



SBS International School

Bangkok

AN ARTHIT OURAIRAT INSTITUTION

Message from Secondary Principal



Gary Crumbie
Secondary Principal

Dear SBS International Bangkok Families

Last weekend, our doors were wide open for our Open House, and what a joy it was to see the campus so full of life! The event was a true reflection of our daily environment - busy, vibrant, and focused on excellence. It was a wonderful opportunity to showcase the incredible work our students and staff produce every single day. Thank you to everyone who visited and made the day so special.

The energy continued this week, especially Thursday morning with our Early Years Sports Day. It was a heart-warming display of community spirit as our House Captains and students from Years 7 & 8 worked hand-in-hand with staff. Seeing our older students collaborate so effectively to support our youngest learners made the event a massive success.

Despite the excitement of special events, the momentum hasn't slowed down in our lessons. It has been another productive week across the entire curriculum, with students deeply engaged in their learning and pushing themselves to reach new milestones.

Our Service Learning projects are now well under way, and the enthusiasm from the students is inspiring. We are currently focusing on two main initiatives:

- **The Ring Pull Project**
- **The Loose Change Appeal**

A huge thank you for your ongoing support with these causes. Your contributions are helping our students understand the power of collective action and global citizenship.



English

Welcome to this week's curriculum update! Our Year 7 students have officially "arrived" at Hogwarts as we dive deep into one of the most pivotal moments in *Harry Potter and the Philosopher's Stone: The Sorting Ceremony*. We moved beyond the surface of the plot to examine how J.K. Rowling uses the "Sorting Hat" as a literary device to explore complex human themes.

We focused our literary analysis on several key sequences in the Great Hall:

- **The Weight of Expectation:** We analysed Harry's internal monologue as he enters the Great Hall, identifying his "imposter syndrome"—the fear that he is a fraud who doesn't belong in this magical world.
- **The Sentient Historian:** Students explored the Sorting Hat's Song, noting that the Hat serves as a historian of the school, carrying the values of the four founders.
- **The "Hatstall":** We spent significant time on the tension of Harry's sorting. While characters like Malfoy and Hermione are placed instantly, Harry's moment of hesitation—and his plea of "Not Slytherin"—served as our primary text for discussion.
- **The First Omen:** The introduction of Professor Snape and the first sting of Harry's scar provided us with a perfect example of foreshadowing.

The classroom discussions this week were incredibly spirited! We tackled two major thematic pillars:

1. Choice vs. Destiny

The Sorting Hat suggested Harry would do well in Slytherin, yet he ended up in Gryffindor.

The Big Question: Does the Hat put Harry in Gryffindor because he is brave, or because he chose to be brave by rejecting the easier path?

We concluded that this moment establishes the central thesis of the series: Our choices define us far more than our innate abilities.

2. Institutional Identity & Labeling

We looked at the four houses not just as "teams," but as a system of labelling.

Students debated the ethics of this system: Is it fair to determine a child's "path" or personality at age eleven? We compared the House system to real-world social structures and discussed how labels can both provide a sense of belonging and create unfair stereotypes.

As we move into next week, students will be drafting a persuasive speech from the perspective of the Sorting Hat, justifying its decision for a specific character using textual evidence.





English

Year 8 this week transitioned into the emotional heart of S.E. Hinton's *The Outsiders*. In Chapter 5, the fast-paced "rumble" of the streets gave way to the quiet, introspective isolation of the abandoned church on Jay Mountain.

As we navigated the boys' journey as fugitives, our classroom discussions centered on the stripping away of identity and the heavy cost of "staying gold."

The move to the church isn't just a change in geography; it's a total shift in tone. We analysed how Ponyboy and Johnny are forced to confront their own vulnerability when their "Greaser" armor is taken away.

- **The Loss of Identity:** We explored the symbolism of the haircut. For Ponyboy, his long, greasy hair wasn't just a style—it was a trademark of his social class and his only source of pride.
- **A "Full-Scale War":** Dally's arrival brought news of the escalating violence back home and the surprising revelation of Cherry Valance acting as a "spy" for the Greasers.

Our discussion highlights included:

1. Symbolism: Hair vs. Mustangs

The students engaged in a heated debate about social currency. If the Socs have Corvairs and Madras shirts to signal their power, the Greasers only have their hair.

Key Question: Why does Ponyboy feel "shambled" and "lost" without his hair? We concluded that it represents the last thread connecting him to his family and his "tough" persona.

2. The Concept of "Gallantry"

Using *Gone with the Wind* as a secondary text, we analysed Johnny's idolisation of the Southern Gentlemen.

- **Discussion:** Is Dally actually "gallant"? While Ponyboy sees Dally's hardness as frightening, Johnny sees a hero who takes the "rap" for others. This led to a fascinating look at how different characters define loyalty.

3. Analysing "Nothing Gold Can Stay"

We took a deep dive into Robert Frost's poem to meet the Cambridge requirements for analysing figurative language and theme.

"Gold" in this context was identified by the class as a symbol for youth, innocence, and purity. * **The Takeaway:** The students noted that just as the sunrise must fade, the boys' childhood is ending under the weight of their choices.





Mandarin

This week's Mandarin learning emphasised student leadership, independent learning, and real-life communication across the different learning pathways.

Year 8 Pathway A established a self-directed Mandarin learning corner, designed like a small learning “buffet”. Students organised previously learned resources such as flashcards, sentence cards, RMB notes, menus, food vocabulary, daily routine expressions, and family member cards on tables. They independently selected materials to review and test their knowledge. When encountering difficulties, students were encouraged to first solve problems through peer learning, with the teacher providing guidance only when necessary. This activity strengthened students' autonomy, collaboration, and confidence in recalling Mandarin language structures.

Year 8 Pathway B completed a “Welcome New Student” communication challenge. Four returning students competed to gather and present as much information as possible about a new classmate using Mandarin, testing both their language ability and their social communication skills. Returning students also introduced teachers to the new student in Mandarin. By the end of the day, the new student attempted to introduce classmates using Mandarin and worked with the group to identify shared similarities, encouraging meaningful interaction and community building.

Students across Year 7 and Year 8 also explored Chinese calligraphy, learning the correct brush grip, writing posture, and controlled brush movement. They practiced writing simple characters such as 人 (person), 水 (water), 火 (fire), and 山 (mountain), developing patience, focus, and cultural appreciation.

Year 7 Pathway B reviewed Mandarin vocabulary and sentence structures for buying snacks, practicing through role-play scenarios to prepare for real-life communication tasks.

In addition, Year 7 and Year 8 students took on leadership roles as volunteers to support the Year 5–6 Mandarin Coffee Shop activity. Acting as shop assistants, they helped run the snack-buying experience while younger students practiced Mandarin as customers. This cross-year collaboration provided valuable opportunities for older students to apply their language skills authentically while supporting younger learners in the Mandarin learning community.





Thai Language

This week, Thai Language and Thai Studies were integrated in the lesson. Year 7 students learned about Thailand's protected wildlife. They researched information and presented their work in front of the class. Through this activity, they developed their technology, language, and presentation skills. They have shown great improvement - bravo!

Year 8 students learned about ภาพเขียนเครื่องคาวหวาน, a Thai poem about traditional Thai food written by King Rama II. They practised researching information and understanding the meanings of the poem. Students selected a dish mentioned in the poem that interested them, researched information about the menu, and creatively presented their work through posters. They worked very hard on this task - please look forward to seeing their wonderful work!



Humanities

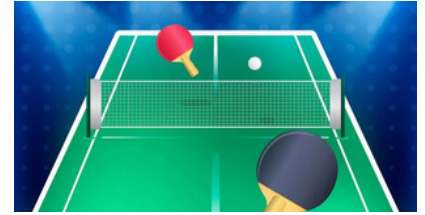
Students have worked collaboratively this week on their wall displays ready for our new classroom in secondary. Groups investigated the flow of Thailand's exports, what and where they go as well as the value such products contribute towards the country's economy.





PE

This week marked the final week of our Unit 3: Net and Wall Games, with a focus on Table Tennis. Students completed their assessment, demonstrating the skills they have been developing throughout the unit, including grip, serving, and forehand and backhand strokes. It was encouraging to see the progress many students have made in their control, coordination, and consistency.



After the assessment, students had the opportunity to play friendly matches and enjoy their final sessions of table tennis. The lessons were filled with positive energy, and it was great to see students actively engaged and enjoying the game.



REMINDER

Next week, we begin our new unit on Swimming, where students will focus on developing water confidence, swimming techniques, and overall aquatic skills.

Science - TedTalk

Our fantastic science TedTalk continued this week with Ruby (Y8) and Pichcha (Y7) presenting on the title 'AI has made students lazy'. A fantastic, relevant and topical subject that really challenged both students and the audience.

A lot of time, effort and preparation goes into each week's TEDTalk for which all students are to be commended.



Successful Open House

A huge thank you to Paula (Y7) for being the host at last weekend's Open House event and to all students, staff and parents who helped contribute to its huge success. There was a great sense of energy and it was fantastic to see the pride in the students as they showcased our amazing school.





Early Years Sports Day - A Rumble in the Jungle

It was fantastic to see the secondary students working collaboratively together and with staff on Thursday morning to ensure the smooth running of the EY Sports Day. The theme was 'A Rumble in the Jungle' with our younger students on the search for Lenny the Lion.

Some of the Year 7 & 8 students were group leaders, and led their groups around 7 different activity stations in search for Lenny. The rest of Year 7&8 were station leaders, ensuring the safe operation of each activity. It was a hot and energetic morning and fun was had by everyone.





Service Learning

- The Artificial Reef Design competition closed today - we look forward to sharing the winning design in next week's newsletter.
- Ring Pulls - Don't forget to be keeping all your ring pulls from drinks cans

Part of the Service Learning journey is ADVOCACY - please do share our competition with your work place, the restaurants and coffee shops that you visit as well as with the air stewards and stewardesses on the flights you take - have people in the community collecting for your house. Who will win - is down to you!

Please share www.p-c-f.org with anyone who would like more information about the ring pull journey and the amazing work Jane Walker and her team at Purple Community Fund are doing with the Tondo Dumpsite community.

- Loose Change - just like the ring pulls the Loose Change house competition is also well underway - thank you for all your contributions so far. Keep dropping those coins into the tubes as you pass by near the main reception.

Remember to also share the amazing conservation work that Global Reef is doing in Koh Tao www.global-reef.com. As you know - SBS Bangkok is proud to contribute to this cause with an artificial reef designed by one of our talented students!





Upcoming Events

Book Week is here - starting Monday!

What an awesome week to look forward to as the campus comes alive to raise the profile and enjoyment of reading!

A jam packed week of activities which will conclude on Friday 20th March with our visiting author - Sarah Roberts ('Somebody Swallowed Stanley'). This is our Book Week Finale where we invite all students to dress up as their favourite book character.

Sarah Roberts is an eco-journalist, animal behaviorist, and author known for her environmental children's books. Her work focuses on teaching young readers about conservation and human impact on the planet. She has an amazing story and she will be running a parent workshop after drop-off followed by student workshops all day on Friday 20th March. She will then be staging a book signing where you will be able to purchase or order a signed book. Sarah's books have featured on the UK's BBC children's channel.

More information about our visiting Author can be found [here](#).

Looking Ahead

- Monday 16th - Friday 20th March - Book Week
- Friday 20th March - Book Week Character Dress Up day
- Friday 3rd April - End of Term 2
- Monday 20th April - Start of Term 3

Reminders

As you will have seen in Mr PJ's write up - Swimming starts next week. All students are reminded to ensure they are prepared for swimming. This includes:

- Swim costume
- Swim hat (optional)
- Swim goggles (optional)
- A towel
- A separate bag to keep their wet costume and towel in for the rest of the day.

Campus Safety Reminder: ID Lanyards Required



Maintaining a secure environment for our learning community is a top priority for SBS International School Bangkok. To ensure the highest level of safety, all parents/adults must wear their SBS Bangkok ID & Lanyard at all times while on school grounds.

This clear identification system helps our security team easily recognise staff, parents, and guests. By keeping your ID visible, you actively contribute to a safe and welcoming campus for our students.

If you do not currently have an ID card and lanyard, or wish to exchange an old one, please contact schoolmanager@sbsbangkok.ac.th

We deeply appreciate your continuous support and cooperation.

Closing Note

As we look back on a week filled with vibrant energy, from the success of our Open House to the heart-warming collaboration seen during the Early Years Sports Day it is clear to me that the spirit of our community is stronger than ever.

Whether it is our older students guiding the younger ones or our families supporting our ongoing Service Learning projects, your involvement is what makes our school a truly special place. Let's carry this incredible momentum into next week as we dive into Book Week and continue to push the boundaries of our learning.

Warm regards,
Gary Crumie
Secondary Principal



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Let's grow the SBS Bangkok community together!



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**Inspire Academic Success,
Nurture Holistic Wellbeing,
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Monday - Friday
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