

SOMEWHERE IN BETWEEN

BY SERENA SALIBA

— BY THE STUDENTS FOR THE STUDENTS —

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Somewhere in between having time and living life, we were suddenly expected to have it all figured out. The tone shifted from curiosity to urgency and whether you felt ready or not no longer mattered.

Somewhere in between, “What do you want to be when you grow up?” and “What do you plan on doing?” major ultimatums were formed, and you’ve probably felt it. Maybe not all at once...maybe not all the time... but it’s there, and you feel it.

Somewhere in between the expectations we set for ourselves and the silent comparisons we make, the thought of having it all planned out starts to feel persistent. At first, it doesn’t feel overwhelming, instead it feels... early.

While you’re somewhere in between figuring out things for yourself, people start questioning you about your future as if it’s something you are meant to have already figured out. And it isn’t the fact that you don’t think about the future, it’s about being asked to define every aspect of it before even getting the chance to explore it. Slowly, doubt starts to build up, and you often find yourselves wondering whether you’re already behind everyone else.

“Are you staying here or are you planning on leaving us?” is a question that breaks me everytime.”

—Jeya Geagea (Grade 10)

“Have you chosen what you plan on doing?” is one of the most asked questions I get.”

—Wendy Sleiman (Grade 10)

Somewhere in between, everything gets louder and suddenly it all starts to matter. Grades start feeling heavier, schedules fill up faster, and the idea of a future ahead no longer feels abstract. Instead it starts to feel like something you’re forced to constantly work towards despite not feeling ready.

“It all just feels extremely overwhelming.”

—Chafic Chebat (IB year 1)

And it’s not always about the workload, but sometimes it’s about the meaning behind it all.



When every assignment begins to feel like it counts, you’re left wondering “when will I ever figure out who I truly am?”

“I feel forced to keep up with it all despite wanting to figure out who I am and what I want.”

—Elie El Rahi (IB year 1)

And when you’re somewhere in between processing it all, you’ll find yourself in senior year where everything suddenly feels immediate. The final year, the final decisions, the forms, the deadlines. They all seem to lead to one question, “what’s next?” Though it may seem like they have it all figured out, their answers are far more complicated.

Because in reality, being expected to be ready does not actually mean you should feel ready.

If you don’t have it all figured out, you’re not behind, you’re still processing everything just like everyone else— whether they admit it or not.

So while you’re walking down that road, take a moment and remind yourself, “maybe I’m not behind, maybe I’m just somewhere in between.”

WATCH OUT LWIS COMUNITY

As the school year begins to wind down with less than two months left there’s still so much to look forward to at Lwis AIS!

First, get ready for **International Day**, where we’ll be celebrating the incredible diversity of our school community. It’s a chance to appreciate different cultures, traditions, and backgrounds that make Lwis AIS so unique.

We also have **STEAM Day** on this issues release date, where students will present their scientific projects under the theme “Past, Present, Future.” It’s an exciting opportunity to explore innovation, creativity, and how ideas evolve over time.

And of course, one of the most anticipated events of the year: **Sports Day**, taking place at Fouad Chehab Stadium! Expect a day full of energy, games, and plenty of food definitely something you won’t want to miss. show up and support our 2027 graduating class.

Even though the year is almost over, these events are the perfect way to finish strong and make lasting memories!

So mark your calendars and let’s remember the scholar year of 2025/2026 as an unforgettable year.

BIG NEWS FOR THE NEWS

Exciting news from The Insider! Our school newspaper is going digital. We’re currently working on launching our very own website, where all of our issues will be available for you to read anytime, anywhere.

To make access even easier, a QR code will soon be displayed on our school newspaper bulletin board just scan it and you’ll be instantly connected to our latest content.

We’re excited to take this next step and bring The Insider to you in a more modern and accessible way. Stay tuned!



ماذا بعد؟ بقلم أيلي الراعي

ماذا بعد معركة مليئة بالأحداث التي سلبت الراحة والإطمئنان من أعين متفرجيهما؟ ماذا بعد معركة دمرت أجزاءً من السفينة التي أصبحت على وشك الغرق؟ ماذا بقي للهدنة المحدودة التي جعلت المستقبل مجهولاً ونحن لا نعي شيئاً سوى مأساة الماضي وضغوطات الحاضر ومخاوف المستقبل؟

منذ أيام محدودة، تم اتخاذ قرار الهدنة بعد معركة باتت وكأنها لم تنته. ولكن لا مكان للأمل؛ حيث بعد مرور أيام عديدة، واقترب موعد انتهاء الهدنة، لم تصل الإدارات إلى أي حل لتحديد مصير الشعوب التي تتحمل خسارة تلو خسارة، وتزداد الهموم عليها وتتراكم يوماً بعد يوم. "مصير مجهول" من أكثر الجمل تأثيراً على شباب وطن مكسور، والأجيال التي ستحاول إحياءه في المستقبل. لا نزال ننتظر قراراً يحكم على وطننا الغالي وعلى مصير شعبه في آن واحد، وذلك بسبب أولئك الذين يتنعمون بقوة تمنحهم الفرصة للتحكم بالعالم. بسبب قراراتهم ورغباتهم للاستيلاء على كل شيء، وقعنا في حفرة عميقة من التساؤلات والمخاوف التي تتحكم وتهيمن على أفكارنا وأذهاننا بلا حدود. آمالنا لا تزال تعمل لاسترجاع قيمة الوطن كي لا يصبح ساحة معركة لمن يشاء. إننا على أمل أن يعود الوطن. وعلى أمل أن نحافظ على شبابنا كي لا تنطفئ نيرانهم. نريد أن نسترجع الوطن (أرض الأرز الخضراء) التي أصبحت رمزاً للمقاومة والنمو والقوة.

ماذا بعد؟ سؤال نابض من قلوب شباب وطن على وشك الانهيار، لمعرفة مصيرهم الذي هو بين يدي لحكام الجبناء و المخفي وراء جدران المعارك والمخاوف والتساؤلات. نحن على يقين أن وطننا يستطيع إحياء نفسه قبل أن تنطفئ النيران ويرحل الدخان ويعم السلام

A NATION OF WHAT'S NEXT

BY JEYA GEAGEA

For so long, we were a nation of what ifs. What if the next strike hit too close to home? What if the roads closed, the lights went out, and with them any hope of a future? What if this homeland, already burdened by crisis, could not bear another wound?

Now, a ceasefire has arrived, and with it, a different question arises:

What's next?

Many of Lebanon's wounds were not inevitable, but the result of choices repeatedly made by our government, and consequences repeatedly avoided.

A few days ago, the decision for a ceasefire was made after a battle that seemed as though it would only end with the destruction of one of the sides.

Is a simple ceasefire enough? When will we stop waiting for temporary solutions to recurring problems?

The intermission taking place is covered by a thick blanket of silence. We wonder whether it will hold till morning, but even fragile silence is precious to those who have lived beneath the sound of fear for far too long.

Lebanon has always known how to survive. Our people rebuild shops before the smoke clears, families gather around tables while uncertainty still waits outside the door, and students return to classrooms carrying both books and burdens. We continue because we must, though necessity is a cruel reason to endure.

What's next cannot be another season of speeches with no reform. It cannot be leaders trading blame. What's next must be accountability where there was corruption, and opportunity where there was an exile of dreams.



It must be a homeland where staying is not an act of sacrifice.

It must be a homeland where the cedars are no longer symbols of survival alone, but of growth once more.

We hope to restore the glory of our homeland, so that it does not become a battlefield for whoever wishes. Lebanon has survived because its people are stronger than the systems above them. But people should not have to be stronger than their state forever.

The question "what's next?" remains a cry that grows louder with each heartbeat of a nation's youth. A youth standing at the edge of collapse, desperately longing to know what awaits beyond walls of battle and fear, while its future remains in the hand of the vile and cowardly.

The ceasefire may have silenced the frontlines.

Now Lebanon must confront the battles it has long postponed.

TEACHER OF THE MONTH

BY KYE AOUN

Math teacher Mr. Maroun El Khoury has been nominated as teacher of the month for April. Mr. Maroun is a math teacher at LWIS AiS, and he has helped countless students navigate and excel in the field of mathematics. He has also inspired many students to improve their lives beyond academics. These reasons are why the LWIS AiS student community has voted for him to win this award.

What sets Mr. Maroun apart from other teachers is his ability to explain math in a simple way, no matter the difficulty of the lesson. Students that had struggled to understand certain concepts always find themselves excelling and bridging their gaps whenever they enter his classroom. Moreover, Mr. Maroun is also famous for educating not only within the boundaries of mathematics, but also important life lessons. He very often tells students about important virtues that a person must possess in society, arguably teaching traits that are more important than math itself. That is why students do not only improve from an academic standpoint, but they also improve their daily lives and habits. Another wonderful skill that he possesses is his comedic personality. Mr. Maroun will often joke with students in his classroom, forming close bonds with them in the process. This makes his class atmosphere feel welcoming and open, and it makes students look forward to his hours.

While voting, students were also asked what questions they'd like to ask the teacher they nominated. These questions range from hobbies, hidden skills, and more. The questions that were most asked were answered in an interview with Mr. Maroun himself. Quite surprisingly, Mr. Maroun revealed that before becoming a teacher, he actually dreamed of pursuing a career in dentistry.



When asked about what makes him proud, he said that "I am proud of my work and achievements, and I like to see the impact I put on LWIS Alumni whenever they visit." Perhaps the most popular question for the famously wise teacher is what advice he would give to students. He replied by speaking about the importance of discipline and critical thinking. "It is important to be disciplined and to think rather than memorize, because after graduation that is all that a student is left with" he stated. A famous classroom moment that probably all classes and students have shared with him is when he first introduces radicals and exponents. He finds it amusing and hilarious whenever he asks for example "what is radical to equal to" and a student replies "5". Obviously, however, the constant jokes and mockery of these students are strategies he utilizes to later allow them to excel. Finally, he also disclosed that his favorite students are those who misbehave and struggle, because they help him improve as a person, and they teach him to be patient and persistent.

All of these qualities and moments are the reasons as to why Mr. Maroun has won teacher of the month. His ability to balance class fun and academic success have made him not only incredibly special but also loved in the LWIS AiS community. Congratulations, Mr. Maroun, thank you for your exceptional work.

IF STUDENTS COULD RUN THE SCHOOL FOR A DAY

BY AYA DERSTEPANIAN

What would happen if students were given the opportunity to take full control of our campus for just a day? Not for entertainment purposes, but as a real chance to rethink how the school works. This may sound unrealistic; however, the changes students would make are simple and long overdue.

One of the first things that would change is our workload. Specifically, how that workload is managed. It's not necessarily the difficulty of assignments that frustrate students, but how everything seems to pile up all at once. The tests, quizzes, and deadlines overlap often, which creates pressure. If students were in charge, there would be more balance, giving everyone enough space for major assignments, while making sure there's enough time to actually understand the material instead of rushing through it.



Another shift would be the type of work students are given. When students are given the chance to showcase their creativity in projects like STEAM, the energy completely shifts. People actually try, not because they have to, but because it's something they can make on their own. Instead of repeating the same pattern of classwork, students would push for more projects that involve designing, presenting, and of course building something original, making the learning feel much more engaging.

"TAWEL BALAK" A LEBANESE QUOTE OVERUSED

Students would want their input to be taken seriously. Feedback is collected often, whether its through a survey or conversation, but it doesn't always turn into anything noticeable. After a while, that makes people less likely to open up, because it can lead to feeling like their opinions don't matter or change anything. Most students don't expect every suggestion to be accepted, but what they do expect to see some kind of response and effort. Even small changes would show that what they say actually is significant. If students were in charge, the feedback wouldn't just be gathered and forgotten about, it would be considered, and when possible, implemented and used to make real changes. That alone would make students feel more involved in the school, not just adjusting to decisions made for them.

None of these changes are completely unreachable. They're all things students already notice and address, just without the ability to do anything about them. If students were given chances to make decisions, the result wouldn't be chaos like people might assume. It would simply be a system that feels more balanced from a student perspective.

In the end, its not just about changing everything, its about making small adjustments that help our school work better for everyone.

WE ARE THE FUTURE BY CHAFIC CHEBAT

Lebanon cannot keep waiting. For years, people have talked about change, promised change, hoped for change. But nothing changes if nothing changes. We, the students of Lwis AIS, are part of the generation that will inherit this country. The question is simple: what are we going to do with it? We cannot just watch things happen and hope someone else will fix them. At some point, we have to decide that we care enough to act.

Taking action starts with speaking up, paying attention, asking questions, or refusing to accept that things must always stay the same.

Every generation before us shaped Lebanon in some way. Now it is our turn to decide what kind of country we want to live in. Let's not get used to the reality we live in. Lebanon has always been strong because its people have never stopped believing in it.

If we want a better future, we cannot stay silent or wait for the right moment. The moment is now.

Because the truth is simple, we are not just students. We are the future of Lebanon.

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26	Water barrier										
28	Vaults										
31	On pension (Abbr.)										
33	In medias —										
35	Tragic										
36	Speaks unclearly										
38	Guy's counterpart										
40	Away from WSW										
41	Regretted										
43	Maestro, e.g.										
45	Wisconsin, the — State										
47	Slight amount										
48	Genetic messenger										
49	Duke Ellington classic										
54	Whatever number										
55	"Excavating for —"										
56	Trouble										
57	More (Sp.)										
58	Subsided										
59	Ram's mate										
DOWN											
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2	Khan title										
3	Cauldron										
4	Lent a hand										
5	Outstanding athlete										
6	Islander's neckwear										
7	Group of										
8	Cordwood measures										
9	Content										
10	"Once — a time, ..."										
11	Apportion (out)										
16	Wapiti										
20	Anthropologist Margaret										
21	Behind — (in jail)										
22	First victim										
23	Halves of weekends										
27	"Little Women" woman										
29	Sea eagle										
30	Prognosticator										
32	Pharmaceutical										
34	Cracker type										
37	Teeter-totter										
39	Tilted										
42	Pulitzer Prize category										
44	Find 9-Across										
45	"Dracula" author										
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53	Shelter wire										

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BEYOND EFFORT

BY WENDY SLEIMAN



Daily school pressure begins before entering campus. For a majority of students, the most daunting ordeal is waking up early. Nonetheless, the mornings before school are far from the only source of students' struggles. This begs the question: is there a way to overcome the pressure from all school-given expectations? Perhaps the question is not how students can adapt to pressure, but whether they can be designed beyond it.

If we start thinking of the student as something that can be designed, then we also have to ask what that design is supposed to optimize. In this case, learning stops being about effort and becomes about efficiency. An optimized student would absorb complex ideas quickly, remember them without constant repetition, and stay steady even under constant academic pressure. While all scientific inventions are expensive, the cost of this particular prototype may be more than we can afford.

Psychologist Angela Duckworth says "As much as talent counts, effort counts twice." Schools' — especially ours — mission is to emulate the real world such that students are entirely prepared for any challenges they might face. Without effort, pressure, and expectation, students lose the very conditions that prepare them for uncertainty. Life is a force that can't be engineered, and it doesn't reward perfection as much as it does adaptation.

FORMATED BY CHAFIC-A CHEBAT