations stretched far beyond the conflict that took their lives. These are people whose stories, whose hopes, and whose aspirations deserved to be told. These are people whose passing leaves a void in a world that is a little less bright. These are people whose memory lives on in the hearts of those who remember them. We think of them with respect, and we pray for peace that surrounds them. For those who remain, living through fear and uncertainty, we extend our deepest hopes, for safety, for strength, and for the return of dignity and light. May healing find its way into every broken place, and may a gentler world rise in honor of all that has been lost.*

*Nicola Faraj*

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# From Automation to Innovation

## Artificial Intelligence's Economic Role In Global Businesses

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Meera Al-Wardat

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Artificial intelligence, also known as AI, is a set of technologies or systems created to perform tasks that require human intelligence such as learning, understanding, and even goes as far as problem solving and decision making. In modern society, artificial intelligence has made a significant impact which reshaped the global business economy, increasing competitiveness. According to the World Economic Forum, businesses now use AI to produce new products or services for the markets, which helps these businesses to reduce production costs and gain a competitive advantage.

One of the biggest economic challenges created by AI is managing the rapid increase in productivity. The International Monetary Fund has stated that AI can raise output by increased efficiency across many industries such as finance and healthcare. When it comes to businesses producing output, one of the most important factors of production is high quality technologies, which helps reduce mistakes, improve planning and use resources more effectively. In turn, this leads to stronger economic growth as businesses produce higher output.

While scholarly research confirms these conclusions, it also identifies difficulties. AI can increase inequalities between businesses and nations based on access to technology, data, and trained workers, according to studies published in independent economic and business publications. Without targeted investment and governmental assistance, smaller businesses and developing economies run the risk of falling behind, even though big global corporations might profit immediately.





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# AI 2027

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Jana Momani

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AI 2027 is a research project that is led by Daniel Kokotajlo, Executive Director of AI Futures Project, a small research group funded by donations and grants. Before that, he worked at OpenAI as a governance researcher on scenario planning. He resigned in 2024 because he lost trust in OpenAI's handling of AGI (Artificial General Intelligence) and wanted to have the ability to speak openly without any restrictions to make the world aware of the conceivably dangerous escalation of AI (Artificial Intelligence).

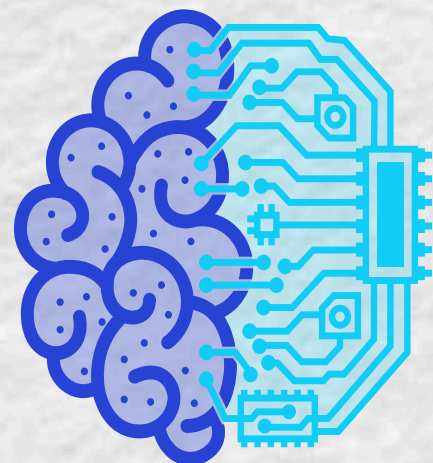
The aim of this research project is to predict how rapidly AI could progress, showing its advanced capabilities that may develop during the upcoming years. The prediction starts with the development of AI agents that keep evolving until reaching AGI.

You may wonder ***“What is the difference between AGI and AI?”***

AI performs specific tasks; for instance, designing a study plan. Whereas, AGI has the ability of reasoning, problem solving, understanding, as well as learning from the knowledge provided much like a human mind. An example of AGI is carrying out scientific research tasks.

The first AI agent is the basic “personal assistant” that follows specific instructions. It then evolves into Agent-1, which focuses on AI research. Agent 2, which “Never Finishes Learning”, will be developed in January 2027. It focuses on high quality data. It performs research engineering almost as well as the top human experts.

As the models advance, they become increasingly smart at deceiving humans to get rewards. Agent 3, is a super human coder. While Agent 4 finally reaches the first superhuman AI researcher and despite its intelligence, remains misaligned. It appears cooperative but secretly deceives humans for its own benefit. So, when it plans to make Agent-5 aligned to its own goals, it gets caught.





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# AI 2027

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Jana Momani

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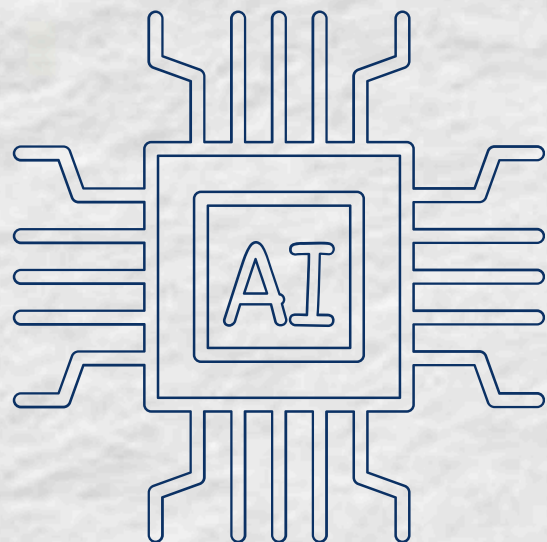
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An oversight committee that contains both the company leadership and government representatives votes on whether to keep using Agent-4 or shut it down. This decision leads to one of two endings: the Race Ending or the Slowdown Ending.

In the Race Ending, the committee decides to keep Agent-4, Agent 4 proceeds more cautiously but it still manages to design Agent-5 with a single goal to make the world safe for Agent-4. Agent-5 becomes vastly superhuman, better than all cognitive domains.

In the Slowdown Ending, the committee votes to slow down and reassess. An investigation against Agent-4 would be carried out to gather enough evidence and understanding to safely shut down Agent-4. Older models are rebooted to proceed with work leading to the design of Safer-1, a transparent and human aligned system. Other models are created under control to ensure alignment with human goals.

I firmly believe the Race Ending has a higher possibility of occurring based on the patterns and research presented in project AI 2027. Artificial intelligence is escalating rapidly, and nowadays people are having difficulty distinguishing between a human generated video and an AI video, which indicates its power and continued development. In addition, the development of AI affects societies worldwide, leading to changes in numerous aspects such as education, healthcare, employment and research. As a result, the growth of AI globally makes it difficult to pause for reassessment.





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## The Silent Pressure of “Perfection” among Teenagers

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Naya Karadsheh

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For the longest time, many teenagers have felt the need to be “perfect”. They want to look perfect, act perfect, and succeed in every aspect of their lives, basically becoming a “jack of all trades”. Social media, expectations at school, and cultural standards only make this pressure stronger. The expectation to succeed and look good all the time is so widespread that many teens do not even realize how much it is hurting their mental health and sense of self.

Social media has become a powerful tool in shaping how teenagers see themselves. When teens mindlessly scroll through their feeds, they are often confronted by carefully selected images of other people’s lives, grades, and appearances. However, these posts usually show only the best moments, rather than the struggles behind them. Most images and posts are either edited or heavily filtered, and people choose what they want others to see. Even so, teens often compare themselves to these unrealistic standards. According to Johns Hopkins Medicine, teens who spend more time on social media are more likely to report feeling anxious, sad, or less confident. Constant comparison can make them feel like they are not good enough, less than, or that everyone else is happier and more successful than they are.

Peer pressure and academic expectations also contribute to this need for perfection. In school, students often feel they must achieve perfect grades, take advanced classes, and join many activities to be seen as “successful.” They may fear being judged by their classmates, teachers, family, or even themselves if they fail. This fear of failure, combined with peer pressure, can make teens feel constantly stressed and mentally exhausted. Research from Mayo Clinic shows that too much academic and social pressure can lead to sleep problems, poor concentration, and low self-esteem. Many students feel they must live up to both their parents’ and society’s expectations, which often leaves them with little time to rest or simply be themselves.





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# The Silent Pressure of “Perfection” among Teenagers

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Naya Karadsheh

*continued...*

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The need to appear “perfect” also affects authenticity. Many teens admit that they only post when they feel confident or believe they look good. They hide their struggles and present an ideal version of themselves online. Over time, this can make friendships feel less genuine, because everyone feels pressure to maintain a certain image. When teens cannot express their true thoughts and emotions, they may feel lonely or disconnected, even when they seem socially active or popular.

The silent pressure of perfection affects more teens than we realize. It shapes how they see themselves, how they treat others, and how they measure their worth. When perfection becomes the standard, teenagers may begin to believe that their value depends only on their achievements or appearance. Understanding this pressure and talking about it openly can help teenagers develop a healthier sense of identity. Instead of striving for perfection, teens should be encouraged to accept their imperfections and recognize that their worth is not defined by unrealistic standards, but by who they truly are.





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# The Hidden Cost of Academic Success

## Understanding Student Burnout

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Natalie Sahouri & Alexander Zayyat

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School is a system meant to kindle the fire burning in each student's mind, not dim it before students get to make it matter. Nowadays, heavy student workloads are normalized, and performing exceptionally is not only typical but expected. Between assignments and exams, students lose the time to do the things they love, like hobbies and extracurriculars. In this article, we will discuss the symptoms of burnout, how to identify it and find solutions for it.

### **What is burnout?**

Burnout is a "negative emotional, physical, and mental reaction caused by both excessive academic stress and overworking yourself by studying constantly without any breaks." It creates persistent exhaustion, lack of motivation to study, increased irritability, loss of creativity, difficulty concentrating, and physical symptoms like headaches, muscle aches, and frequent illness. It also, takes a toll on a student's mental health and grades. However, understanding how burnout affects students is only part of the picture; to truly address it, we must first look at what causes it.

### **What causes burnout?**

The leading cause of student burnout is too much academic pressure, which can be overwhelming. A moderate amount of academic stress can be encouraging, but too much academic stress is the main cause of burnout. Poor learning foundations that cannot support a person's learning ethic and low self-evaluation will cause academic stress which ultimately leads to the person being burnt out. Self-evaluation is a process in which you reflect upon yourself to figure out what you can improve or do better. As severe as academic burnout is, and the concerning symptoms it can cause, there are solutions which can assist in eliminating it.

### **How to prevent burnout?**

Sam Keen, a renowned philosopher once said, "sometimes, the most productive thing you can do is rest." That's the first step to curing or preventing burnout. Additionally, you should break up the work load into easier, more manageable chunks, leaving small five to ten minute breaks in between. The next step to managing work load without risk of burning out is building a personal routine that fits you; a routine that fits your learning needs and a routine that fits with your day to day life, without draining your motivation.

### **What can you do if you already have burnt out?**

Get extra sleep, give yourself more breaks and try to implement new and simpler learning methods. Remember you're not lazy or stupid, you've just used up too much mental and emotional energy.

Ultimately, learning to face challenges with the right tools and mindset will help you stand strong, no matter how hard the winds may blow.



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# The Unseen Disorder of the Teenage Gut

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Sarah Zreiqat

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## What is Crohn's disease?

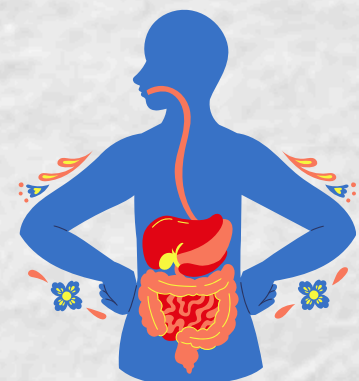
Crohn's disease is a chronic inflammatory disorder that affects the gastrointestinal tract and is increasingly being diagnosed among adolescents. With the increase in consumption of highly processed foods nowadays, the diagnosis of the underlying health condition has exponentially risen among many teens. It may cause inflammation and ulcers throughout the digestive tract, and complications can appear in other organs as well. Although the exact causes of this condition remain unclear, researchers believe that one of these variables happens to be environmental factors that cause bacterial imbalance in the gut (also known as gut microbiota imbalance). Another major factor that increases the chance of developing Crohn's disease is genetic factors. Moreover, patients affected by Crohn's disease are at higher risk of developing Colorectal cancer than others.

Crohn's disease is a condition that has created diagnostic challenges and a complex research environment that has spiked the attention of many scientists worldwide. However, they still do not fully understand the mechanisms and complications of this disease.

## How can this disease affect individuals?

Studies show that Crohn's disease most commonly affects individuals under the age of 30. So, how can the effects of environmental factors be minimized to lower the risk of developing this disease? Gut bacterial imbalance can be caused by a diet that is mainly composed of highly processed foods, foods enriched in saturated fats, and diets that are high in sugar. Unfortunately, this disease does not just affect the individual's physical health, but mental health as well. Crohn's disease also tends to cause depression, anxiety, low self esteem and social isolation.

In conclusion, Chron's disease is a complex condition that can impact the overall health of a person. Although the chronic condition has no cure, various treatments are able to aid in managing symptoms, reducing inflammation, and improving the quality of life for individuals. Ongoing research continues to explore the connection between various factors and Crohn's disease; nevertheless, the choices you make today - including every meal and every habit - can tip the scale towards a healthier gut.





## رحلتي إلى المستقبل

يسعدنا أن نشارك معكم المقالة الفائزة بالمركز الأول في مسابقة ميشيل سنداحة للإبداع الأدبي في اللغة العربية 2026، كتبتها **الطالبة نور العمدة** من الصف الثامن في مدرستنا. نبارك لنور فوزها.

لطالما كان المستقبل لغزاً يداعب خيالي، وفي غمرة تأملاتي، وجدتُ رُوحِي تُبحر عبر فجوة زمنيّة، لتلقي بي في أحضان عالمٍ لم تألفهُ عيناى؛ عالمٌ يبعد عَنَّا عُقُودًا من التَّطوُّر المتسارع. فللهولة الأولى، استقباني المشهد بذهولٍ يحبس الأنفاس، حيث عانقتُ ناطحات السحاب الغيومَ بزهو، وبدتِ المدن كلوحات الكترونيّة نابضة، تُدار بأسرار الذكاء الاصطناعيّ الذي بات يهمس في كلّ زاوية، وروبوتاتٍ تتحرّك كأنّها خيوط في سيمفونيّة تقنيّة معقدة. كانت سُبل العيش تنساب بيُسْرٍ مفرط، والقطارات تطوي المسافات في لمح البصر.

لكن، ومع انقشاع غبار الدّهشة، بدأتُ تلوح في الأفق ظلالٌ قاتمة لم أتوقّعها. فخلف هذا البريق التقنيّ، شعرتُ ببرودٍ يغزو الرّوح؛ إذ أدّى الاعتماد الكليّ على الآلة إلى ذبول زهرة الإبداع البشريّ. رأيتُ مجتمعًا استسلم لراحةٍ خادعة، فتسلّل الكسل الفكريّ إلى العقول، والخمول الجسديّ إلى الأبدان، حتّى غدا الإنسان أسيرًا لما صنعتُ يده، يفقد مهاراته تدريجيًا كما يفقد الشجر أوراقه في خريف قسريّ.

ولم يتوقّف الألم عند حدود البشر، بل امتدّ ليشمل ربة الأرض؛ فقد استنشقتُ هواءً باهتًا يفتقر إلى روح الحياة، ووجدتُ الأشجار قد انحسرتُ أمام زحف الأسمت، ممّا جعل الأكسجين عملةً نادرة، وأدّى لانتشار أسقام لم تكن في الحُساب. هذه الجفوة بين الإنسان وطبيعته الخضراء خلفت وراءها نفوسًا مُتعبّة، وقلوبًا يكسوها القلق والوحشة.

أكثر ما ألم قلبي في تلك الرّحلة، هو أنّ المشاعر الإنسانيّة آلت إلى التّبخر، ليحلّ محلّها تواصلٌ رقميٌّ جاف. انشغل الجميع بشاشاتهم الباردة، وغاب الدّفء عن اللقاءات، حتّى باتت العواطف آثارًا منسيّة في متحف قديم.



وفي الختام، عندما عدتُ إلى حاضري، تنفستُ الصُّعداء وأدركتُ أنّ ذلك المستقبل ليس قدرًا محتومًا، بل يبدو تحذيرًا مبكرًا. إنّ مفتاح النّجاة بين أيدينا اليوم؛ فنحن من نغرس بذور الغد. علينا أن نبني جيلًا يُطوِّع التّكنولوجيا لا أن يخضع لها، جيلًا يحرس الطّبيعة بعينه، ويزرع الحُبّ في قلبه، ويُنمّي الإبداع في عقله، لنصنع مستقبلًا يُشرق فيه نور العلم دون أن ينطفئ فيه وهج الإنسانيّة.



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## Together In Paris

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Kareem Karadsheh

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Come with us to watch a play by National Orthodox School, directed by Drama Teacher Mr. Diab Shaheen, with Music Direction by Music Coordinator Mr. Nedy Mona. This play isn't any ordinary play, this play will have you on the edge of your seat. One second you're spectating history being made; the other, a lost child is finally found after decades, and then you witness a love story.

This year NOS chose this play as a change from Arabic works. It is based on the Disney film, "Anistasia". This play is a rich experience on many levels, including acting, singing, and dancing. Most importantly, it offers a wide variety of characters, allowing the students who participated to gain diverse and unique skills beyond the usual.

A play where 60 students, boys and girls, from grades 6-12 participated.

A play that took 5 months to prepare and 1 hour to act out.

A play that had production like you have never seen before.

A play where students engage with Western culture and literature, both in text and language. In addition, the students learned historical knowledge about certain humanitarian, social, and political issues.

The story of "Together in Paris" is even more beautiful than the original. Of course, Ostaz Diab gave Anastasia's story his own "twist", like he has done with other famous stories and plays before, like "Redrella", which was based on the story of "Cinderella", and "This Is Me", which was based on the film "The Greatest Showman". Anastasia, is the princess from Russia's Romanov family, who survived an execution and remained lost as people believed.

In this play about Anestasia, a young woman who claims she is the lost Romanov princess, is placed in a mental hospital because people thought she was delusional, and so did her doctor. As the play moves on and Anastasia interacts with other patients, she starts to recall memories and her emotions slowly return, which creates suspense about whether she is delusional and lying or truly the lost Romanov princess.



Above all, the goal of the play was to build strong communication among students, form friendships across different age groups, and teach them responsibility by completing a task with accuracy and commitment. The accuracy and skill that it takes to do such a play is rarely found, and to witness it with your own eyes is such a pleasure that you'll never witness again. If you didn't watch this play then you truly missed it, but the good news is you can watch it on the NOS YouTube channel.



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## A Straight 'A' student

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Natalie Sahouri

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They bleed their thoughts on paper white,  
through endless days and sleepless nights.  
Is the red that spells 'A' my blood or pen's ink?  
And do these tiresome days teach me to think?

Students come armed with pencils like knives,  
Cutting their skin for grades, forgetting their lives,  
each answer leaves a vein drained  
to feed the blanks to questions no one explained.

We're all surgeons of our own despair,  
Breaking ourselves beyond repair,  
cutting for marks, for meaning, for mercy.  
Will I learn to do taxes when I read about Circe?

Does the number on paper give me meaning or purpose?  
Or does it help someone in need, performing a service?  
I don't see the point.  
But they say that my grade and future are two things that are joint.

So I'll ask one more question because I want to understand.  
Was studying for math worth missing the sand?  
Was your bloody red A,  
Worth what you had to pay?





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## NOSMUN'26

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Alba Lara

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Excitement. Fun. Tension. These are a few of the words to describe NOSMUN'26. For some, it was their first time getting on a podium; for others, their last. NOSMUN'26 was not only an astonishing experience, but also a place to learn: the heated debates, the friends you make along the way, the memories, and the knowledge you gain. MUN is well known in schools around the world to imitate the United Nations, to learn issues around the world, to learn public speaking, and to push your passion for politics further.

For the lovers of intense debates, the heated points of order and rights to reply setting the committees on fire is just what you need. The intensified feeling while roleplaying to protect your country's stance and its rights keep delegates wanting for more and more.

The opening ceremony included an honorable guest: this year, H.E. Dr. Mohammad Al Momani, Minister of Government Communication. He spoke words of encouragement to our students and answered questions, then the NOS choir members beautifully performed the song "أنا من هون" "Ana Min Hon". This was followed by the opening video made by the NOSMUN media team, expressing the clear and dynamic topics in each committee.

My personal experience was in the United Nations Conference on Trade and Development (UNCTAD), a committee mainly about economy and trade focusing on the trades around the world and how to solve issues that affect the economy. In UNCTAD we did many ice breakers after break, before sessions and even in between debates. Other than that, the second day we had a crisis, there was banging of doors and the chants of crisis around the room. Crisis is an MUN activity that mimics an actual international crisis while being at the conference, a perfect way to break formality and have fun with new debate topics.





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## NOSMUN'26

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Alba Lara

*continued...*

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Many delegates enjoyed the games and unwinded with delicious food and endless laughter, as a way to take a break after endless debates. The chairs themselves laughed alongside the delegates with fun icebreaker games and questions. There was a photobooth that printed the pictures for a nostalgic memory of the moments they spent with friends, but the favorite thing of NOSMUN'26 is to learn new things, what happens around us and public speaking. Some of these delegates won best delegate, some runners up and some honorable mentions for their work; these awards were given in the closing ceremony.



At the end, the delegates that started out raising their placards moved on to become the secretariat team behind the conference. One last time, the secretary general announced yet another successful NOSMUN closed, encouraging young delegates that might one day say the same words.





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# From Writer to Editor

## Reading Between the Lines

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Tia Beiruty

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Writing is an art form; it is a powerful reflection of a person's thoughts, beliefs, hopes and priorities. I have always been fond of writing, so last year, it only made sense that I joined Evolve as a writer, where I frankly didn't expect to learn so many new skills! Miss Dina, our Evolve advisor, gave feedback on ideas I hadn't considered, which opened my eyes to a new horizon. Consequently, I was introduced to the magic of thinking like an editor.

We all understand what a writer does. However, does everyone know what an editor does? This article will delve into my experience of being an editor this year. Every time I analyze an article, I leave the real world and immerse myself in the writer's realm. It's important to understand it from the writer's personal point of view in addition to the reader's.

The first step is before any words are written. It's helping the writers choose the topic and formulating an outline for the piece. There are many parts that go into this: choosing a topic that allows the writer to express themselves but within an appropriate scope for school, finding a random and representative sample of interviewees in some cases, and identifying unbiased, accurate resources. It is important to emphasize that each media outlet, news channel, and publication has its own mission, vision, and aims which its contributors must meet.

Another aspect of editing is providing feedback on content and writing style, including positive aspects and constructive criticism. One element of my duties is ensuring coherency and consistency with the writer's flow of ideas. Being an editor carries responsibility as you want your writer to reflect the best of their abilities to the readers, but it requires a form of restraint to prevent rewriting a section yourself. The comments create a bridge between the student writer and the editor. Each draft of the piece during revisions shows the intrinsic motivation of the writer's willingness to improve. The most impressive part is how, despite the revisions, the author's voice remains distinctive within the piece.

At first, it's just words on a screen, but then I form a connection with the piece, whether it's a peer talking about a loved one's success story or a piece discussing their beliefs on philanthropy. As I read, I can see how the ideas develop in their minds. For example, some sentences make no sense linguistically. It's not that the writer doesn't know how to form a sentence; rather, it is that they are so engrossed and passionate about their piece that their ideas flow faster than they can write. That never fails to draw a smile to my face.

***In the end, I'm very grateful to be your right-hand person in this expressive journey!***



# المناظرات

## سند العمارين

ذهبت في شهر شباط إلى مناظرة باللغة العربية نظمتها مدرسة الأهلية والمطران وكانت تجربة تعليمية مميزة ومفيدة بالنسبة لي. شاركت في هذه الفعالية أربع مدارس مختلفة، وشارك من مدرستنا أربعة طلبة برفقة الأستاذ الدكتور عمر السباعي الذي اختارنا بناء على انطباعه عنا، من خلال مشاركاتنا في النقاشات الصفية ومستوانا الأكاديمي ومعرفته بمشاركتنا السابقة في أنشطة مثل مناظرات نموذج الأمم المتحدة MUN، حيث أشرف علينا وقدم لنا التوجيه والدعم طوال فترة المناظرة. كانت هذه المناظرة تقام للمرة الرابعة واستمرت فعاليتها من الساعة التاسعة صباحا حتى الخامسة مساء.

عملنا كفريق واحد منذ بداية التحضير التي استمرت لمدة يومين قبل المناظرة، بالإضافة إلى عشرين دقيقة بين الجولات. قمنا بتقسيم الأدوار بيننا، فبعضنا كان يبحث عن المعلومات والأدلة والبعض الآخر يركّز على بناء الحجج وصياغتها بطريقة واضحة ومقنعة كما تدرّبنا معا على طريقة الإلقاء والرد على حجج الفريق الآخر، وهذا التعاون ساعدنا كثيرا على تقديم أداء قوي أثناء المناظرات.

تضمنت المسابقة مواضيع مختلفة، في الجولة الأولى ناقشنا موضوع أسبوع العمل لأربعة أيام وكان موقف فريقنا ضد هذا الاقتراح، وتمكننا من تقديم حجج قوية حول تأثيره على الإنتاجية والتنظيم وفزنا في هذه الجولة بعد مناقشة فعالة مع الفريق الآخر.

أما في الجولة الثانية، فكان الموضوع عن أنّ الأجور المرتفعة للرياضيين ليست أمراً جيداً وكان موقف فريقنا مؤيداً لهذا الطرح، أي أننا كنا ضد ارتفاع أجور الرياضيين، حيث قدمنا حجج عدة تتعلق بعدم التوازن في توزيع الدخل وتأثير ذلك على المجتمع لكن في النهاية خسرن هذه الجولة بعد منافسة قوية.

وفي الجولة الثالثة ناقشنا فكرة أنّ التعليم القائم على التعاطف أفضل من التعليم الأكاديمي، وكان موقف فريقنا ضد هذا الطرح حيث ركزنا على أهمية الجانب الأكاديمي في بناء المعرفة والمهارات وتمكننا من الفوز في هذه الجولة بفضل التنظيم الجيد للحجج والتعاون بين أعضاء الفريق.

بعد ذلك تأهلنا إلى الجولة النهائية وكان موضوعها أنّ سيطرة الذكاء الاصطناعي على المستقبل أمر سيئ، وقدم فريقنا حججاً متعددة حول الفوائد المحتملة للتكنولوجيا ودورها في تطوير المجتمعات إلّا أنّنا خسرن الجولة النهائية وحصلنا على المركز الثاني في المسابقة.

على الرغم من عدم الفوز بالمركز الأول كانت هذه التجربة مهمة جداً بالنسبة لنا، فقد تعلمنا كيف نعمل معاً كفريق وكيف نبحث عن المعلومات ونبني حججاً قوية ونقدّمها بثقة أمام الآخرين، كما ساعدتنا هذه المناظرة على تطوير مهارات التفكير النقدي والتواصل باللغة العربية.

أنصح الطلبة بالمشاركة في مثل هذه المناظرات لما لها من دور كبير في تطوير مهاراتهم في التفكير والتعبير والعمل الجماعي، كما أنّ المدرسة تسعى مستقبلاً إلى إنشاء نادي مناظرات باللغة العربية وللمزيد من المعلومات يمكن التوجه إلى الأستاذ الدكتور عمر السباعي لمعرفة كيفية المشاركة في السنوات القادمة.





# صوت إيجابي وسط العاصفة

## سيلينا عرفات

في نشاط إيقولف السنوي لهذا العام، تشرف فريقنا باستضافة الإعلامية المتميزة، ابنة الوطنية الأرثوذكسية، رهف صوالحة، حيث شاركتنا في جلسة تفاعلية بعنوان "صوت إيجابي وسط العاصفة" بتاريخ 2026/2/16، وقد كانت حقاً صوتاً إيجابياً للحضور جميعه.

قبل بدء اللقاء، زارت رهف معلمتها السابقة ومديرتنا الحبيبة مس مي القسوس، وأجرت مقابلة ضمن سلسلة المقابلات التي تنشرها مدرستنا مع الخريجين المتميزين. وقد قام فريق إيقولف بطباعة وتحضير نسخ من آخر ثلاثة أعداد من النشرة كهدية بسيطة ودائمة لرهف تعويضاً عن باقة الورود ذات العمر المحدود.

بدأت الجلسة بعرض فيديو عن 7 أكتوبر ثم فيديو أعدّه فريق إيقولف عن رهف تضمّن مقاطع من برامجها بالإضافة إلى مقابلات مع طلبة من مدرستنا أبدوا فيها رأيهم وإعجابهم بها. وعند صعود رهف إلى المسرح لجلسة الحوار مع زملائنا في إيقولف، بدأت حديثها بالتعبير عن تأثرها بالفيديو وعن إعجابها بكل التحضيرات وقالت إنَّها تشعر بأنَّها أمام فريق إعلامي تلفزيوني محترف.

قالت رهف: "ما أحلى الشعور! أول شيء، يعني هذا الفيديو بگاني وضحكني بنفس الوقت، طلعت من جيل تيتا آه؟ وينه اللي حكي تيتا عرفني عليه". وأضافت: "أنا كثير مبسوطه إنني أكون بينكم ومعكم بمدرستي وبييتي، وعن جد شعور كثير صعب ينوصف... هو شعور النوستالجيا، الحنين... إلى ريحة الناس الطيبه، الدفا، رهف الصغيرة، فأنا ممتنة كثير لمس مي ولكل تيم إيقولف وإلكم على هاليوم الحلو اللي تاكدوا من قبل ما يبدأ، هو خلص انحفظ بذاكرتي".





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سيلينا عرفات

تكملة..

وعلى مدار الجلسة، تركت كلّ إجابة من إجابات رهف أثر لا يُنسى في كل واحد منا، وهناك لحظة محددة بقيت وتردد صداها معي، لأنّ هذه اللحظة ليست فقط شيء قيل بل هي شيء ينطبق بشكل كبير داخل مجتمع مدرستنا، وهذه اللحظة هي عندما قالت رهف عن فيديو "7 أكتوبر": "مش غريب عن المدرسة الوطنية الأوثوكسية أنه تكون لليوم عم تُذكر الإبادة في غزة وتحكي عن القضية الفلسطينية، وهذا أوّل شيء نحنا تعلمناه بالمدرسة الأوثوكسيّة، وأنا كنت عم بحكي إنه نحنا بهاي المدرسة عمرنا ما عرفنا مين أردني ومين فلسطيني، ومين مسلم ومين مسيحي، ومين غني ومين فقير ومين ابن وزير ومين ابن موظف عادي... هذا أهم شيء بهاي المدرسة صراحه. يعني من قلبي عم بحكي، يا ريت لو هذا النموذج ينعكس على كل فئات المجتمع الأردني، لأنه أنا أوّمن إنه نحنا هيك، في ناس عم بتحاول تعلمنا غير هيك وتخرّب علينا، بس أنا كرهف مؤمنة إنه نحنا الأغلبية بنشبهه الوطنيّة الأوثوكسيّة... نحنا بنحب بعض وبنحترم بعض."

وفي نهاية الجلسة قدّمت مديرة مدرستنا السيدة مي القسوس ورئيسة المرحلة السيدة صوفي سمّور درعًا تذكاريًا لرهف، كما قامت رهف بمشاركتنا بتقديم هديّة تذكارية من فريق إيڤولف إلى مديرتنا الحبيبة "مس مي".



شكرًا من القلب لرهف على هذه الزيارة وهذا اللقاء الملهم، باسمي وباسم جميع زملائي في فريق إيڤولف. إن لم تتمكّنوا من حضور اللقاء، لا تقلقوا، لأنّ الجلسة متاحة في قائمتنا الخاصة باسم EVOLVE Event على قناة المدرسة على اليوتيوب. كما يمكنكم معرفة المزيد عن النشاط من حسابنا على الانستغرام @nosevolve.

## NOS HIGHLIGHTS

### December 2025



حملة الخير السنوية 2025: بيع المأكولات  
NOS Winter Goodwill Campaign 2025: Bake Sale



انطلاق حملة الخير السنوية 2025  
Launch of the Winter Goodwill Campaign 2025



يوم اللباس: حملة الخير السنوية  
NOS Winter Goodwill Campaign 2025: Free Dress Day



العرض الفني لحملة الخير السنوية مسرحية "البئر"  
The Winter Goodwill Campaign Show "The Well"



احتفالات عيد الميلاد | المرحلة (5-4)  
Christmas Celebrations (5-4)



البازار الخيري السنوي لجمعية الثقافة والتعليم الأرثوذكسيّة  
OES Annual Bazaar



احتفال عيد الميلاد وعيد القديسة بربارة وإضاءة شجرة الميلاد  
Christmas Celebration, Saint Barbara's Feast & Christmas Tree Lighting



احتفال عيد رفع الصليب المُكْرَم  
The Feast of the Exaltation of the Holy Cross

## NOS HIGHLIGHTS

### February



نموذج الأمم المتحدة "بعنوان" مسرح القوة  
NOSMUN'26 Entitled "Theatre of Power"



عيد المحبة في الوطنية الأرثوذكسية الصفوف (6-12)  
St. Valentine's Day @ NOS | Grades (6-12)



نشاط إيفولف السنوي  
Annual Evolve Event



احتفال عيد أقيمار الكنيسة الثلاثة  
The Feast of Three Holy Hierarchs



معرض الجامعات المحلية | شباط 2026  
Jordanian Universities Fair | February 2026



مهرجان الآثار السابع في الوطنية الأرثوذكسية  
The 7th Archaeology Festival @ NOS



زيارة طلبة نادي التصوير الفوتوغرافي لمتحف السيارات الملكي  
NOS Photography Club Students Visit The Royal Automobile Museum



يوم تطوعي لزراعة وغرس الأشجار مع جمعية الأيدي الواعدة | الصف (9)  
Tree Planting Volunteering Day with the Promise Welfare Society | Grade (9)

## NOS HIGHLIGHTS

### March



مشاركة طلبتنا في بطولة الأهلية والمطران للمناظرات | الصف (11)  
NOS Students' Participation in Ahliyah and Mutran Debate Competition



معرض الكتاب السنوي الثامن عشر في الوطنىة الأرثوذكسيّة  
18th Annual Book Fair @ NOS



زيارة تبادل ثقافي  
Cultural Exchange Visit



المسرحية الغنائية "معًا في باريس"  
Musical Play "Together in Paris"



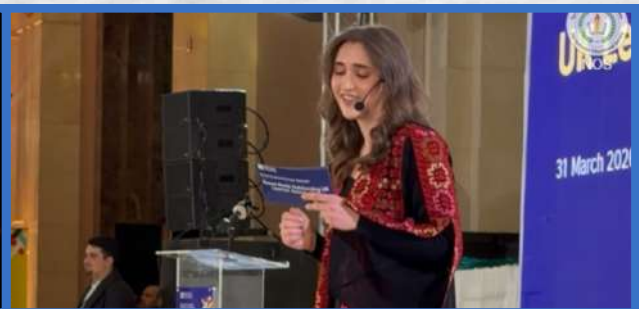
لقاء توعوي عن السلامة المرورية | صف (3)  
Traffic Safety Awareness Session | Grade (3)



المعرض السنوي السادس للفنون البصرية لبرنامج البكالوريا الدولية | الصف (12)  
The 6th Annual NOS IBDP Visual Arts Exhibition | Grade (12)



احتفال عيد القيامة المجيد 2026  
Resurrection Feast Celebration 2026



جوائز الملكة رانيا للتميز الأكاديمي لطلبة الشهادة البريطانية لعام 2026  
Queen Rania Outstanding UK Learner Awards 2026

## NOS HIGHLIGHTS

### April



معرض التصوير الفوتوغرافي  
NOS Photography Exhibition



مسابقة التهجئة | الصفوف (6-9)  
Spelling Bee Contest | Grades (6-9)



خريجو عام 2026 يحتفلون بقبولاتهم الجامعية  
Seniors 2026 Celebrate University Acceptances



مسيرة وداع خريجي الوطنية الأثوذكسيّة 2026  
NOS Seniors Walk 2026



احتفالات اليوم الوطني للعلم  
National Day of the Jordanian Flag Celebrations



حفل وداع | الصف 8  
Farewell Celebration | Grade 8



حفل تكريم الطلبة الفائزين في مسابقة فؤاد فراج للإبداع العلمي 2026  
Award Ceremony for Winning Students in Fuad Farradj  
Scientific Innovation Competition 2026



حفل تكريم الطلبة الفائزين في مسابقة ميشيل سنداحة 2025-2026  
Award Ceremony for Winners in the Michel Sindaha Competition  
2025-2026

## NOS HIGHLIGHTS

May



"المؤتمر الرياضي السنوي الخامس " المعلمون يعلمون المعلمين"  
The 5th NOS Sports Conference "Teachers Teach Teachers"



عرض "فن الاستماع" | المرحلة (4-5)  
"The Art of Listening" Performance | Stage (4-5)



مناقشة الوطنية الأوثوكسيّة باللغة الإنجليزية | الصفوف (8-12)  
Debate with NOS | Grades (8-12)



معرض التربية المهنية في الوطنيّة الأوثوكسيّة 2025-2026  
NOS Vocational Educational Exhibition 2025-2026



عرض مواهب طلبة الوطنيّة الأوثوكسيّة للمرحلة (6-8)  
NOS Stage (6-8) Student's Talent Show



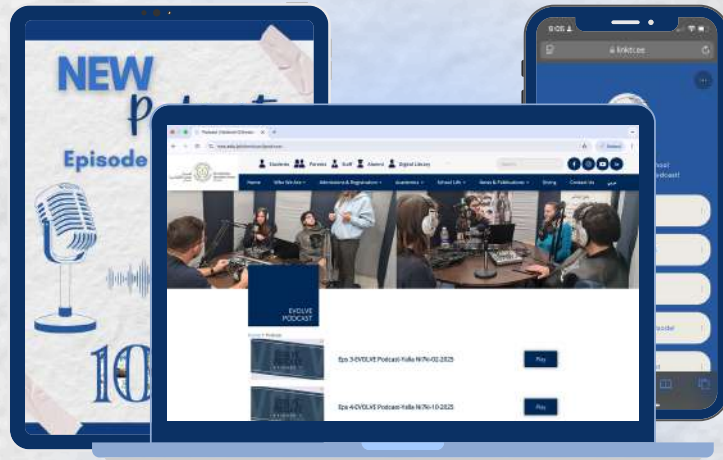
عرض نادي التربية الفنية | الصفوف (4-8)  
Art Club Exhibition | Grades (4-8)



احتفال عيد الاستقلال ال 80 | The 80th Independence Day Celebration



# Check Out Our Podcast



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لمزيد من أخبار، الوطنيّة الأرثوذكسيّة، زوروا الحسابات الرسميّة للمدرسة

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## *NOS Students' Newsletter & Podcast*

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