



Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International Bangkok Families

It has been another incredibly productive week across our curriculum. It is a joy to walk through the corridors and see our students engaging so deeply with their studies, demonstrating the curiosity and drive that makes our school community so special.

Today marked a particularly exciting milestone as we welcomed the School Track film crew into our building. They spent the morning capturing our students in action—in the labs, the studios, and the classrooms—showcasing the vibrant daily life of our school.

Our students were fantastic ambassadors for the school during the filming process. We are all eagerly anticipating the finished product, which will highlight the talent and dedication present in our community.

The momentum continues into the weekend as we host our Secondary Scholarship Testing tomorrow. We are very excited to be interviewing 12 potential students for the next academic year. This is always an inspiring day for us as we meet young people who demonstrate exceptional potential and a desire to contribute to our school's legacy of excellence. We wish all the candidates the very best of luck.

As you are likely aware, deteriorating air quality has hampered our ability to hold outdoor activities during the second half of this week. While staying indoors is never the preference for energetic students, I want to extend a sincere thank you to our student body. In particular, our older students have acted with great responsibility during break and lunchtimes, leading by example and helping ensure a calm environment for our younger pupils. We will continue to monitor air quality levels closely and resume outdoor play as soon as it is safe to do so.

A polite reminder to please review the Pick-up Procedures section included in this newsletter. To ensure the safety of all students and the smooth operation of our after-school supervision, please note that the late pick-up charge will officially come into effect starting next week. We appreciate your cooperation in ensuring all students are collected promptly at the end of the day.

Finally, I want to touch on a vital aspect of our students' well-being: their digital lives. I strongly encourage all parents to regularly check your child's phone and maintain open, honest conversations about what they are experiencing online. While we understand the social pressures involved, we actively encourage students not to be part of large group chats, which can often become overwhelming or exclusionary. However, if they feel compelled to join one, please reinforce the importance of acting and behaving responsibly. What is said in a digital space is permanent; we want our students to lead with kindness and integrity, both in person and online.

Thank you for your continued support and partnership. I wish you all a restful and safe weekend.



Maths in Pictures





Year 7 - English

It has been a magical week in Year 7 English as we continued our journey into the wizarding world! Here is a look at what we've been up to:

We officially began our study of Harry Potter and the Sorcerer's Stone, covering Chapters 1 and 2. The students have been diving deep into the text to identify key literary elements, including:

- **Setting:** Analyzing the contrast between the mundane world of the Dursleys and the mysterious hints of magic.
- **Characterization:** Discussing our first impressions of Harry, the Dursleys, and the enigmatic Albus Dumbledore.
- **Foreshadowing:** Spotting the subtle clues J.K. Rowling drops about Harry's true identity.

The "Sorting" of Characters

To begin our deep dive into the people of the Wizarding World, we recreated the famous Sorting Hat scene! Students were selected at random to choose their Character Posters. For this project, students were required to gather a variety of textual evidence about their chosen character. They will also be coloring in an illustration of their character based strictly on J.K. Rowling's descriptions in the book, rather than the movies, to practice their reading comprehension and attention to detail.

A Change in Perspective

One of the highlights of the week was our creative writing workshop. After reading about the incident at the zoo, students were challenged to shift their perspective. They stepped into the "scales" of the Boa Constrictor to retell the encounter from the snake's point of view. It was wonderful to see the students experiment with voice, tone, and descriptive sensory details as they imagined the snake's longing for Brazil!

We are continuing to prioritize word mastery through Membean. The students completed their first Membean assessment of the academic year this past Friday. As a reminder, students are required to complete at least one 15-minute training session at home to satisfy the weekly training goals.

Discussion Questions for Home

- What were your first impressions of the Dursleys? How does the author make them seem so "un-magical"?
- Harry is treated very differently from Dudley. Why do you think the Dursleys are so afraid of Harry being "special"?
- The Boa Constrictor tells Harry it has never been to Brazil. How did you feel about the snake during that scene?
- Strange things happen around Harry when he is angry or scared (like his hair growing back or the glass vanishing). Did he know he was doing it?
- Who was your favorite character introduced so far, and why?





Year 8 - English

It has been an impactful week in Year 8 English as we officially opened our copies of *The Outsiders* by S.E. Hinton. The students have quickly become immersed in the world of 1960s Tulsa and the intense rivalry between the East Side and the West Side.

This week, we focused on Chapter 1, focusing on the immediate introduction of the "Greasers" and their rivals, the "Socs" (Socials). Our classroom discussions centered on:

- **Social Divisions:** We explored the socioeconomic factors that create the divide between the two groups—it's not just about where they live, but about their opportunities, family structures, and how society views them.
- **Character Motivation:** Why does Ponyboy walk alone? Why do the Greasers stick together so closely? We analyzed the internal and external forces that drive our protagonist's actions.
- **Literary Elements:** Students identified S.E. Hinton's use of foreshadowing, vivid imagery, and first-person narration to establish the gritty tone of the novel.

The Character Poster Project

Every student has now received their workbook and their specific Character Poster assignment. This project is a deep dive into characterization. Students are required to:

- Complete several pages of detailed background research on their assigned character
- Produce an illustration that reflects the character's appearance exactly as described by S.E. Hinton in the text. This encourages students to look past modern film adaptations and focus on the author's original vision.

Year 8 continues to sharpen their linguistic skills using Membean. The students completed their first Membean assessment of the academic year this past Friday. As a reminder, students are required to complete at least one 15-minute training session at home to satisfy the weekly training goals.

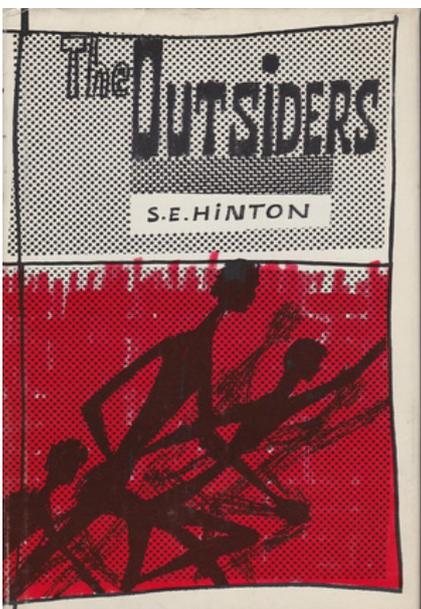
The Outsiders Discussion Questions for Home

To keep the conversation going at home, here are three questions you can ask your child about Chapter 1:

Perspective: Ponyboy tells us he "likes books and clouds," which makes him different from some of the other Greasers. Do you think this makes him a reliable narrator, or does it change how he sees the Socs?

The Divide: Based on our reading, what do the Greasers have that the Socs don't, and vice versa? Is it only about money?

Loyalty: The Greasers call themselves a "brotherhood." Why is "belonging" so important to characters like Johnny or Dally?





PE

This week, students continued their progress in our Volleyball unit with a focused review of bumping and receiving, reinforcing the correct technique and control needed in gameplay. We also introduced the fundamentals of serving, covering both underhand and overhand techniques. Students practised proper stance, ball toss, contact point, and follow-through to build confidence and accuracy.

To apply these skills in a fun and competitive setting, we played King of the Court (3v3), where teams competed in short matches with the winner staying on. This activity helped students work on communication, teamwork, and quick decision-making while maintaining a positive and energetic atmosphere.

It was a productive and engaging week, and students are showing steady improvement in their volleyball skills.



Mandarin

This week, we welcomed new students to our Mandarin classes. Students completed a restaurant role-play activity, successfully taking on the challenge of performing the waiter/waitress role.

We learned and practiced the language structure “在 + place / location words.”

- Beginner students focused on mastering basic location words and sentence patterns to describe where things are.
- Intermediate students progressed to expressing more detailed information and engaging in more natural, communicative dialogues.
- Advanced students were challenged to use “在哪儿”, location words, and vocabulary related to school facilities to create a school tour mind map and deliver a live presentation project.

Students showed great engagement and confidence across all levels.



Thai

Year 7 students learned about types of words (nouns, verbs, and pronouns) through a variety of activities, including answering questions, playing word-guessing games, creating unique sentences, and practising the correct use of words in appropriate contexts. Learning was made engaging and enjoyable through interactive games such as Wordwall, Quizizz, and Kahoot.



Year 8 students studied listening for main ideas through the topic "Humans and Aviation." They developed listening comprehension skills by identifying key information and answering questions related to the development of human flight. In addition, students practised speaking skills through discussions and expressing their opinions, as well as spelling and essay writing. They also presented their written work to the class through oral presentations.



Applied English - Year 7

This week Year 7 students have been diving deeper into the complex and high-stakes world of global scamming and cyber-fraud. As technology evolves, so do the methods used to exploit individuals, making this a critical topic for young digital citizens to understand.

Researching Through Multiple Lenses

Students have been encouraged not to just look at the "what" - but the "why" and the "who." Students have been analysing the issue of scamming through three distinct lenses to understand the full scope of the problem:

- The Victim's Perspective: Analysing the psychological impact of being scammed, the financial consequences, and the groups most vulnerable to these attacks (such as the elderly or the technologically isolated).
- The Scammer's Perspective: Exploring the motivations behind individuals who participate in these schemes. We've discussed economic pressures in different parts of the world and the "scripts" used to manipulate human emotions like fear and urgency.
- The Organizational Perspective: Investigating the "scam factories" and organised crime syndicates that run these operations on an industrial scale, often across international borders.

Taking Action: The Awareness Campaign

Armed with their research, students are now transitioning from learners to advocates. To help protect our community, students are working on a multi-media awareness campaign that includes:

1. Public Service Announcements (PSAs): Short, impactful scripts designed to alert people to common "red flags."
2. Educational Posters: Visual guides that will be displayed to show how to spot phishing emails and fraudulent texts.
3. Campaign Websites: Students are building digital hubs that compile resources, reporting links, and safety tips for the general public.



Applied English - Year 8

This week, Year 8 have shifted their focus toward a pressing global health crisis. We have begun watching the documentary "Fed Up," which provides an eye-opening look at the underlying causes of the obesity epidemic, specifically within the United States.

Investigating the Food Industry

The class is currently exploring the "Global Health" pillar of our curriculum by analyzing the complex relationship between corporate interests and public wellness. Rather than focusing solely on individual willpower, students are examining the systemic roles that the food industry and government policy play in shaping our dietary habits. We are specifically considering the concept of food addiction—the idea that certain processed foods are engineered to be hyper-palatable, making it increasingly difficult for consumers to make healthy choices.

To help frame our class discussions, here are three significant insights from the first third of the film:

- The "Calories In, Calories Out" Myth: The film challenges the long-held belief that all calories are created equal. It explains that 160 calories of almonds (high fiber) affect the body very differently than 160 calories of soda (pure sugar), which causes an immediate insulin spike and fat storage.
- The Hidden Sugar Explosion: Between 1977 and 2010, the average American's daily sugar intake doubled. This was largely due to the "Low Fat" craze; when food companies removed fat from products to make them "healthier," they added massive amounts of sugar to ensure the food still tasted good.
- Sugar vs. Cocaine: The documentary cites a study involving lab rats where, when given the choice between sugar water and cocaine, 94% of the rats chose the sugar. This highlights the powerful biological pull of processed sweeteners on the brain's reward system.

Discussion Questions for Home

To help your child process the information they are learning in class, here are three discussion prompts for the dinner table:

1. The "Hidden" Problem: After watching the first part of the film, do you think it is easy for a person to know exactly how much sugar they are eating? Why or why not?
2. Responsibility: The documentary suggests that the food industry is responsible for the health crisis by targeting children with advertising. Do you agree, or do you think it is entirely up to the individual to choose what they eat?
3. The Label Logic: Does it surprise you that "low fat" foods often have more sugar than the original versions? How does that change the way you look at food packaging?





CONGRATULATIONS

Congratulations to S in Year 8 achieving First Place in Grade 6 (Piano) on 10 December 2025 at Siam Ratchada Auditorium in The 13th Hong Kong International Performance Arts Festival & Music Competition (Thailand Preliminary Round) HKYPA.

A fantastic achievement and experience for him. Well done S!



Congratulations to Pichcha in Year 7 who has been honored with the "2026 Award for Children and Youth Who Bring Fame to the Nation" in the category of Sports and Recreation. Pichcha received her award on Thursday 8th January from the Prime Minister himself at the Santimaitri Building, Government House.

We are extremely proud of you Pichcha! Well done!





Upcoming Events

- Saturday, 24th January 2026 - U13 Boys and Girls Basketball teams will be in action at the BISAL Tournament, taking place at SISB Nonthaburi. Boys will be playing between 8AM-12PM and the Girls between 12:15-2:45PM

We look forward to seeing you there to support our players.

Looking Ahead

- Friday 30th January - Yellow Leopards Birthday
- Saturday 7th February - BISAL Swim Meet
- Friday 16th February - Teachers Day Celebration
- Friday 13th February - Valentines Day
- Friday 13th February - Chinese New Year Celebration
- Friday 13th February - Report 2 Published and End of Half Term
- Monday 23rd February - Start of second half of Term 2

Closing Note

As we reflect on a week filled with academic deep dives, from the wizarding world of Harry Potter to critical global health discussions, it is clear that our students continue to excel and engage with the world around them. We are incredibly proud of our individual student achievements in music and sports, and we look forward to supporting our U13 basketball teams in their upcoming tournament next Saturday. Please remember to review the updated pick-up procedures and late pick-up charges that begin this Monday. Thank you for your continued partnership in making SBS Bangkok such a vibrant community. We wish you all a restful and safe weekend

Warm regards,
Gary Crumbie
Secondary Principal

Pick-up arrangements - End of school and ECA's.

Please note the following end of school day arrangements which will be in place from **Monday 19th January**.

Please also make note of the late pick-up charges which were shared on December 10th. Late pick-up fees will apply after 30 minutes from the end of school/ECA's.

Early Years

2.15pm - EY pick-up

2.30pm - Any EY children who have not been picked up will be supervised in the library.

2.45pm - Any pick-up after this point will be subject to a 'late pick-up charge' (500 Baht per hour).

3.45pm - Any ECA child who has not been picked up - late pick-up charge applies (500 Baht per hour).

Y1-8

3.10pm - Y1-Y8 Pick-up.

3.20pm - Y1-Y4 are taken to the library by supervising staff.

Parents please collect from library.

3.40pm - Any pick-up after this point will be subject to a 'late pick-up charge' (500 Baht per hour).

4.30pm - Y1-Y4 ECA children are to wait in Canteen for collection.

5.00pm - Y1-Y4 ECA children are subject to 'late pick-up charge'.





SBS International School Bangkok

AN ARTHIT OURAIRAT INSTITUTION

**Inspire Academic Success,
Nurture Holistic Wellbeing,
Cultivation Curiosity & Passion**



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Admissions

Monday - Friday
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