



Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International Bangkok Families,

Happy New Year and welcome back to the start of Term 2!
I hope you and your families had a restful, restorative break and are returning with a sense of renewed energy. There is something uniquely inspiring about the turn of the calendar year; it offers us a "clean slate" and a natural moment to reflect on our progress while sharpening our focus on the months ahead.

As we start term 2 we are eager to build on the momentum of our excellent first term. As we settle back into daily routines, our focus remains on fostering an environment of intentionality and purpose. We are encouraging every student to use this January as an opportunity to look forward and set clear aspirations for themselves—whether that involves academic progress, personal development, or active participation in our school community, through the Active8 programme, Service Learning projects or any other of the many opportunities that will arise this term.

I would like to extend a very special welcome to the new students and families joining our Secondary community this term. We are thrilled to have you with us. Transitioning to a new school is a significant milestone, and I have no doubt that our current students will show their characteristic warmth and leadership in helping you settle in.

To ensure we are all aligned for a successful term, please take a moment to review these sections of this week's newsletter:

- **What to look forward to in the curriculum in Term 2:** This section provides an overview of the content being covered across the curriculum. Staying informed about the curriculum is the best way to support learning at home.
- **Secondary Staff Contact List:** Clear communication is the cornerstone of our partnership. We have updated our staff directory to ensure you can easily reach the right person, whether it's a Subject Teacher, Form Tutor, or Principal.

Principal's Tip: "The secret of getting ahead is getting started." Let's make the most of these first few weeks to build strong habits that will carry us through to the end of Term 2.



Year 7 English - Welcome to our latest classroom update! It has been an incredibly busy and "enchanted" start to the term. Here is a look at what our Year 7 students have been focusing on in English.

Entering the Wizarding World

This week, we officially began our journey into the world of literature with J.K. Rowling's Harry Potter and the Sorcerer's Stone. We are currently diving deep into Chapter One: "The Boy Who Lived." In class, we aren't just reading the story; we are dissecting it. Students have been engaging in lively discussions about:

- **Narrative Perspective:** How the author introduces us to the Dursleys' world versus the magical world.
- **Characterization:** Identifying the eccentric traits of Albus Dumbledore and the stern nature of Professor McGonagall.
- **Forecasting:** Predicting how Harry's life might change as he discovers his true identity.

Workbook Expectations

To support their reading, every student has been issued an accompanying workbook. This is a vital tool for their development, as it includes:

- Comprehension questions to track the plot.
- Character profiles.
- Creative writing prompts based on the setting of Privet Drive.

A friendly reminder: Students are required to complete the workbook sections corresponding to each chapter as we progress. These will be reviewed periodically to ensure everyone is keeping pace with the narrative.

Vocabulary Building with Membean

Beyond the halls of Hogwarts, students are continuing to sharpen their linguistic skills through Membean.

We are seeing fantastic progress as students engage with their personalized word lists. By using this tool consistently, they are not just memorizing definitions but learning the nuances of word roots, synonyms, and context. This expanded vocabulary is already starting to show up in their classroom discussions and written work!

How You Can Help at Home

- **Ask about the Dursleys:** Ask your child to describe the difference between "Muggle" life and the mysterious events happening in Chapter One.
- **Membean Check-in:** Encourage your child to complete their weekly Membean minutes to maintain their "calibration" and memory retention.

Year 8 English - It has been an action-packed start to the term for our Year 8 students. As we move into new literary territory, the students have shown great curiosity and a readiness to tackle complex themes of identity and social divide.

Introducing The Outsiders

This week, we kicked off our new novel study, *The Outsiders* by S.E. Hinton. Before starting the book, students spent time exploring the context behind the book.

We discussed:

- **The Author:** Students were surprised to learn that S.E. Hinton was only 15 years old when she started writing the book and 18 when it was published. We discussed how her young age allowed her to capture the authentic voice of a teenager.
- **The Conflict:** Students learned about the bitter rivalry between the "Greasers" and the "Socs" (Socials), setting the stage for the themes of class conflict we will see throughout the story.

Chapter One & The Workbook

We have officially begun reading Chapter One, introducing us to our narrator, Ponyboy Curtis. Students are currently analyzing Ponyboy's unique perspective and his relationship with his brothers, Darry and Sodapop.

Important Grading Note: Each student will receive an accompanying workbook that will be used throughout the unit. *Please note that satisfactory completion of this workbook will be counted as a summative grade. It is essential that students keep up with the assigned sections after each chapter, as this will be a major component of their assessment for the term.*

Expanding Vocabulary

Parallel to our reading, students are continuing to build their "word wealth" through Membean. We are focusing on consistency this term. Membean's adaptive learning helps ensure that the vocabulary students learn is retained in their long-term memory rather than just memorized for a one-off quiz. We encourage students to hit their weekly minute goals to keep their "Memory Strength" high!

How You Can Support Your Student

- **Check the Workbook:** Ask your child to show you their character map for the Greasers in their workbook.
- **Discuss the Themes:** Ask your child what they think the word "Outsider" means in the context of the story so far.



Year 7 - Shapes and Symmetry

2D and 3D Shapes & Polygons: In this unit, Year 7 will explore 2D shapes like triangles, quadrilaterals, and other polygons, and learn their properties such as number of sides, vertices, and internal angle sums; for example, the sum of interior angles of a polygon with n sides is $(n - 2) \times 180$. You will compare 2D shapes to 3D solids (like cubes, spheres, cylinders, and prisms), identifying faces, edges, and vertices, and understand how a net shows how a 3D shape folds from 2D. Key vocabulary to master includes polygon, congruent, face, edge, vertex, and circle; for circles you will learn terms such as radius, diameter, and circumference and see how diameter is twice the radius: **diameter = $2 \times$ radius**.

Congruence, Symmetry & Cambridge GO connections: Year 7 will investigate congruent shapes—shapes that are identical in size and shape, by using transformations (translations, rotations, reflections) to map one figure onto another and verify congruence. Symmetry work includes identifying lines of symmetry and rotational symmetry in polygons and circles (a regular pentagon has 5 lines of symmetry), and applying these ideas to problem solving and construction tasks used in Cambridge GO materials. Practical activities include drawing symmetric patterns, testing congruence with tracing or overlay methods, and solving problems that combine polygon angle rules, circle vocabulary, and 2D/3D comparisons to build strong geometric reasoning.

Year 8 - Sequences and functions

Rules, Terms, and Inputs - In this unit, Year 8 will understand that a sequence is an ordered list of terms where each term follows a rule. They will identify the term-to-term rule by finding the common difference (for arithmetic sequences) or another pattern (e.g., multiplying for geometric), use the n th rule (sequence-to-term rule) to find any term directly, for an arithmetic sequence with first term a and common difference d the n th term is $a(n) = a + (n - 1)d$, this expresses the n th term in terms of the input n so students can generate sequences quickly, recognise terms, and check the difference between consecutive terms.

Functions, Inputs and Outputs - Year 8 will also explore function maps an input to an output using a rule; represent simple functions with notation like $f(n)$ or $g(x)$ and write the sequence generated by a function by treating the position (term number) as the input, for example, if $f(n) = 2n + 1$ then input n yields an output (term), $f(n)$ forming the sequence 3, 5, 7, 9,...; here the term-to-term rule is "add 2," the common difference is 2, and the sequence-to-term (n th) rule is $a(n) = 2n + 1$. Students will practise converting between term-to-term rules and n th rules, listing terms from inputs, and identifying the input/output relationship so they can generate sequences, match terms to rules, and explain how differences and functions are connected.





Thai Language

Year 7 students learned reading comprehension skills through the text “หนึ่งในประชาคม”, which focuses on ASEAN and Indonesia. They practised reading for main ideas, reading aloud, expressing their opinions, and learning new vocabulary. In addition, students studied parts of speech (nouns) and practised reading, writing, and completing sentences by choosing appropriate nouns suited to the context.

Year 8 students studied Thai literature, “ภาพยี่พระไชยเชษฐา.” They practised reading and writing, developed their understanding of vocabulary and meanings, identified the sequence of events, and shared their opinions about the text. Students then created infographics using Canva, as well as drawings based on their personal interests



Mandarin

In the first week of the new term, our Mandarin lessons focused on welcoming students back to class, sharing holiday activities and gifts, reviewing last term’s key Mandarin topics, and setting new learning goals for the semester.

Through real-life scenario activities such as shopping, students revised important language points including colours, quantities, and bargaining expressions. We also shared information about the upcoming Chinese New Year celebrations and encouraged students to take part in song and dance performances.



PE



We have officially begun Term 2 with Unit 1: Volleyball. This week, students were introduced to the fundamental skills of the game, focusing on bumping, setting, and receiving. These core techniques help build a strong foundation for more advanced volleyball skills in the coming weeks.

Students participated in a series of drills designed to improve their control, accuracy, and coordination, while also learning the importance of proper stance and movement. The activities encouraged teamwork and communication as students practised working together to keep rallies going.

It was a positive and productive start to our volleyball unit, and the students showed great enthusiasm as they began developing their skills.



Congratulations to Pichcha - Year 7

We are incredibly proud to announce the monumental success of Phimpichcha Chunnanond (Year 7) at the Get The Beat (GTB) World Final 2025 in Singapore! Competing against top dancers from around the globe, Pichcha delivered world-class performances and secured the highest honors. Pichcha achieved the highest and most prestigious award of the entire competition. Most notably, she is the first representative from Thailand in 5 years to be crowned champion at this World Final level.

GRAND CHAMPIONSHIP TITLES:

- Junior World Champion 2025
- World Duo Champion

THE PRESTIGIOUS 3 BLACK DIAMONDS

(The Highest Scoring Category):

Beyond winning 1st place, Pichcha achieved the ultimate honor of "Black Diamond" status. This is not just a 1st place award, but the highest scoring tier in the competition, reserved exclusively for near-perfect performances with a score of 99.9+:

- Junior Lyrical Solo
- Junior Acrobatic Solo
- Teen Contemporary Duo

GALA FINALIST HONORS:

- Top 5 World Solo Champion Finalist (From 20+ top competitors worldwide)
- Top 3 Entertainment Title Finalist
- Top 3 Duo/Trio Finalist



Congratulations to Meya - Year 7

MeYa attended and sang at the KAWAI Thailand International Music Competition 2025 at Tower Hall Funabori Tokyo, Japan on Monday 22nd December.

Reaching the final round and achieving a Gold Award!

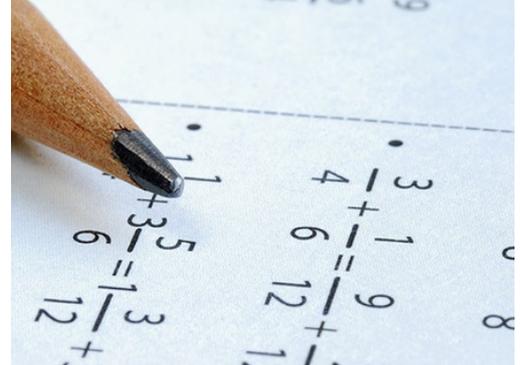




What to look forward to in the curriculum in Term 2

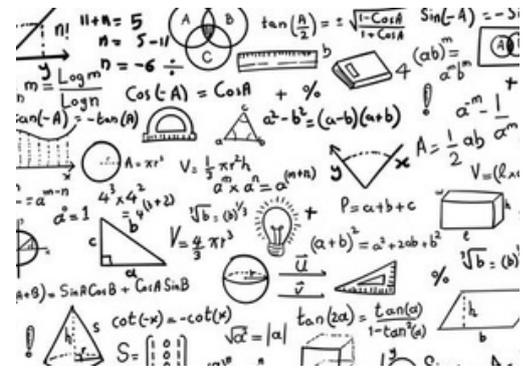
Maths -Year 7

In term 2, students will be studying 7 more units on; Fractions, Shapes and symmetry, Sequences and functions, Percentages, Graphs, Ration and proportion and probability. They will again be assessed after each topic to decide what they need to improve and where they have made progress. During the term, students will have opportunities to demonstrate their skills and knowledge by either; completing a project on a chosen topic, conducting a statistical investigation or doing some research into a new mathematical concept. Myimaths boosters will help develop their mathematical knowledge and vocabulary, whilst illustrating progress and concepts that require greater understanding.



Maths - Year 8

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Thai Language - Year 7

Looking ahead to Term 2, students will be encouraged to extend their language use through more detailed reading and writing tasks, broader vocabulary choices, and stronger links to real-life and cultural contexts. Learning will continue to be supported through regular feedback, with opportunities for students to share their understanding through small projects, presentations, and creative work related to Thai language and culture.

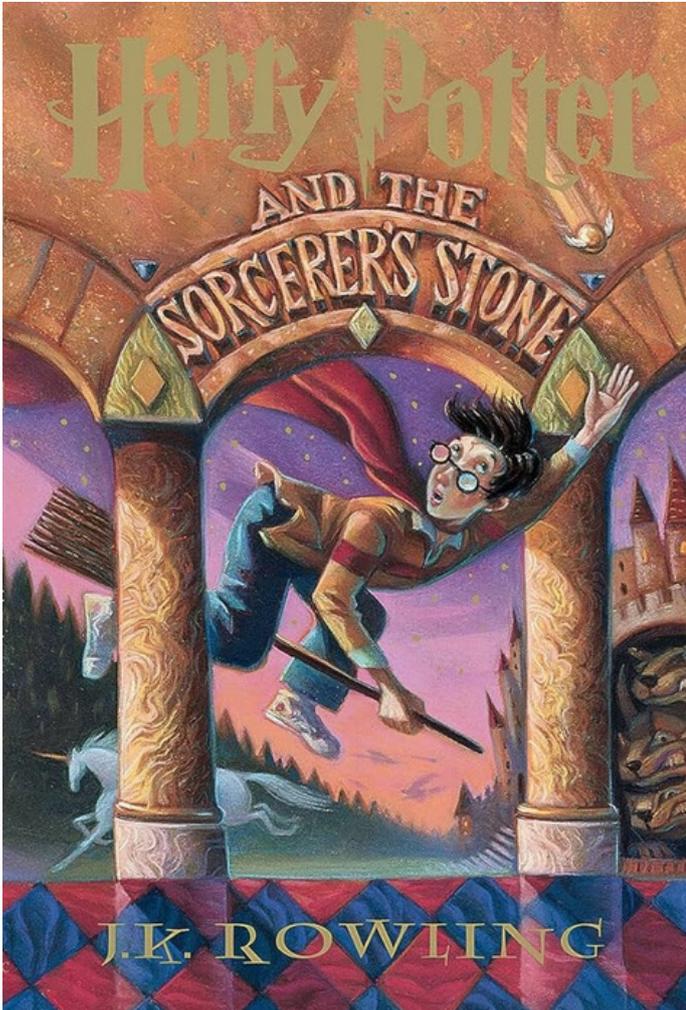


Thai Language - Year 8

On Term 2, students will continue to strengthen their language skills through more extended reading and writing tasks, increased accuracy in language use, and further opportunities to communicate ideas clearly through presentations, projects, and creative language activities linked to Thai language and culture.



What to look forward to in the curriculum in Term 2



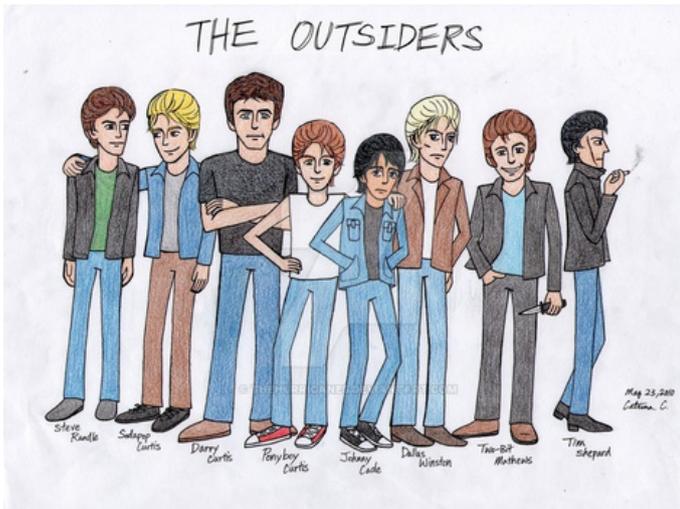
English - Year 7

Get ready for an exciting start to next term! We will be trading the snows of the Depression for the magical halls of Hogwarts as we begin reading 'Harry Potter and the Sorcerer's Stone' by J.K. Rowling.

The story follows Harry Potter, an orphan who discovers on his eleventh birthday that he is actually a wizard and has been invited to study at the Hogwarts School of Witchcraft and Wizardry. He is whisked away from his miserable life with his non-magical (Muggle) relatives and begins a magical adventure. At Hogwarts, he makes two best friends, Ron Weasley and Hermione Granger, and together they navigate the challenges of school, learning about their own strengths and facing a dark plot involving the mythical Sorcerer's Stone, which grants immortality. The novel introduces the central conflict between Harry and the dark wizard who murdered his parents, Lord Voldemort.

Themes and Topics We Will Cover:

- Some of the Themes of the Novel:
 - Good vs. Evil: The central conflict between Harry and Lord Voldemort.
 - Friendship and Loyalty: The powerful bond between Harry, Ron, and Hermione.
 - The Importance of Choice: The idea that our choices, more than our abilities, show who we truly are.
 - Identity and Belonging: Harry's journey to find his place in the world.
- Some of the Literary Topics We Will Cover:
 - World-Building: How a writer creates a complex, believable fantasy world.
 - Character Archetypes: Identifying common character types (the hero, the mentor, the villain).
 - Narrative Structure: Analyzing the structure of an adventure/quest narrative.



English - Year 8

We have some exciting work ahead!

- Research Projects: When we return after the break, the first order of business will be to finalize your research projects. Make sure you use the break to put the finishing touches on your work, ensuring all data is cited and your arguments are strong!
- New Novel: Once the research projects are complete, we will begin reading the classic novel, *The Outsiders* by S.E. Hinton. Get ready to delve into a story about social division, friendship, and identity.

The Outsiders is a powerful coming-of-age novel set in 1960s Oklahoma, narrated by 14-year-old Ponyboy Curtis.

The story revolves around the intense social rivalry between two teenage gangs: the working-class Greasers (known for their long, greased hair) and the affluent, privileged Socs (short for Socials), who drive nice cars and come from the West Side.

Ponyboy, along with his two older brothers and the rest of his tight-knit Greaser friends, constantly faces prejudice and violence from the Socs. The conflict escalates tragically when Ponyboy and his best friend, Johnny Cade, are involved in a deadly fight with a group of Socs.

Forced to go into hiding, the boys grapple with fear, identity, and the consequences of their actions. The novel explores deep themes of social class, loyalty, empathy, and the meaning of family—both the one you're born into and the one you choose. It is a story about looking beyond surface-level differences to recognize the shared humanity in everyone.

Humanities

In Term 2 students are moving on to explore Atmospheric hazards - looking at the causes, effects and management of flooding, droughts and tropical storms through a range of recent examples impacting various parts of the world.



Students will then move onto looking at how their consumption patterns and those of their country as well as other countries impact people and environments around the world.





Year 7 & 8 Physical Education – Term 2 Overview

In Term 2, Year 7 and 8 students will engage in a varied and balanced Physical Education programme designed to develop physical competence, teamwork, confidence, and lifelong healthy habits. The term is structured into four units, allowing students to experience both team sports and individual physical activities.

Unit 1: Volleyball

Students will develop fundamental volleyball skills, including serving, passing, setting, attacking, and court positioning. Lessons will focus on teamwork, communication, and applying skills in small-sided and modified game situations.



Unit 2: Swimming

The swimming unit will focus on water safety, stroke development, endurance, and confidence in the water. Activities will be differentiated to cater to varying ability levels, ensuring all students are appropriately challenged and supported.



Unit 3: Exercise Activity

This unit introduces students to fitness training concepts, including cardiovascular endurance, muscular strength, flexibility, and basic workout planning. Students will explore different exercise activities and learn how physical activity supports overall health and wellbeing.



Unit 4: Gymnastics and Dance

Students will work on movement, balance, coordination, rhythm, and creative expression. Through gymnastics and dance activities, students will develop body control, sequencing, and performance skills while working both individually and collaboratively.



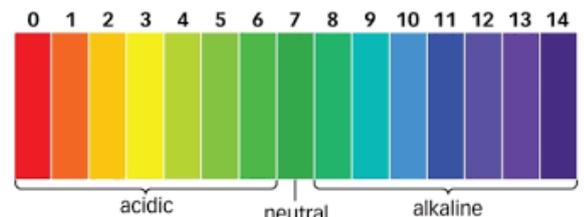
Year 7 Science Highlights – Term 2

This term, our Year 7 students will dive into the fascinating world of materials. Their learning journey will include:

- Exploring the properties of everyday materials
- Investigating the differences between metals and non-metals
- Discovering methods to separate mixtures based on physical properties
- Identifying acids and bases and testing the pH of substances

Hands-On Activities

- Material Mystery Box: Students test unknown samples to classify them as metals or non-metals.
- Separation Challenge: Using sieves, magnets, and filtration, students separate mixtures like sand and salt or iron filings and rice.
- pH Rainbow: With natural indicators (red cabbage juice or turmeric), students create a colorful pH scale by testing household substances.
- Acid vs. Base Reaction: Safe experiments with vinegar and baking soda to observe chemical reactions in action.



Through these activities, students will not only strengthen their scientific knowledge but also develop practical skills in observation, experimentation, and teamwork.



Year 8 Science Highlights – Term 2



This term, our Year 8 students will embark on an exciting exploration of Materials and Cycles. Their studies will cover:

- The structure of the atom and how it forms the basis of all matter
- Understanding purity of substances and methods to test them
- Investigating weather and climate patterns
- Exploring the climate of the Ice Age and its impact on Earth
- Examining the atmosphere and climate and their role in sustaining life

Hands-On Activities

- Atomic Models: Students build atoms using beads or clay to visualize protons, neutrons, and electrons.
- Purity Test Lab: Simple experiments like testing the boiling point of water with and without salt to understand purity.
- Weather Station: Creating mini weather instruments (thermometers, rain gauges, wind vanes) to track local conditions.

ICT In Term 2

Year 7 students will focus on data and Information. Data consists of raw facts, figures, or symbols that by themselves may not carry meaning, such as numbers, names, or dates. On their own, data points are unprocessed and do not provide context. When data is organised, processed, or interpreted, it becomes information, which provides meaning and supports decision-making. For example, daily sales numbers represent data, but when these are compiled into a monthly report showing trends, they become useful information that can guide business decisions.

Year 8 students will focus on data management is the structured process of collecting, organizing, storing, securing, and maintaining an organisation's data throughout its lifecycle. Its main purpose is to ensure that data is accurate, accessible, and valuable, supporting informed decision-making, operational efficiency, and business objectives. Effective data management transforms raw information into a reliable, strategic asset through policies, procedures, and technology



Design Innovation - Term 2

Year 7 and 8 students will complete a long-term design project focused on designing and building a model space rocket. This project introduces students to the full design process, including research, planning, designing, making, testing, and evaluating. Students will develop practical skills such as accurate measuring, dimensioning, cutting, and safe construction methods, while learning to refine their ideas through testing and evaluation.

Computer-Aided Design (CAD) and Information and Communication Technology (ICT) will be key tools throughout the project. Students will use CAD software to create 2D drawings and simple 3D models, enabling them to visualise, modify, and improve their designs. ICT will also support research and presentations, as well as an introduction to Computer-Aided Manufacturing (CAM), including processes such as laser cutting and 3D printing where appropriate.

In Graphic Products, students will design visual elements such as logos, packaging, posters, and labels for their space rocket project. They will work with materials including paper, board, plastics, inks, and finishes, selecting them based on appearance, print quality, cost, flexibility, and environmental considerations.

In Resistant Materials, students will design and construct the main structure of the rocket using materials such as wood, metals, and plastics. These materials will be selected based on properties including strength, weight, durability, and suitability for construction.

By the end of the project, students will have designed, built, and evaluated a model space rocket, gaining confidence in using CAD/ICT, understanding material properties, and developing creativity, problem-solving, and practical skills.





Mandarin – Term 2 Learning Overview (Years 7–8)

In Term 2, Mandarin learning will continue to build on students' existing knowledge, with a strong focus on practical communication, natural language use and confident output.

HSK1 – Learning themes

Students will learn to use Mandarin in everyday situations, including:

- Finding people and objects by describing locations and directions
- Introducing jobs and occupations
- Making requests and asking for permission
- Talking about time and daily routines
- Describing and asking about the weather
- Asking for opinions and giving simple suggestions
- Using common phone language in basic conversations

What students will be able to do:

- Ask and answer clear, practical questions
- Describe daily life using simple but complete sentences
- Use Mandarin appropriately in **familiar, real-life contexts**

HSK2 – Learning themes

HSK2 students will extend their language use to richer and more detailed communication, including:

- **Introducing the whole school** (facilities, places, subjects)
- Talking about **birthdays**, how they celebrate, and favourite gifts
- Giving **detailed descriptions of hobbies**, including when they started and how long they have continued
- Making and discussing **appointments and plans** (sports, meals, shopping, coffee, movies, leisure activities)
- Talking about **places**, distance and ways of travelling

HSK2 learning focus:

- Students already demonstrate **HSK2-level language ability**
- Term 2 learning will focus on **natural communication, extended speaking and presentation-style output**
- Students will be encouraged to express ideas more freely and confidently, rather than only practising sentence patterns

Confidence and emotional development

- Supporting students to speak Mandarin with confidence and reduced fear of making mistakes
- Encouraging active participation through pair work, group tasks and real-life scenarios
- Valuing effort, communication and improvement over perfection
- In Term 2, we will further support students in recognising and reading Chinese characters, helping them develop interest, confidence and a more positive attitude towards character learning.



Drama

Year 7 and 8 students will explore the fundamental building blocks of authentic performance for both stage and film. To develop deep, believable characters, students will apply **Uta Hagen's Nine Questions**, a framework that challenges them to define their character's identity, environment, and specific objectives.

"The goal of acting is living truthfully
in imaginary circumstances."

Sanford Meisner



These skills are put into practice through **partner scene work**, where students learn the delicate balance of collaborative storytelling and active listening. To sharpen their focus, we are also incorporating **Meisner-inspired observation exercises**, which teach students to stay present and ensure their physical and emotional reactions remain spontaneous and truthful to the moment.

Art

This term, Year 7 and 8 students are exploring the intersection of traditional heritage and modern technical design. We began with vibrant works inspired by **Chinese New Year**, focusing on cultural symbolism and decorative techniques. Students will sharpen their spatial awareness through a **Graffiti Wall project**, where they are mastering **2-point perspectives** to create the illusion of depth and urban scale.



Alongside these technical skills, we are analyzing **graphic and commercial art** to understand how visual branding influences our personal and social identities. To conclude the unit, students are now transitioning from 2D to 3D as they begin **working with clay**, learning the foundational tactile skills required for hand-building and sculptural form.

Music

Term 2 initiates an investigation into the "engine room" of music by examining the primal relationship between percussion and the human voice. By deconstructing foundational rhythmic patterns—such as Reggae, the March, and the syncopated Tresillo—students will discern how fundamental pulses evolve into the sophisticated grooves of contemporary music. Mastering the Bo Diddley beat and 6/8 Soul patterns equips them with the rhythmic vocabulary necessary to analyze diverse genres, transitioning them from passive listeners to active creators who comprehend the structural "heartbeat" of a composition.



Simultaneously, the curriculum introduces diatonic melodic and harmonic systems, providing the essential theoretical framework for Western music. Students will analyze how scales and chordal structures interact to evoke emotion and tension, grounding their practical skills in a rigorous structural foundation. This progression from rhythmic physicality to the logic of pitch enables students to compose original melodies and harmonize with technical proficiency, effectively bridging the gap between raw energy and sophisticated musical expression.



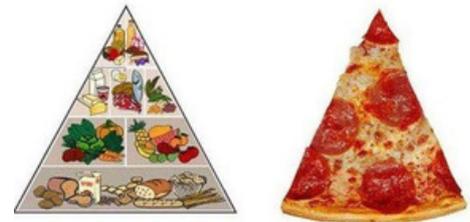
Applied English: Global Perspectives and Food For Thought

This term in Applied English, we are embarking on an exciting journey that bridges language skills with global awareness. This course was originally designed to provide a supportive space for students to engage deeply with the content and objectives of the Cambridge Global Perspectives curriculum, and this year is no exception.

The Cambridge Connection - Students will work through the challenges found in Stage 8 of the Cambridge Global Perspectives course. This curriculum encourages students to think critically about global issues, research effectively, and understand different viewpoints. By aligning Applied English with these challenges, we help students develop their academic vocabulary and communication skills within a real-world context.

Current Challenge: Beliefs About Food

Our first major focus is the "Beliefs About Food" challenge. This unit asks students to look beyond the plate and consider the social, economic, and health-related factors that influence what we eat.



Key highlights of this unit include:

- **The "Fed Up" Documentary:** We are currently watching and discussing this eye-opening documentary. Fed Up exposes the inner workings of the U.S. food industry, exploring how certain products are designed to be addictive and the impact this has on global health trends.
- **Industry Analysis:** Students are engaging in debates regarding the "collusion" between industry and marketing, learning to identify persuasive techniques used to sell processed foods.

From Global to Local: The Thai Context - To balance our global research, we are also bringing the focus back home to Thailand. Students will participate in activities designed to help them understand exactly where their food comes from.

We are specifically exploring:

- **The Thai Diet:** How traditional Thai food—with its emphasis on fresh herbs, spices, and vegetables—contributes to a healthier society compared to highly processed Western diets.
- **Sustainability:** Researching local food sources and the benefits of eating "farm-to-table."

Skills in Focus - Through this unit, students aren't just learning about food; they are mastering:

1. **Critical Thinking:** Questioning the motives behind food advertisements.
2. **Evidence-Based Writing:** Using facts from the documentary to support their arguments.
3. **Cross-Cultural Comparison:** Comparing international food industries with local Thai traditions.



Year 8 Wellbeing: Discovering Self and Strengthening Resilience

This semester in Wellbeing, Year 8 students are embarking on a journey of self-discovery. Our focus is divided into two essential areas: understanding who we are and learning how to navigate the complex world of our emotions.

Personality and Future Paths

To kick off the term, students have taken the Myers-Briggs Type Indicator (MBTI) personality assessment. This tool helps students identify their strengths, preferences, and how they interact with the world around them.

The Objective: We aren't just looking at four-letter codes; we are using these results as a springboard for career exploration. Students are currently:

- Analyzing which environments help them thrive (e.g., working in teams vs. working independently).
- Researching career paths that align with their specific personality traits.
- Discussing how understanding our "type" can improve our communication with friends and family.

Parent Tip: Ask your child if they are an "Introvert" or an "Extrovert" according to the test—the answer might surprise you!

Emotional Intelligence and Regulation

In addition to looking at the future, we are focusing on the "here and now" by exploring Emotional Regulation. Middle school can be a whirlwind of feelings, and our goal is to give students a practical "toolkit" to manage them.

What we are learning:

- **Naming the Emotion:** Moving beyond "good" or "bad" to identify specific feelings like frustration, overwhelm, or anticipation.
- **The Science of Stress:** Understanding what happens in the brain when we feel "out of control."
- **Regulation Strategies:** Practicing techniques such as mindful breathing, "grounding" exercises, and cognitive reframing to help de-escalate intense emotions before they lead to reactive behavior.

Reflective Discussion

We encourage you to engage with your child on these topics at home. You might ask:

1. "Which parts of your personality test felt the most accurate to you?"
2. "When you're feeling stressed or overwhelmed, what is one strategy we can use together to help things feel more manageable?"



Upcoming Events

- Friday 23rd January - PTA Coffee Morning 08:30-10:30AM
- 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.

Next Week

- Monday 12th - T2 Active8 begins

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 move forward into this new term, I want to emphasize that our success as a school community relies on the strong partnership between home and school. We look forward to working closely with you to support our students' growth and celebrate their achievements throughout 2026. Thank you for your continued support in making our school a vibrant and inspiring place to learn.

I look forward to a fantastic Term 2 ahead.

Warm regards,
Gary Crumbie
Secondary Principal

Reminders

To ensure a smooth and productive start to term 2, please take a moment to review our core school expectations. Consistent adherence to these standards helps us maintain a focused and professional learning environment for all students.

- **School Uniform:** We take great pride in our school identity. Please ensure students are wearing the correct and complete school uniform daily.
- **PE Kits:** Students should wear their full PE kit **only on their scheduled PE days. On all other days**, the standard formal uniform is required.
- **Mobile Phone Policy:** To minimize distractions and encourage social interaction, mobile phones are **not permitted** to be used on the school site. We appreciate your support in ensuring devices remain switched off and stored away.
- **Punctuality:** Arriving on time is a vital life skill. Please ensure students are on campus and ready for their first session to avoid missing crucial morning briefings.
- **Absences and Leave Requests:** If your child is unable to attend school, or if you need to request a planned absence, please email the details and the reason for the absence to schoolmanager@sbsbangkok.ac.th.



SBS International School Bangkok

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



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Admissions

Monday - Friday
8.30am - 4.30pm

sbsbangkok.ac.th